



VIRTUAL/TELECONFERENCE
BOARD OF NURSING
Virtual, 4822 Madison Yards Way, Madison
Contact: Christine Poleski (608) 266-2112
November 12, 2020

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 record of the actions of the Board.

AGENDA

8:00 A.M.

OPEN SESSION – CALL TO ORDER – ROLL CALL

A. Adoption of Agenda (1-5)

B. Approval of Minutes of October 8, 2020 (6-11)

C. Introductions, Announcements, and Recognitions

- 1) Recognition:
 - a. Elizabeth Smith Houskamp, Registered Nurse Member
- 2) Welcome:
 - a. Janice A. Edelstein, Registered Nurse Member (7/1/2024)

D. Administrative Matters

- 1) Department, Staff and Board Updates
- 2) Appointment of Liaisons and Alternates: Screening Panel Assignments 2021
- 3) Board Members – Term Expiration Dates
 - a. Rosemary P. Dolatowski – 7/1/2022
 - b. Jennifer L. Eklof – 7/1/2021
 - c. Elizabeth Smith Houskamp – 7/1/2020
 - d. Peter J. Kallio – 7/1/2022
 - e. Lisa D. Pisney – 7/1/2023
 - f. Christian Saldivar – 7/1/2023
 - g. Luann Skarlupka – 7/1/2021
 - h. Robert Weinman – 7/1/2023
 - i. Emily Zentz – 7/1/2023

E. Wisconsin Center for Nursing Public Agenda Request: 2018-2019 Education and Faculty Survey Report – Discussion and Consideration (12)

- 1) **APPEARANCE:** Tom Walsh, Wisconsin Department of Workforce Development

F. Education and Examination Matters – Discussion and Consideration

- 1) George Williams College of Aurora University School of Nursing – School Approval (13-111)

2) Herzing University Kenosha – School Approval **(112-546)**

G. Administrative Rule Matters – Discussion and Consideration (547)

- 1) Scope Statement for N 8 Relating to Prescribing Limitations **(548-549)**
- 2) Scope Statement for N 2 Relating to Reciprocal Credentials for Service Members, Former Service Members, and Their Spouses **(550-551)**
- 3) Discussion of Permanent and Emergency Rules for N 1 Relating to Simulation-Based Clinical Learning **(552-553)**
- 4) Status Updates on N 2 Relating to Temporary Permits, N 8 Relating to Collaboration with Other Health Care Providers, N 1 to 8 Relating to Requirements in Emergency Situations, and N 4 Relating to Licensure of Nurse-Midwives
- 5) Pending or Possible Rulemaking Projects

H. Professional Assistance Procedure (PAP) – Follow Up

I. COVID-19 – Discussion and Consideration

J. Public Agenda Request: Consideration of Alternate Pathway to Obtain Advanced Practice Nurse Prescriber (APNP) Certificate (554)

K. Credentialing Matters – Discussion and Consideration

- 1) Nurse Licensure Renewal Process and Nurse Workforce Survey – Action as Deemed Necessary

L. Newsletter Planning – Discussion and Consideration

M. Nurse Licensure Compact (NLC) Update – Discussion and Consideration

N. Board of Nursing Liaison Reports – Discussion and Consideration

O. Discussion and Consideration of Items Added After Preparation of Agenda:

- 1) Introductions, Announcements and Recognition
- 2) Administrative Matters
- 3) Election of Officers
- 4) Appointment of Liaisons and Alternates
- 5) Delegation of Authorities
- 6) Education and Examination Matters
- 7) Credentialing Matters
- 8) Practice Matters
- 9) Legislative and Policy Matters
- 10) Administrative Rule Matters
- 11) Liaison Reports
- 12) Board Liaison Training and Appointment of Mentors
- 13) Informational Items
- 14) Division of Legal Services and Compliance (DLSC) Matters
- 15) Presentations of Petitions for Summary Suspension
- 16) Petitions for Designation of Hearing Examiner
- 17) Presentation of Stipulations, Final Decisions and Orders
- 18) Presentation of Proposed Final Decisions and Orders
- 19) Presentation of Interim Orders
- 20) Petitions for Re-Hearing
- 21) Petitions for Assessments

- 22) Petitions to Vacate Orders
- 23) Requests for Disciplinary Proceeding Presentations
- 24) Motions
- 25) Petitions
- 26) Appearances from Requests Received or Renewed
- 27) Speaking Engagements, Travel, or Public Relation Requests, and Reports

P. 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.).

Q. Credentialing Matters

- 1) Application Reviews
 - a. Ashley O’Leary – Registered Nurse Applicant **(555-564)**
 - b. Alisa Moore – Registered Nurse Renewal Applicant – Corrected Motion **(565-601)**
 - c. Meshell L. Settles – Registered Nurse Applicant **(602-698)**

R. Deliberation on Division of Legal Services and Compliance Matters

- 1) **Administrative Warnings**
 - a. 18 NUR 025 – S.S.Q. **(699-700)**
 - b. 18 NUR 416 – A.L.Z. **(701-703)**
 - c. 19 NUR 009 – H.E.Z. **(704-705)**
 - d. 19 NUR 369 – D.K.S. **(706-707)**
 - e. 20 NUR 173 – H.A.B. **(708-709)**
 - f. 20 NUR 197 – A.L.W. **(710-711)**
 - g. 20 NUR 209 – J.D.M. **(712-713)**
 - h. 20 NUR 234 – F.C.H. **(714-715)**
 - i. 20 NUR 285 – J.P.S. **(716-717)**
 - j. 20 NUR 309 – K.A.O. **(718-719)**
 - k. 20 NUR 311 – C.A.R. **(720-721)**
 - l. 20 NUR 313 – M.M.N. **(722-723)**
 - m. 20 NUR 347 – N.K.K. **(724-725)**
- 2) **Case Closings**
 - a. 18 NUR 502 & 18 NUR 515 – B.S.C. **(726-728)**
 - b. 18 NUR 516 – D.F.F. **(729-734)**
 - c. 18 NUR 619 – D.T.K. **(735-739)**
 - d. 18 NUR 728 – K.D.D. **(740-745)**
 - e. 18 NUR 733 – B.A.C. & L.M.D. **(746-754)**
 - f. 18 NUR 771 – B.L.G. & C.L.P. **(755-761)**
 - g. 18 NUR 777 – A.G. **(762-767)**
 - h. 18 NUR 778 – M.C.M.B. **(768-770)**
 - i. 19 NUR 047 – L.B.J. **(771-775)**

- j. 19 NUR 062 – S.A.S. **(776-781)**
- k. 19 NUR 097 – L.J.E. **(782-788)**
- l. 19 NUR 124 – M.J.R. **(789-792)**
- m. 19 NUR 271 – N.J.N. **(793-798)**
- n. 19 NUR 386 – M.L.T. **(799-801)**
- o. 19 NUR 562 – T.T.C. **(802-804)**
- p. 19 NUR 640 – A.J.S. **(805-807)**
- q. 19 NUR 662 – R.J.C. **(808-812)**
- r. 19 NUR 667 – D.S.L. **(813-822)**
- s. 19 NUR 681 – C.A.N. **(823-825)**
- t. 19 NUR 771 – R.P.H. **(826-829)**
- u. 20 NUR 050 – J.F.B. **(830-849)**
- v. 20 NUR 258 – D.P.S. **(850-855)**

3) **Proposed Stipulations, Final Decisions, and Orders**

- a. 18 NUR 476 – Jessica D. Piencikowski, R.N. **(856-862)**
- b. 18 NUR 585 & 19 NUR 015 – Jeremiah R. Hendricks, L.P.N. **(863-874)**
- c. 18 NUR 641 – Kendra M. Martin, R.N. **(875-882)**
- d. 18 NUR 679 – Lolita Allen, R.N. **(883-888)**
- e. 18 NUR 786 – Amber R. Rusert, L.P.N. **(889-894)**
- f. 19 NUR 034 & 19 NUR 678 – Mary E. Kuntz, R.N. **(895-899)**
- g. 19 NUR 069 – Melissa Mehrtens, L.P.N. **(900-905)**
- h. 19 NUR 263 – Pamela L. Worthington, R.N. **(906-913)**
- i. 20 NUR 221 – Joan S. Heath, R.N. **(914-921)**
- j. 20 NUR 284 – Megan M. Gordon, R.N. **(922-927)**
- k. 20 NUR 342 – Deserae J. Furst, L.P.N. **(928-935)**
- l. 20 NUR 471 & 20 NUR 472 – Todd W. Mehrhoff, R.N., A.P.N.P. **(936-942)**

4) **Monitoring Matters (943-944)**

- a. Monitor Benisch
 - 1. Cynthia Borchardt, R.N. – Requesting Full Licensure **(945-963)**
 - 2. Heather Effertz, R.N. – Requesting Termination of Suspension and Review of Fit to Practice Evaluation **(964-988)**
 - 3. Tanya Gonzalez, R.N. – Requesting Full Licensure **(989-1010)**
- b. Monitor Cha
 - 1. Cheyanne Cochran (Cyr), R.N. – Requesting Idaho as Primary Monitoring State **(1011-1042)**
 - 2. Lorna Scholtens, R.N. – Requesting Reduction in Screens and Extension of Five-Hour Testing Window **(1043-1055)**
 - 3. Ann Zitke, R.N. – Requesting Full Licensure **(1056-1068)**

S. Deliberation of Items Added After Preparation of the Agenda

- 1) Education and Examination Matters
- 2) Credentialing Matters
- 3) DLSC Matters
- 4) Monitoring Matters
- 5) Professional Assistance Procedure (PAP) Matters
- 6) Petitions for Summary Suspensions

- 7) Petitions for Designation of Hearing Examiner
- 8) Proposed Stipulations, Final Decisions and Order
- 9) Proposed Interim Orders
- 10) Administrative Warnings
- 11) Review of Administrative Warnings
- 12) Proposed Final Decisions and Orders
- 13) Matters Relating to Costs/Orders Fixing Costs
- 14) Case Closings
- 15) Board Liaison Training
- 16) Petitions for Assessments and Evaluations
- 17) Petitions to Vacate Orders
- 18) Remedial Education Cases
- 19) Motions
- 20) Petitions for Re-Hearing
- 21) Appearances from Requests Received or Renewed

T. Consulting with Legal Counsel

- 1) Planned Parenthood of Wisconsin, Inc. v. Wisconsin Board of Nursing, Et Al; USDC, Western District of Wisconsin

RECONVENE TO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION

- U. Vote on Items Considered or Deliberated Upon in Closed Session if Voting is Appropriate
- V. Open Session Items Noticed Above Not Completed in the Initial Open Session
- W. Board Meeting Process (Time Allocation, Agenda Items) – Discussion and Consideration
- X. Board Strategic Planning and its Mission, Vision and Values – Discussion and Consideration

ADJOURNMENT

NEXT MEETING: DECEMBER 10, 2020

 MEETINGS AND HEARINGS ARE OPEN TO THE PUBLIC, AND MAY BE CANCELLED WITHOUT NOTICE.

Times listed for meeting items are approximate and depend on the length of discussion and voting. All meetings are held at 4822 Madison Yards Way, Madison, Wisconsin, unless otherwise noted. In order to confirm a meeting or to request a complete copy of the board's agenda, please call the listed contact person. The board may also consider materials or items filed after the transmission of this notice. Times listed for the commencement of disciplinary hearings may be changed by the examiner for the convenience of the parties. Requests for interpreters for the deaf or hard of hearing, or other accommodations, are considered upon request by contacting the Affirmative Action Officer, 608-266-2112, or the Meeting Staff at 608-266-5439.

**VIRTUAL/TELECONFERENCE
BOARD OF NURSING
MEETING MINUTES
OCTOBER 8, 2020**

PRESENT: Rosemary Dolatowski, Jennifer Eklof (*arrived at 8:06 a.m.*), Peter Kallio, Lisa Pisney, Christian Saldivar Frias (*excused at 1:27 p.m.*), Luann Skarlupka, Emily Zentz (*excused at 11:37 a.m./reconnected at 12:33 p.m.*), Robert Weinman (*arrived at 8:06 a.m.*)

EXCUSED: Elizabeth Smith Houskamp

STAFF: Christine Poleski, Executive Director; Jameson Whitney, Legal Counsel; Dale Kleven, Administrative Rules Coordinator; Kimberly Wood, Program Assistant Supervisor-Advanced; Daniel Betekhtin, Bureau Assistant; and other DSPS Staff

CALL TO ORDER

Peter Kallio, Chairperson, called the meeting to order at 8:04 a.m. A quorum was confirmed with six (6) members present.

ADOPTION OF THE AGENDA

Amendments to the Agenda

- Closed Session: Under “N. Deliberation on Division of Legal Services and Compliance Matter; Proposed Stipulations, Final Decisions, and Orders” correct the case number for item k. to “20 NUR 227”

MOTION: Lisa Pisney moved, seconded by Rosemary Dolatowski, to adopt the Agenda as amended. Motion carried unanimously.

APPROVAL OF MINUTES OF SEPTEMBER 10, 2020

MOTION: Luann Skarlupka moved, seconded by Lisa Pisney, to approve the Minutes of September 10, 2020 as published. Motion carried unanimously.

(Jennifer Eklof arrived at 8:06 a.m.)

WISCONSIN CENTER FOR NURSING

APPEARANCE – Dr. Linda Young, PhD, RN, CNE, CFLE: 2018-2019 Education and Faculty Survey Report

MOTION: Luann Skarlupka moved, seconded by Rosemary Dolatowski, to acknowledge and thank Dr. Linda Young, PhD, RN, CNE, CFLE, for her remote appearance before the Board. Motion carried unanimously.

(Robert Weinman arrived at 8:25 a.m.)

APPEARANCE – Dr. Barbara Nichols, PhD, (Hon) MS, RN, FAAN: Action to be Taken Regarding Projected Nursing Shortages in Wisconsin

MOTION: Rosemary Dolatowski moved, seconded by Emily Zentz, to acknowledge and thank Dr. Barbara Nichols, PhD, (Hon) MS, RN, FAAN, for her remote appearance before the Board. Motion carried unanimously.

ADMINISTRATIVE RULE MATTERS

Emergency Rule Draft – N 1 to 8 – Requirements in Emergency Situations

MOTION: Lisa Pisney moved, seconded by Christian Saldivar Frias, to authorize the Chairperson and Luann Skarlupka to approve the emergency rule draft of N 1 to 8, relating to requirements in emergency situations, for submission to the Governor, adoption, and publication in the official newspaper. Motion carried unanimously.

Preliminary Permanent Rule Draft – N 1 to 8 – Requirements in Emergency Situations

MOTION: Christian Saldivar Frias moved, seconded by Lisa Pisney, to authorize the Chairperson and Luann Skarlupka approve the preliminary rule draft of N 1 to 8, relating to requirements in emergency situations, for posting for economic impact comments and submission to the Clearinghouse. Motion carried unanimously.

Preliminary Permanent Rule Draft – N 4 – Licensure of Nurse-Midwives

MOTION: Rosemary Dolatowski moved, seconded by Lisa Pisney, to approve the preliminary rule draft of N 4, relating to licensure of nurse-midwives, for posting for economic impact comments and submission to the Clearinghouse. Motion carried. Abstained: Luann Skarlupka

Scope Statement Development – N 2 – Temporary Permits

MOTION: Luann Skarlupka moved, seconded by Emily Zentz, to acknowledge and thank Matthew Stanford, Wisconsin Hospital Association, for his comments and remote appearance before the Board. Motion carried unanimously.

MOTION: Luann Skarlupka moved, seconded by Emily Zentz, to approve the Scope Statement revising N 2, relating to temporary permits, for submission to the Department of Administration and Governor's Office and for publication. Additionally, the Board authorizes the Chairperson to approve the Scope Statement for implementation no less than 10 days after publication. If the Board is directed to hold a preliminary public hearing on the Scope Statement, the Chairperson is authorized to approve the required notice of hearing. Motion carried unanimously.

Scope Statement Development – N 8 – Advanced Practice Nurse Prescribers

MOTION: Lisa Pisney moved, seconded by Christian Saldivar Frias, to approve the Scope Statement for N 8, relating to APNP collaboration with other health care professionals, for submission to the Department of Administration and Governor’s Office and for publication. Additionally, the Board authorizes the Chairperson to approve the Scope Statement for implementation no less than 10 days after publication. If the Board is directed to hold a preliminary public hearing on the Scope Statement, the Chairperson is authorized to approve the required notice of hearing. Motion carried unanimously.

Administrative Rules Reporting Requirement Under 2017 Wisconsin Act 108

Proposals for 2021 Report

MOTION: Peter Kallio moved, seconded by Rosemary Dolatowski, to designate Lisa Pisney, Luann Skarlupka, and Christian Saldivar Frias to serve as liaison to DSPS staff for drafting the 2021 Wisconsin Act 108 report, relating to administrative rules, and to authorize the Chairperson, or highest-ranking officer, or longest serving member of the board, in order of succession, to approve the report for submission to the Joint Committee for Review of Administrative Rules. Motion carried unanimously.

(Emily Zentz was excused at 11:37 a.m.)

Pending or Possible Rulemaking Projects

N 8, Relating to APNP Prescribing Limitations

MOTION: Peter Kallio moved, seconded by Rosemary Dolatowski, to request DSPS staff draft a Scope Statement relating to APNP prescribing limitations, and to designate Lisa Pisney to advise DSPS staff. Motion carried unanimously.

Reciprocal Credentials for Service Members, Former Service Members, and Their Spouses

MOTION: Luann Skarlupka moved, seconded by Peter Kallio, to request DSPS staff draft a Scope Statement relating to reciprocal credentials for service members, former service members, and their spouses. Motion carried unanimously.

CLOSED SESSION

MOTION: Peter Kallio moved, seconded by Luann Skarlupka, 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 warnings

(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.). Peter Kallio, Chairperson, read the language of the motion. The vote of each member was ascertained by voice vote. Roll Call Vote: Rosemary Dolatowski-yes; Jennifer Eklof-yes; Peter Kallio-yes; Lisa Pisney-yes; Christian Saldivar Frias-yes; Luann Skarlupka-yes; and Robert Weinman-yes. Motion carried unanimously.

The Board convened into Closed Session at 12:13 p.m.

(Emily Zentz reconnected to the meeting at 12:33 p.m.)

DIVISION OF LEGAL SERVICES AND COMPLIANCE MATTERS

Administrative Warnings

MOTION: Luann Skarlupka moved, seconded by Emily Zentz, to issue an Administrative Warnings in the matter of the following cases:

1. 18 NUR 425 – D.L.M.
2. 20 NUR 276 – L.N.H.

Motion carried unanimously.

Case Closings

MOTION: Peter Kallio moved, seconded by Lisa Pisney, to close the following DLSC Cases for the reasons outlined below:

1. 18 NUR 122 – A.P.W. – Insufficient Evidence
2. 18 NUR 337 – A.M.Z. – Prosecutorial Discretion (P5)
3. 18 NUR 483 – P.J.F. – Insufficient Evidence
4. 18 NUR 562 – L.K.S. – Prosecutorial Discretion (P5)
5. 18 NUR 582 – E.H.W. – Insufficient Evidence
6. 18 NUR 638 – J.L.C. – Lack of Jurisdiction (L2)
7. 18 NUR 722 – D.E.L.L. – Insufficient Evidence
8. 19 NUR 010 – R.L.P. – Insufficient Evidence
9. 19 NUR 067 – M.B., P.C., M.E., J.E., & A.T. – No Violation
10. 19 NUR 101 – S.P.B. – Insufficient Evidence
11. 19 NUR 268 – K.M.W. – Insufficient Evidence
12. 19 NUR 400 – D.S.M. – Insufficient Evidence
13. 19 NUR 588 – C.M.B. – No Violation
14. 20 NUR 074 – A.U. – No Violation

Motion carried unanimously.

18 NUR 273 – V.F.C.

MOTION: Emily Zentz moved, seconded by Luann Skarlupka, to table DLSC Case Number 18 NUR 273. Motion carried unanimously.

Proposed Stipulations and Final Decisions and Orders

MOTION: Rosemary Dolatowski moved, seconded by Peter Kallio, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings of the following cases:

1. 18 NUR 298 & 18 NUR 498 – Samantha S. Schmittinger, R.N.
2. 18 NUR 652 – Lana K. Hammerly, L.P.N.
3. 18 NUR 657 – Andrew C. Surita, R.N.
4. 18 NUR 681 – Jean M. Kirkeby, L.P.N.
5. 19 NUR 033 – Sharon M. Slaney, R.N.
6. 19 NUR 137 – Robin E. Herlache, L.P.N., R.N.
7. 19 NUR 167 – Nichole M. Dorn, L.P.N.
8. 19 NUR 280 – Laura J. Pospychala, R.N.
9. 19 NUR 719 – Tracy Ann Eilts, R.N.
10. 20 NUR 118 – Julie M. Johnston, R.N.
11. 20 NUR 227 – Stephanie L. Tibbits, R.N.
12. 20 NUR 387 – Rachel J. Kamnetz, R.N.

Motion carried unanimously.

Monitoring Matters

Christina Brockhaus, R.N.

Requesting Termination of Direct Supervision, Reduction in Screens and Reduction in AA/NA Meetings

MOTION: Peter Kallio moved, seconded by Rosemary Dolatowski, to grant the request of Christina Brockhaus, R.N., for reduction in the frequency of screens to twenty-eight (28) per year plus one annual hair test, and a reduction in frequency of AA/NA meetings to 1 per week, and to deny the request for termination of direct supervision. **Reason for Denial:** Insufficient time under the Board Order (7/23/2018). Motion carried unanimously.

Hedy Klinger, R.N.

Requesting Reinstatement of Full Licensure

MOTION: Lisa Pisney moved, seconded by Emily Zentz, to grant the request of Hedy Klinger, R.N., for reinstatement of full licensure. Motion carried unanimously.

Ross Huber, R.N.

Requesting Full Licensure

MOTION: Peter Kallio moved, seconded by Emily Zentz, to grant the request of Ross Huber, R.N., for full licensure. Motion carried unanimously.

RECONVENE TO OPEN SESSION

MOTION: Emily Zentz moved, seconded by Peter Kallio, to reconvene into Open Session. Motion carried unanimously.

The Board reconvened into Open Session at 1:27 p.m.

(Christian Saldivar Frias did not reconnect when the Board moved to open session.)

VOTING ON ITEMS CONSIDERED OR DELIBERATED UPON IN CLOSED SESSION

MOTION: Luann Skarlupka moved, seconded by Lisa Pisney, to affirm all motions made and votes taken in Closed Session. Motion carried unanimously.

(Be advised that any recusals or abstentions reflected in the Closed Session motions stand for the purposes of the affirmation vote.)

ADJOURNMENT

MOTION: Rosemary Dolatowski moved, seconded by Robert Weinman, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 1:31 p.m.



PUBLIC AGENDA REQUEST FORM

Instructions:

1. Fill out this form, and then save to your device.
2. Return to the "[Suggest an Agenda Item](#)" page and select the appropriate Board or Council from the Board/Council list.
3. Attach your completed "Public Agenda Request" form and send.

First Name: Barbara

Last Name: Nichols

Association/Organization: WCN- Wisconsin Center for Nursing

Address Line 1: 1920

Address Line 2: East Hartford Ave

City: Milwaukee

State: WI

Zip: 53718

Phone Number: (215) 796-7256-

Email: nicholsbarbara1938@att.net

Subject: 2018-2019 Education and Faculty Survey Report

Issue to Address: Update on Nursing education including enrollment and recruitment and retention of faculty and students

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

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Joan Gage		2) Date When Request Submitted: 10/7/2020 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: BON			
4) Meeting Date: 11/12/20	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Aurora George Williams University – School Approval	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? Yes (<u>Fill out Board Appearance Request</u>) <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed: Final program approval of nursing school			
11) Signature of person making this request Joan Gage		Authorization Date 10/1/2020	
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: dsps.wisconsin.gov

BOARD OF NURSING

NURSING SCHOOL SELF-EVALUATION REPORT FOR INITIAL BOARD OF NURSING APPROVAL

As indicated in Chapter N 1.05, a school of nursing may apply for approval of the school of nursing upon graduation of the first class or eligibility to sit for the NCLEX, but may not apply later than graduation of the third class. The school of nursing shall submit a self-evaluation report setting forth evidence of compliance with the standards in N 1.08 and an evaluation of the NCLEX success rate. This form #3029 must be completed as part of the self-evaluation report for initial Board of Nursing approval.

Directions for completing the Self-Evaluation Report: On the line next to each requirement, please indicate the date of compliance or anticipated compliance, or "NA" for not applicable. For each "NA" indicated, please explain why the requirement does not apply to the nursing school in the space provided on page six or on attached clearly labeled pages.

After receiving the Self-Evaluation Report, the Board may conduct a site survey of the school of nursing to verify compliance with Board standards.

Please submit this completed and signed report to dspsexaminationsoffice@wisconsin.gov.

Name of Nursing School: George Williams College of Aurora University School of Nursing

Address: 350 Constance Blvd.

Williams Bay, WI 53191

Program (ADN, BSN, Other): BSN

An electronic version of Chapter N 1 is available at: https://docs.legis.wisconsin.gov/code/admin_code/n/1.pdf.

CHAPTER N 1.08(1) ORGANIZATION AND ADMINISTRATION

N 1.08 (1)(a) Governing Institution

NOTE: *The Board may examine administrative policies during a site survey to ensure Board standards are being met.*

1. 2/16/2016 Institution assumes legal responsibility for overall conduct of the school of nursing.
2. 2/16/2016 Institution has a designated educational administrator, established administrative policies and fiscal, human, physical, clinical and technical learning resources adequate to support school processes, security and outcomes.
3. 5/21/2013 Institution has maintained institutional accreditation; *attach evidence of accreditation to Self-evaluation Report.*
4. 12/20/2016 Institution has developed and maintained written school of nursing administrative policies which are in accord with the institution.

Wisconsin Department of Safety and Professional Services

5. 12/20/2016 Institution has written contracts in place between the school of nursing and institutions which offer associated academic study, clinical facilities and agencies for related services for students.

CHAPTER N 1.08(2)(a) EDUCATIONAL ADMINISTRATOR

6. 2/16/2016 Nursing school educational administrator holds a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
7. 2/16/2016 Nursing school educational administrator has evidence of a graduate degree with a major in nursing. A doctoral degree is required for a school of nursing offering a graduate degree nursing program.
8. 8/24/2020 Nursing school educational administrator has 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.
9. 2/16/2016 Educational administrator has current knowledge of nursing practice.
10. 6/19/2017 Institution must notify the board within 48 hours of the termination, resignation or retirement of an educational administrator and designate the interim educational administrator within 5 business days. The institution may request board approval of an interim educational administrator who does not meet the qualifications in N 1.08 (2)(a), but the interim educational administrator may serve no longer than 6 months. The institution may request an extension of time based upon hardship.

CHAPTER N 1.08(3) FACULTY

NOTE: Evidence of meeting faculty standards shall be noted on Form #1114 and kept on file in the School of Nursing office and the forms may be examined by the Board representative(s) during the survey.

11. 12/20/2016 School of nursing has evidence of the faculty meeting the standards in N 1.08 on file in the school of nursing office and available to the board upon request.
12. 12/20/2016 All faculty of the school of professional nursing hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
13. 12/20/2016 All faculty of the school of professional nursing have a graduate degree with a major in nursing. Interprofessional faculty teaching non-clinical nursing courses all have advanced preparation appropriate for the content being taught.
14. NA All faculty of the school of practical nursing hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
15. NA All faculty of the school of practical nursing have a baccalaureate degree with a major in nursing.
16. NA If faculty exceptions are utilized, all were requested for approval following requirements in N 1.08 (3)(d).

CHAPTER N 1.08(4)(a) CURRICULUM

17. 12/20/2016 Curriculum enables the student to develop the nursing knowledge, skills and abilities necessary for the level, scope and standards of competent nursing practice expected at the level of licensure.
18. 12/20/2016 Curriculum is developed by a faculty member with a graduate degree and is revised as necessary to maintain a program that reflects advances in health care and its delivery.

Wisconsin Department of Safety and Professional Services

19. The curriculum includes all of the following:

- (a) 12/20/2016 Evidence-based learning experiences and methods of instruction consistent with the written curriculum plan. *Note: Method of instruction may include distance education methods.*
- (b) 12/20/2016 Diverse, didactic and clinical learning experiences consistent with program outcomes.

20. Coursework includes all of the following:

- (a) 12/20/2016 Content in the biological, physical, social and behavioral sciences to provide a foundation for safe and effective nursing practice.
- (b) 12/20/2016 Content regarding professional responsibilities, legal and ethical issues, and history and trends in nursing and health care.
- (c) 12/20/2016 Didactic content and supervised clinical experiences in the prevention of illness and the promotion, restoration and maintenance of health in patients across the lifespan and from diverse cultural, ethnic, social and economic backgrounds.

CHAPTER N. 1.08(5) CLINICAL LEARNING EXPERIENCES

NOTE: *The Board may inspect clinical facilities during a site survey to ensure Board standards are being met.*

21. Patient experiences occur in a variety of clinical or simulated settings and include all of the following:

- (a) 8/28/2017 Integration of patient safety principles throughout the didactic and clinical coursework.
- (b) 8/28/2017 Implementation of evidence-based practice to integrate best research with clinical expertise and patient values for optimal care, including skills to identify and apply of best practices to nursing care.
- (c) 8/28/2017 Provision of patient-centered culturally competent care that recognizes that the patient or designee is the source of control and full partner in providing coordinated care by doing the following:
 - 1) 8/28/2017 Respect of patient differences, values, preferences, and expressed needs.
 - 2) 8/28/2017 Involvement of patients or designees in decision-making and care management.
 - 3) 8/28/2017 Coordination and management of patient care across settings.
 - 4) 8/28/2017 Explanation of appropriate and accessible interventions to patients and populations that may positively affect their ability to achieve healthy lifestyles.
- (d) 8/28/2017 Collaboration of interprofessional teams to foster open communication, mutual respect and shared decision-making in order to achieve quality patient care.
- (e) 8/28/2017 Participation in quality improvement processes to monitor patient care outcomes, identify possibility of hazards and errors and collaborate in the development and testing of changes that improve the quality and safety of health care systems.
- (f) 8/28/2017 Use of information technology to communicate, mitigate errors and support decision-making.

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22. 8/28/2017 All cooperating agencies selected for clinical experiences have standards which demonstrate concern for the patient and evidence of the skillful application of all measures of safe nursing practices.
23. 8/28/2017 All faculty teaching clinical or practicum courses are experienced in the clinical areas of the course and maintain clinical expertise.
24. 8/28/2017 Faculty-supervised clinical practice includes all of the following:
- (a) 8/28/2017 Development of skills in direct patient care.
 - (b) 8/28/2017 Making clinical judgments.
 - (c) 8/28/2017 Care and management of both individuals and groups of patients across the lifespan.
 - (d) 8/28/2017 Delegation to and supervision of other health care providers.
25. 8/28/2017 Clinical experiences shall be supervised by qualified faculty.
26. 8/28/2017 All student clinical experiences, including those with preceptors, shall be directed by nursing faculty.

CHAPTER N 1.08(6) PRECEPTORS

27. NA Preceptors shall be approved by the faculty of the school of nursing:
28. NA School of nursing shall provide each preceptor with an orientation concerning the roles and responsibilities of the students, faculty and preceptors. The preceptor shall have clearly documented roles and responsibilities.
29. NA Clinical preceptors shall have an unencumbered license or privilege to practice in Wisconsin as a nurse at or above the licensure level for which the student is being prepared.
30. NA Preceptors shall demonstrate competencies related to the area of assigned clinical teaching responsibilities.

CHAPTER N 1.08(7) EVALUATION

31. 8/28/2017 Educational administrator shall implement a comprehensive, systematic plan for ongoing evaluation and evidence of implementation shall reflect progress toward or achievement of program outcomes.

CHAPTER N 1.09 NCLEX PASS RATES

- IMPORTANT:** School of nursing NCLEX pass rate includes all programs or tracks in the school of nursing. The Board shall consider both the registered nurse NCLEX and practical nurse NCLEX pass rates when evaluating a school of professional nursing that grants a certificate of completion for practical nursing.
32. 8/27/2018 Nursing school must provide a self-evaluation of NCLEX success rate, including any current steps being taken to improve NCLEX success rate or plans to implement steps in the near future.

Wisconsin Department of Safety and Professional Services

SELF-EVALUATION NOTES

For each "NA" indicated in this report, please provide an explanation as to why the rule does not apply to the specific nursing school in the space provided below. Please write the corresponding report item number for each explanation. Attach clearly labeled additional pages as necessary.

CHAPTER N 1.08(2)(a) EDUCATIONAL ADMINISTRATOR

10. Dr. Brenda Shostrom, the program's original administrator, resigned from Aurora University on August 5, 2016. Dr. Carmella Moran served as the program's administrator from August 5, 2016 until June 19, 2017 when Dr. Jan Strom was hired as the administrator of the School of Nursing. Dr. Strom has served as the program administrator continuously since her hire date. On August 28, 2017, the first nursing students began the nursing program.

CHAPTER N 1.08(3) FACULTY

14. The School of Nursing does not offer a practical nursing degree program and does not have a school of practical nursing, therefore there are no practical nurse faculty.

15. The School of Nursing does not offer a practical nursing degree program and does not have a school of practical nursing, therefore there are no practical nurse faculty.

16. The School of Nursing has not requested or used faculty exceptions.

CHAPTER N 1.08(6) PRECEPTORS

27. The School of Nursing does not use preceptors.

28. The School of Nursing does not use preceptors.

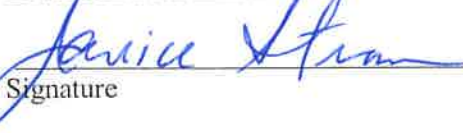
29. The School of Nursing does not use preceptors.

30. The School of Nursing does not use preceptors.

REPORT/FORM COMPLETED BY:

Janice Strom PhD, MPH, RN

Educational Administrator



Signature

630-844-5253

Telephone Number

Dean, School of Nursing

Title

September 14, 2020

Date

jstrom@aurora.edu

Email Address



September 14, 2020

Wisconsin Board of Nursing
Wisconsin Department of Safety and Professional Services
4822 Madison Yards Way
Madison, WI 53705-8366

Dear Members of the Wisconsin Board of Nursing:

George Williams College of Aurora University is pleased to provide you with this request for initial Board of Nursing approval for its nursing program in Williams Bay, Wisconsin. As required for our initial request for approval, form #3029 and a self-evaluation report accompany this letter.

The faculty, students, and administrators of George Williams College of Aurora University are committed to ensuring their nursing program is of the highest quality, preparing licensed registered nurses for safe, effective nursing practice. This commitment is evident, in part, by the 100% NCLEX-RN® pass rate achieved by the program's first graduating cohort in May 2019.

On behalf of George Williams College of Aurora University, I thank you in advance for your time and consideration of the materials submitted with this letter. Please feel free to contact me if you need any further information.

Most sincerely,

A handwritten signature in blue ink that reads "Janice Strom". The signature is fluid and cursive, with a long horizontal stroke at the end.

Janice Strom PhD, MPH, RN
Dean
School of Nursing
Aurora University
630-844-5253
jstrom@aurora.edu



Self-Evaluation Report

and

Request for Initial Board of Nursing Approval

for the

**Bachelor of Science in Nursing Degree Program
George Williams College of Aurora University
Williams Bay, Wisconsin**

Submitted to the Wisconsin Department of Safety
and Professional Services Board of Nursing on
September 14, 2020

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**George Williams College of Aurora University
School of Nursing Self-Evaluation Report for Initial Board of Nursing Approval
Evidence**

Introduction and Background

(1) Request for Approval

The Wisconsin Administrative Code Board of Nursing Chapter N 1.05 states a school of nursing may apply for approval of a school of nursing upon graduation of the first class or eligibility to sit for the NCLEX, but may not apply later than graduation of the third class.

With this document, the George Williams College of Aurora University School of Nursing seeks the Wisconsin Department of Safety and Professional Services Board of Nursing's approval for its Bachelor of Science in Nursing (BSN) degree program in Williams Bay, Wisconsin. This self-evaluation report sets forth evidence of compliance with the standards in N 1.08 and an evaluation of the NCLEX success rate. Form #3029 accompanies this self-evaluation report for initial Board of Nursing approval.

(2) Aurora University and George Williams College of Aurora University

Aurora University (AU) traces its origin to the 1893 founding of a seminary in the small town of Mendota, Illinois. Though established initially to prepare graduates for ministry, the institution soon adopted a broader mission and moved to a new campus on the western edge of the nearby community of Aurora. With this change came a different name, Aurora College, and a growing enrollment. The 1970s and 1980s saw an expansion of curricular offerings in a number of professional fields and the awarding of advanced degrees in selected disciplines. These changes culminated in the 1985 decision to rechristen the institution AU.

The roots of George Williams College run deep in the YMCA movement of the 19th century. In 1884, leaders from America's "western" YMCAs gathered on the shores of Geneva Lake in Williams Bay, Wisconsin to attend a summer training program. Two years later the camp was incorporated and the first parcel of the current Williams Bay campus was purchased. In 1992, the AU and George Williams College traditions blended when the two institutions entered into an affiliation agreement that paved the way for a merger eight years later. With this merger, George Williams College became George Williams College of Aurora University, although it is referred to today as simply "GWC."

Today, Aurora University operates two primary campuses: a campus of 37 acres in Aurora, Illinois; and the 137.5-acre GWC campus on Geneva Lake in Williams Bay, Wisconsin. At GWC, the singular purpose is to help students achieve their educational goals. Together, GWC

students, faculty, and staff comprise a distinctive community, dedicated to a century-old mission of “serving those who serve others.” GWC draws upon the extensive resources of a large private university system to offer undergraduate and graduate students a blend of “high tech” and “high touch” learning experiences. GWC academic programs prepare graduates to lead in fields where society’s needs are the greatest. The curriculum is focused on educating students in a handful of majors, including business management, nursing, social work, and psychology. There are 350 undergraduate and graduate students at GWC.

(3) Bachelor of Science in Nursing (BSN) Degree Program at GWC

The Wisconsin Department of Safety and Professional Services Board of Nursing authorized the establishment of a BSN degree program at GWC in March 2016. Following approval of that request, AU submitted a request to authorize the admission of BSN students at GWC. At the January 12, 2017 Wisconsin Board of Nursing meeting, the Board reviewed and voted on this request. By unanimous vote, the Board approved GWC’s request for authorization to admit students to a nursing school. The first cohort of BSN students was admitted at GWC and began classes on August 28, 2017. The subsequent BSN cohorts were admitted to GWC and began classes on August 27, 2018; August 26, 2019; and August 24, 2020. The first BSN cohort at GWC graduated from the program in May 2019 and achieved a 100% NCLEX-RN pass rate. The second admitted cohort from August 2018 graduated in May 2020. The NCLEX-RN pass rate for that cohort has yet to be reported. The third cohort is scheduled to graduate from the program in May 2021.

CHAPTER N 1.08(1)(a) ORGANIZATION AND ADMINISTRATION

1) Institution assumes legal responsibility for the overall conduct of the school of nursing

AU is a four-year, nonprofit, independent, liberal arts, coeducational university. The Board of Trustees and President Rebecca L. Sherrick provide the university's strategic direction and leadership. AU is driven by its mission statement: *Aurora University is an inclusive community dedicated to the transformative power of learning. As a teaching-centered institution, we encourage undergraduate and graduate students to discover what it takes to build meaningful and examined lives. Our singular goal is to empower our students to achieve lasting personal and professional success.*

The Board of Trustees and President are legally responsible for the overall conduct of the School of Nursing (SON) on both the Aurora and GWC campuses.

a) Institution has a designated educational administrator

The administrator and dean of Aurora University's SON is Dr. Janice J. Strom. Dean Strom reports to Vice President for Academic Affairs, Dr. Frank Buscher, who reports directly to President Sherrick. There is an Assistant Dean of Nursing at GWC, Dr. Janice Gries, who reports to Dean Strom.

As dean, Dr. Strom has established, in collaboration with other University administrators as appropriate, administrative policies and fiscal, human, physical, clinical and technical learning resources that are more than adequate to support school processes, security, and outcomes.

b) Institution has maintained institutional accreditation

The Higher Learning Commission (HLC) has continuously accredited AU since 1938. The most recent reaffirmation of accreditation was on May 21, 2013. The next reaffirmation of accreditation is planned for the academic year 2022- 2023. Further information about AU's HLC accreditation, including the GWC campus, may be found at <https://www.hlcommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=1066>. See Appendix A for documentation of AU's accreditation from the HLC.

The nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). CCNE postponed the program's April 2020 accreditation evaluation due to the coronavirus pandemic. The rescheduled accreditation evaluation will be held February 10-12, 2021. The SON's CCNE accreditation self-study document is available upon request.

c) Institution has developed and maintained written school of nursing administrative policies which are in accord with the institution

SON administrative policies are in accord with the institution. The SON abides by the student policies in the AU undergraduate catalog, the AU regulation and policies catalog, and the A-Book Student Handbook (including the student code of conduct), all available online. Nursing also follows the faculty and staff administrative policies described in the AU Human Resources Policy Manual, which addresses general regulations, employment policies, benefit and leave policies, compensation and pay policies, media policies, and Title IX Non-harassment policies. Nursing abides by all provision in the AU Faculty Handbook, including faculty appointment, evaluation, and promotion policies.

The SON has written SON administrative policies that are published annually in the SON Baccalaureate Student Handbook, a SON Faculty Handbook, and a SON Adjunct Faculty Handbook. The annual SON Baccalaureate Student Handbook includes program standards, program learning outcomes, program progression policies, clinical placement and health policies, testing and grading policies, and more. The SON Faculty Handbook includes the SON’s bylaws for faculty governance, the faculty governance committee structure, and position descriptions for all SON faculty and staff positions. All policies in the SON handbooks are in accord with AU’s policies.

All AU and SON administrative policies are on file in the SON and available to the Board upon request.

d) Institution has written contracts in place between the SON and the institutions which offer associated academic study, clinical facilities, and agencies for related services for students

The SON and the university’s finance office ensure that there are written affiliation agreements (i.e., contracts) between the SON and the institutions that offer clinical facilities for the GWC nursing students’ clinical experiences. Table One details the written contracts between AU and the clinical facilities where students have clinical experiences. The full contracts are also available for review at the GWC nursing program office.

Table One: Written Contracts Between AU and Clinical Facilities Used for GWC’s Learning

Table 1

Name of Agency	Location	Date of the Affiliation Agreement
Advocate Aurora Health System (WI)	Elkhorn, WI; Burlington, WI	Evergreen agreement first signed October 2012
Atrium Post Acute Care of Williams Bay	Williams Bay, WI	Evergreen agreement first signed March, 2018

Big Foot High School	Walworth, WI	August 15, 2018 – August 14, 2021
Burlington School District	Burlington, WI	January 1, 2019 – December 31, 2022
Children’s Hospital and Health System, Inc.	Milwaukee, WI	October 11, 2018 – May 31, 2021
Geneva Lake Manor	Lake Geneva, WI	Evergreen, first signed January 1, 2017
Golden Years	Lake Geneva, WI; Walworth, WI	August 15, 2018 – August 14, 2021
Holton Manor	Elkhorn, WI	Will no longer be used; Agreement expired 2/14/2020
Inspiration Ministries	Walworth, WI	October 1, 2020 – September 30, 2013
Kenosha Visiting Nurse Association	Elkhorn, WI	August 1, 2019 – July 31, 2022
Mercy Health Corporation	Multiple sites, including Mercy Hospital and Trauma Center in Janesville, WI; Mercy Harvard Hospital in Harvard, IL; Javon Bea Hospital-Riverside and Javon Bea-Rockton in Rockford, IL	Evergreen agreement first signed March, 2018
Northwestern Medicine	Woodstock, IL and McHenry, IL	September 1, 2017 – August 31, 2023
Open Arms Free Clinic	Elkhorn, WI	August 15, 2018 – August 14, 2021
Progressive Community Health Center	Milwaukee, WI	April 15, 2019 – April 14, 2022
Rogers Behavior Health, Inc.	Oconomowoc, WI	Evergreen first signed December 2017
Twin Oaks Shelter for the Homeless	Darien, WI	August 15, 2018 – August 14, 2021
Walworth County Public Health Department	Elkhorn, WI	August 1, 2019 – July 31, 2022
Williams Bay Care Center	Williams Bay, WI	Evergreen agreement first signed January 1, 2017
Williams Bay High School	Williams Bay, WI	August 15, 2018 – August 14, 2021

CHAPTER N 1.08(2)(b) EDUCATIONAL ADMINISTRATOR

(a) The qualifications for the educational administrator

1. Nursing school educational administrator holds a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered

Dean Janice Strom holds an active, unencumbered Wisconsin Registered Nursing license. The license number is 234424 with an expiration date of February 22, 2022. Assistant Dean Janice Gries also holds unencumbered Wisconsin Registered Nursing license. The license number is 226337 with an expiration date of February 28, 2022

2. Nursing school educational administrator has evidence of a graduate degree with a major in nursing. A doctoral degree is required for a school of nursing offering a graduate degree nursing program.

Dean Strom holds a doctoral degree (PhD) in nursing sciences from the University of Illinois at Chicago, a master of science degree (MS) in nursing from DePaul University, and a baccalaureate degree in nursing (BSN) from Michigan State University. Additionally, she holds a master's in public health (MPH) degree from the University of Minnesota.

Assistant Dean Gries holds doctoral degree (Doctor of Nursing Practice) from the University of Illinois at Chicago, a master of science degree (MS) in nursing from Northern Illinois University, and a baccalaureate degree in nursing (BSN) from Loyola University.

3. Nursing school educational administrator has 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.

Dean Strom has knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation as evidenced, in part, by her years of service as a faculty member, program director, and chief nurse. For over 10 years, she has served as Commission on Collegiate Nursing Education (CCNE) onsite evaluator and team leader. For the last four years, she has also served as member of the CCNE Accreditation Review Committee. In these roles, she evaluates nursing programs' compliance with CCNE's standards related to (1) program quality in mission and governance, (2) program quality in institutional commitment and resources, (3) program quality in curriculum and teaching-learning practices, and (4) program effectiveness in assessment and achievement of program outcomes. She also serves on the Board of Directors for the American Association of Colleges of Nursing, the author of *The Essentials of Baccalaureate Education of Professional Nursing Practice (Baccalaureate Essentials)* (2008). Last, she has continuing education credits over the past two years in the following areas: Teaching clinical judgment (five contact hours), evidenced-based practice (three

and a half contact hours), test blueprinting (five and a half contact hours), test item writing (five and half contact hours), psychiatric nursing (two contact hours), and administration and evaluation (over 35 contact hours).

- a. Dean Strom has taught nursing courses throughout her career, most recently teaching NUR4605: NCLEX Review in spring 2019, fall 2019, spring 2020, and fall 2020.

Assistant Dean Gries has knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation as evidenced, in part, by her involvement in professional organizations as a board member, her education and administrative specialization within her DNP degree program, and involvement in SON faculty committees that oversee the program's implementation of *The Essentials of Baccalaureate Education of Professional Nursing Practice* and the *CCNE Standards for Accreditation of Baccalaureate and Graduate Degree Programs* (2018). Her committee work included chairing the SON Assessment Committee, the faculty committee charged with monitoring and improving the program's outcomes. Dr. Gries was elected to the Association of Women's Health, Obstetric & Neonatal Nurses' Nominating Committee. She has also served for the past seven years on the board of the Lambda Upsilon at Large Chapter of Sigma Theta Tau, most recently as Vice President. Dr. Gries presented at many international, national and local conferences. Some examples include presenting at Sigma's international conference in New Orleans, LA; a Marquette University conference in Milwaukee, WI; and many symposiums at GWC and AU. Her continuing education credits were obtained in the following areas: AACN Apple Boot Camp (13.25 contact hours), CCNE Accreditation Review of Standard I, II, III, IV (four contact hours); Scholarship of Pedagogy Symposium (six contact hours), and more.

- a. Dr. Gries has taught nursing courses throughout her career, most recently at GWC, including NUR 4600: Leadership, Ethics, & Policy (Spring 2019, Spring 2020); NUR 4050: Nursing Research (Fall 2019, Fall 2020); and NUR 1214: Professional Nursing, Culture, and Health Care (Spring 2019, Spring 2020).

4. Educational administrator has current knowledge of nursing practice

Dean Strom has current knowledge of nursing practice by virtue of continuing education and conducting advisory council meetings four times per year. The advisory councils' membership includes chief nurse administrators and other nursing practice leaders. In these meetings, members provide feedback on the nursing program's curriculum and teaching-learning practices and how these can best meet the needs and expectations of nursing practice. She also serves on the ethics committee at Northwestern Medicine Kishwaukee Hospital, where she participates in ethics discussions related to ethical issues that arise from current nursing practice.

Assistant Dean Gries has current knowledge of nursing practice as a result a number of activities. She has of been invited to be on a local clinical agency's research committee, working with practice colleagues on incorporating research into practice. She also organizes a twice annual

advisory council meeting with representatives of local clinical agencies to ensure the nursing curriculum reflects the needs of practice. Additionally, she attends the Association of Nurse Educators of Wisconsin (ANEW) meetings to collaborate with others on how nursing programs can best meet the needs of nursing practice.

b) Institution must notify the board within 48 hours of the termination, resignation or retirement of an educational administrator and designate the interim educational administrator within 5 business days

Dr. Brenda Shostrom, the program's original administrator, resigned from Aurora University on August 5, 2016. Dr. Carmella Moran served as the program's administrator from August 5, 2016 until June 19, 2017 when Dr. Janice Strom was hired as the administrator of the School of Nursing. Dr. Strom has served as the program administrator continuously since her hire date and during the time that students have been in the program.

CHAPTER N 1.08(3) FACULTY

- a) School of nursing has evidence of the faculty meeting the standards in N 1.08 on file in the school of nursing office and available to the board upon request.**

The School of Nursing maintains evidence of the faculty meeting the standards in N 1.08 as a result of maintaining the faculty’s curricula vitae on file in the School of Nursing office. The vitae are available to the Board upon request.

- b) Qualifications for professional nursing faculty**

As a result of careful hiring practices, the GWC nursing faculty all meet the faculty standards required by N 1.08. All full-time faculty hold a current, active Wisconsin registered nurse license that is not encumbered, an earned BSN, and an earned graduate degree with a major in nursing. See Table Two for the full-time faculty’s Wisconsin RN license numbers and graduate-level educational preparation. See Table Three for the adjunct faculty’s Wisconsin RN licenses number (or Illinois RN license number for those who teach clinical in Illinois) and graduate-level educational preparation. Faculty curricula vitae and RN licenses are on file in the SON and are available to the Board upon request.

Table Two: Full-Time GWC Professional Nursing Faculty

Table 2

Name	RN License number in WI	Graduate Degree in Nursing
Susan Baird	192873	Doctor of Nursing Practice; Carlow University, Pittsburg, PA; 2019. MSN, Carlow University, Pittsburg, PA; 2011.
Eugenie Cook	187707	MSN, Olivet Nazarene University, Bourbonnais, IL, 2015.
Kimberly Fowler	243642	MSN, Olivet Nazarene University, Bourbonnais, IL, 2017.
Janice Gries	226337	Doctor of Nursing Practice; University of Illinois at Chicago, 2011; MSN, Northern Illinois University, DeKalb, IL, 1981.
Jennifer Kennedy	225817	MSN, Northern Illinois University, DeKalb, IL, 2011.
Margaret Obermann	250463	MSN, Northern Illinois University, DeKalb, IL, 2019.

Table Three: Part-Time (Adjunct) GWC Professional Nursing Faculty

Table 3

Name	RN License number in WI	Graduate Degree in Nursing
Karen Battaglia	041304012 (IL) <i>Teaches clinical in Illinois only</i>	Doctor of Nursing Practice; Grand Canyon University, Phoenix, AZ , 2019; MSN, Grand Canyon University, Phoenix, AZ , 2016.
Lia Bradley	192851-30	Post-master’s certificate FNP, University Wisconsin-Milwaukee, 2016; MSN, University of Virginia, 2011.
Amanda Farrell	194211-30	MSN, University Wisconsin-Milwaukee, 2014
Jodi Kuiper	148845-30	MS, Texas Woman’s University, 1998; Certified nurse-midwife, Parkland School of Nurse Midwifery, 1997.
Allison Moegus-Page	131823-30	MSN, Chamberlain College of Nursing, 2019
Michele L Salgado-Sherman	041427771 (IL) <i>Teaches clinical in Illinois only</i>	MSN, Grand Canyon University, Phoenix, AZ , 2020

c) Qualifications for practical nursing faculty

There are no practical nursing faculty employed at GWC.

d) If faculty exceptions are utilized, all were requested for approval following requirements in N 1.08 (3)(d).

No faculty exceptions have been requested or utilized.

CHAPTER N 1.08(4)(a) CURRICULUM

The curriculum shall enable the student to develop the nursing knowledge, skills and abilities necessary for the level, scope and standards of competent nursing practice expected at the level of licensure.

The BSN program curriculum was developed and implemented to reflect clear statements of expected student learning outcomes that are congruent with the program’s mission, goals, and roles for which the students are being prepared, as well as the *Baccalaureate Essentials*. Students are being prepared as baccalaureate nursing generalists who will serve in the roles of provider of care, designer/manager/coordinator of care, and a member of the nursing profession. Further, the curriculum and its expected student learning outcomes ensure students develop the nursing knowledge, skills and abilities necessary for a registered nurse to practice competently within the scope and standards of nursing practice. For example, the curriculum ensures that graduates integrate critical thinking and professional values into the clinical decision making process when caring for patients. It also ensures that students learn to practice competently, effectively, and ethically to promote, maintain, and restore the health of vulnerable populations.

The curriculum’s congruence with the mission, goals, roles, and expected student learning outcomes/*Baccalaureate Essentials* is demonstrated in Table Four: Congruence of Mission, Goals, Roles, and Expected Student Learning Outcomes/*Baccalaureate Essentials*.

Table Four: Congruence of Mission, Goals, Roles, and Expected Student Learning Outcomes/*Baccalaureate Essentials*

Table 4

Mission	Goals	Roles	Expected Student Learning Outcomes and <i>Baccalaureate Essentials</i>
To prepare a diverse population of professional nurses for ethical practice, transformational leadership, and life-long learning.	Prepare graduates to practice as baccalaureate generalists to be providers of direct and indirect care; designers, coordinators, and managers of care; and members of the nursing profession who are leaders and advocates for patients and the profession.	Baccalaureate nursing generalist <ul style="list-style-type: none"> • Provider of care • Designer/ Manager/ Coordinator of care • Member of profession 	Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments. (<i>Baccalaureate Essential V: Health Care Policy, Finance, and Regulatory Environments</i>) Utilize multiple interprofessional and intraprofessional methods of communication to collaborate effectively in delivering safe, patient-centered care throughout the lifespan and in a variety of settings.

			<i>(Baccalaureate Essential VI: Interprofessional Communication and Collaboration)</i>
Prepare graduates to practice as baccalaureate generalists through a liberal education in the sciences and the arts and a comprehensive nursing curriculum based on established standards.	Baccalaureate nursing generalist <ul style="list-style-type: none"> • Provider of care • Designer/ Manager/ Coordinator of care • Member of profession 	<p>Integrate knowledge from the liberal arts and sciences education into one's professional nursing practice. <i>(Baccalaureate Essential I: Liberal Education- Baccalaureate Generalist Nursing Practice)</i></p> <p>Integrate scholarly inquiry and research into evidence-based nursing practice. <i>(Baccalaureate Essential III: Scholarship for Evidence Based Practice)</i></p> <p>Integrate critical thinking and professional values into the clinical decision making process. <i>(Baccalaureate Essential VIII: Professionalism and Professional Values)</i></p>	
Prepare graduates to practice as baccalaureate generalists committed to lifelong learning, professional excellence, ethical practice, and integrity.	Baccalaureate nursing generalist <ul style="list-style-type: none"> • Provider of care • Designer/ Manager/ Coordinator of care • Member of profession 	<p>Assume a professional nurse leadership role to ensure quality nursing practice in the delivery of health services. <i>(Baccalaureate Essential II: Basic Organizational and Systems Leadership for Quality)</i></p> <p>Ethically manage data, information, knowledge, and technology to achieve desired quality outcomes. <i>(Baccalaureate Essential IV: Information Management and Application of Patient Care Technology)</i></p>	

			<p>Perform competently, effectively, and ethically as a baccalaureate nurse to promote, maintain, and restore the health of vulnerable populations. <i>(Baccalaureate Essential VII: Clinical Prevention and Population Health)</i></p> <p>Demonstrate caring and culturally sensitive behaviors that create an environment of respect for the dignity of patients, families, self, and others. <i>(Baccalaureate Essential VIII: Professionalism and Professional Values)</i></p> <p>Accept responsibility for lifelong learning, global citizenship, and service in the nursing profession. <i>(Baccalaureate Essential IX: Baccalaureate Generalist Nursing Practice)</i></p> <p>Articulate a personal philosophy of nursing which guides one's practice as an educator, researcher, advocate, manager, and provider of care. <i>(Baccalaureate Essential IX: Baccalaureate Generalist Nursing Practice)</i></p>
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Curriculum shall be developed by nursing faculty with a graduate degree and revised as necessary to maintain a program that reflects advances in health care and its delivery.

The nursing faculty, all of whom have an earned graduate degree in nursing, developed and continuously revise the BSN curriculum, under the leadership of the SON faculty curriculum committee. The curriculum committee consists of no fewer than three and no more than seven faculty. The chairperson is appointed by the dean. Two students representing the junior and

senior students are full members of the committee, having voice but no voting privileges. The functions of the curriculum committee are to ensure the curriculum is developed, implemented, and revised in accordance with the program's mission, goals, and expected student outcomes. It is also responsible for ensuring that the curriculum reflects professional nursing standards and guidelines, that the curriculum meets the needs and expectations of the community of interest, that teaching-learning practices are congruent with expected student outcomes, and that the environment for teaching-learning fosters achievement of expected student outcomes. The curriculum committee reports to the SON faculty committee that includes all nursing faculty. The nursing faculty committee chairperson is the SON dean. Two student representatives from the junior and senior levels of the program are full members of the committee, having voice but no voting privileges. The functions of the nursing faculty committee are to receive reports from the SON committees, such as the curriculum committee, discuss reports and emerging issues, and make evidenced-based decisions for the purpose of the program's continuous improvement.

The curriculum committee follows a course review schedule that ensures that the committee formally reviews all nursing courses every three years. Each review includes the course's syllabus; the course-level learning outcomes' alignment with the program's mission, vision values, and program-level student learning outcomes; a determination if the required course assignments support the course-level student learning outcomes; the rubrics used for grading course assignments; course artifacts; course reports; course-level outcome data done every semester; and Assessment Technologies Institute (ATI) mastery data. The curriculum committee minutes and SON faculty meeting minutes from August 30, 2019 reflect the curriculum committee's recent review of NUR3000: Introduction to Professional Nursing; NUR3100: Principles of Nursing I; and NUR4050: Nursing Research. The committee determined that the outcome data for the three courses were used on an ongoing basis to improve the courses' curricula and teaching-learning practices. The course review schedule, the course review checklist, the course report template, and the completed course reviews are on file in the SON and available to the Board upon request.

As an example of a revision to the curriculum, in September 2017, the curriculum committee began developing course crosswalk tables that aligned the *Baccalaureate Essentials* with the BSN program's student learning outcomes and course-level learning outcomes. While setting up the crosswalk shell, it was found the program lacked a program-level student learning outcome addressing *Baccalaureate Essential V: Health Care Policy, Finance and Regulatory Environments*. The curriculum committee proposed adding the following program-level student learning outcome: Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments. The faculty approved this new program-level student learning outcome at the March 23, 2018 SON faculty meeting. Course coordinators then added this new program-level student learning outcome to course syllabi, with appropriate course-level learning outcomes and measures of student achievement of the course-level learning outcomes. Crosswalk tables for the program and courses were revised to include these changes. Once all crosswalk tables were completed, they were submitted to the curriculum committee for the committee's review. A master crosswalk table for the BSN program was compiled using the data from each course's crosswalk table. After the curriculum committee's review of the master crosswalk table, the

committee identified a few areas where evaluative measurements were missing and addressed the inconsistencies with the appropriate course coordinators.

- a) **Evidence-based learning experiences and methods of instruction consistent with the written curriculum plan. The methods of instruction may include distance education methods.**

In total, the nursing curriculum is 120 semester hours in length, including the general education and prerequisite courses. The 120 semester hours include 59 semester hours for the nursing courses. Once students have completed the required prerequisite courses, students are admitted to the nursing program and enroll in the baccalaureate-level nursing courses. The nursing major requirements are available in the 2020-2021 AU undergraduate course catalog at <https://aurora.edu/documents/academics/catalog/ug-catalog-2020-2021.pdf> on pages 57-58 or on the AU website at <https://aurora.edu/academics/undergraduate/nursing/major-requirements.html>.

The BSN courses are taken in a logical order. Table Five: Baccalaureate Nursing Curriculum identifies the typical order in which nursing students take the general education and prerequisite courses, and the nursing courses that begin in the junior year. This plan of study ensures that the students have the prerequisite science and mathematics foundation needed for success in the nursing courses. Nursing students take the nursing courses in a prescribed sequence to ensure that the students master basic nursing concepts before they attempt to master more advanced nursing concepts. For example, NUR3000: Introduction to Professional Nursing introduces nursing students to nursing theories, nursing’s scope and standards of practice, nursing’s code of ethics, and the state-specific nurse practice act. This knowledge is essential for success in the clinical nursing courses, such as the NUR3402Z: Psychiatric/Mental Health Nursing clinical and NUR4302Z: Medical Surgical Nursing clinical. In the last semester, students take NUR4600: Leadership, Ethics, and Policy to learn the skills needed in practice, including conflict resolution, delegation, team building, and quality improvement.

Table Five: Baccalaureate Nursing Curriculum*

Table 5

Year	Course	Credit Hours	Course	Credit Hours
Year 1	MTH 1010 Foundations of Algebra or MTH1100: College Algebra	4	BIO2660: Anatomy & Physiology I w/Lab	4
	GWC 1000: GWC College Experience	4	Elective	4
	ENG1000: Introduction to Academic Writing	4	NUR1214: Professional Nursing, Culture, and Healthcare	4

	BIO1210/Z: Biology of Cells or BIO1310: Biology of Cells for Nursing	4	CHM1200: Principles of Chemistry w/Lab	4
	Total Semester Hours	16	Total Semester Hours	16
Year 2	BIO2670: Anatomy & Physiology II w/Lab	4	MTH2320: General Statistics	4
	PSY1100: General Psychology	4	BIO3050: Pathophysiology	4
	BIO2280: Microbiology w/Lab	4	PSY3250: Lifespan Development	4
	Elective – Creative & Artistic Expression general education distribution requirement	4		
	Total Semester Hours	16	Total Semester Hours	12
Year 3	NUR3100: Principles of Nursing I NUR3101Z: Lab NUR3102Z: Clinical	6	NUR3110: Principles of Nursing II NUR3111Z: Lab NUR3112Z: Clinical	6
	NUR3260/Z: Health Assessment, Education and Promotion NUR3261/Z: Lab	4	NUR3400: Psychiatric/Mental Health Nursing NUR3402Z: Clinical	5
	IDS3500: Junior Mentoring Program I	.5	NUR3160: Pharmacological Concepts	4
	NUR3000: Intro to Professional Nursing	3	IDS3550: Junior Mentoring Program II	.5
	Total Semester Hours	13.5	Total Semester Hours	15.5
	Year 4	NUR4050: Nursing Research	3	NUR4500: Nursing Care of the Family NUR4502Z: Clinical (OB) NUR4503Z: Clinical (Peds)
NUR4200: Nursing: A Global Community Outlook NUR4202Z Clinical		4	NUR4800: Medical Surgical Nursing II: Collaborative Practice in Health and Illness NUR4802Z Clinical	6
NUR4300: Medical Surgical Nursing I: Collaborative Practice in Health and Illness NUR4302Z: Clinical		7	NUR4605: NCLEX Review	1
			NUR4600: Leadership, Ethics, and Policy	3
Total Semester Hours		14	Total Semester Hours	17

*Note that the course number for the laboratory component of every course with a laboratory session ends in “1Z.” For example, the laboratory section for NUR3100 carries the number NUR3101Z. The course number for the clinical component of every course with a clinical ends in “2Z” with the exception of the NUR4503Z clinical. For example, the clinical section of NUR3100 carries the number NUR 3102Z.

The teaching-learning practices used, as well as the learning environment, support the students’ achievement of course-level learning outcomes and the program-level expected student learning outcomes. Faculty use a variety of evidenced-based teaching-learning strategies in didactic classrooms that address the students’ different learning styles, including lecture, PowerPoint presentations, YouTube videos, discussions, and quizzes and examinations. Until March 2020, class sessions were conducted in smart classrooms conducive to the use of active learning strategies, such as self-reflection, group work, content-specific case studies, Kahoot, Socrative, and PollEverywhere. With the coronavirus pandemic, didactic learning has moved to a remote learning environment, although many active learning strategies continue to be used in the remote classroom. Nursing didactic classrooms generally have a faculty-to-student ratio of one faculty for every 35 students. The teaching-learning strategies used in nursing didactic courses are outlined in the course syllabi and abstracted in Table Six: Teaching-Learning Practices Described in Didactic Course Syllabi.

Table Six: Teaching-Learning Practices Described in Didactic Course Syllabi

Table 6

Course	Teaching-Learning Practices Described in the Course Syllabus
NUR3000: Introduction to Professional Nursing	Discussion, lecture, small group process, audiovisual media (videos), handouts, written assignments, movies, guest lecturers, and interactive presentations.
NUR3100: Principles of Nursing I	Lecture, discussion, case study review, individual and small group work, audio-visuals, and may include movie connections, guest lecturers, and interactive presentations. Computer assisted learning. Lab work including return demonstration and simulation. Clinical experiences and reflection that incorporates journaling.
NUR3110: Principles of Nursing II	Lecture, discussion, case study review, individual and small group work, audiovisuals, and student response systems. The course uses the Moodle course management system and ATI learning platform.
NUR3160: Pharmacological Concepts	Lecture, class discussion, critical thinking exercises, case studies, study guide assignments, small group activities, PowerPoint slides, and handouts. This course uses the Moodle course management system.
NUR3260: Health Assessment, Education, and Promotion	Lecture, discussion, small group activities, video clips, visual aids, demonstrations, return demonstration, lab practice, mannequins, quizzes and examinations.

NUR3400: Psychiatric/Mental Health Nursing	Lecture, discussion, case study review, individual and small group work, audiovisuals, movies, guest lecturers, and interactive presentations.
NUR4050: Nursing Research	Discussion, collaborative and cooperative learning, lecture, case studies, presentations, and creation of a professional poster presentation.
NUR4200 Nursing: A Global Community Outlook	Lecture, discussion, case study review, individual and small group work, audio-visuals, and may include movie connections, guest lecturers, and interactive presentations.
NUR4300: Medical Surgical Nursing I: Collaborative Practice in Health and Illness	Lecture, discussion, case study review, individual and small group work, audio-visuals, and may include movie connections, guest lecturers, and interactive presentations.
NUR4500: Nursing Care of the Family	Lecture, discussion, case study review, audio-visual materials, guest lecturers, individual and small group work, voice over PowerPoint, ZOOM, and simulation.
NUR4600: Leadership, Ethics, and Policy	Lecture, discussion, case study review, audio-visual materials
NUR4605: NCLEX Review	Lecture, discussion, audiovisual materials, computer assisted learning (ATI) and NCLEX-RN review
NUR4800: Medical Surgical Nursing II: Collaborative Practice in Health and Illness	Lecture, discussion, case study review, individual and small group work, audio-visuals, and may include movie connections, guest lecturers, and interactive presentations.

Clinicals, labs, and simulation are taught face to face. The only exception to this was in the last eight weeks of the spring 2020 semester when the coronavirus pandemic resulted in all clinical agencies deciding they could no longer allow GWC nursing students in their facilities for clinical experiences. During that time, clinicals, labs, and simulation were taught via Zoom using unfolding case studies and other clinical, simulation, and labs products offered by ATI. Prior to March 12, 2020, all students had been in clinical, therefore, by the end of the semester, fifty percent of their clinicals had been completed face to face. In the event that the coronavirus pandemic again results in clinical agencies deciding they can no longer allow GWC nursing students in their facilities for clinical, the program will use Lippincott's v-Sim for nursing as needed.

Faculty use a variety of evidenced-based teaching-learning strategies in the clinical skills and simulation laboratories. These teaching-learning strategies are designed to allow students to learn in a safe environment where they begin to develop psychomotor, critical thinking, clinical judgment, and decision-making skills for application in the clinical setting. In the clinical skills and simulation laboratories, faculty-student ratios are 1:8. Students participate in the fundamental skills laboratory both semesters of their junior year. The skills laboratory is a safe environment that allows for repetitive, deliberate practice of a skill. Students practice skills with each other under the supervision of a laboratory instructor. This allows students to develop and refine clinical skills using equipment that they would see and use in a clinical setting.

Common teaching-learning practices in the skills laboratories include viewing ATI skills videos, student skills demonstrations, classroom discussions, skills practice, and peer review of skills. The skills laboratory experiences are derived from the course-level learning outcomes in the course syllabus. Students attend the laboratory sessions as if they were in a clinical setting. They are required to wear clinical attire for all laboratory sessions except during open laboratory practice times. The laboratory experience promotes hands-on, active learning that fosters critical thinking, clinical judgment, and clinical decision making that prepares students for safe, high-quality nursing care of clients.

The teaching-learning practices in clinical courses support the achievement of course-level learning outcomes and the program-level expected student learning outcomes. Table Seven: Teaching-Learning Practices in Clinical and Laboratory Courses identifies the course-specific teaching-learning practices used in lab and clinical.

Table Seven: Teaching-Learning Practices in Clinical and Laboratory Courses

Table 7

Course	Teaching-Learning Practices Described in the Course Syllabus
NUR3101Z: Principles of Nursing I Lab	Maintenance of lab skills passport, use of SBAR communication skills, demonstration of technical skills.
NUR3102Z: Principles of Nursing I Clinical	Patient assessment and care planning, completion of a reflective clinical learning journal, demonstration of basic nursing care in an acute care or long-term care facility.
NUR3111Z: Principles of Nursing II Lab	Skills competency validation, simulation, case studies.
NUR3112Z: Principles of Nursing II Clinical	Skills competency validation, clinical reflections, care plans, simulation, medication pass.
NUR3261Z: Health Assessment, Education, and Promotion Lab	Laboratory workbook, skills competency validation of assessment skills, completion of weekly assessment documentation, completion of a health history and SBAR report, completion of all five assigned laboratory competencies.
NUR3402Z: Psychiatric/Mental Health Nursing Clinical	Process analysis – communication tool, care plan, attendance at an AA support group meeting, weekly reflection.
NUR4202Z Nursing: A Global Community Outlook Clinical	Clinical project and project presentation, reflection journaling, hospice simulation w/reflection, group windshield survey.
NUR4302Z: Medical Surgical Nursing I Clinical: Collaborative Practice in Health and Illness	Clinical practicum at selected acute care hospitals, research article reviews, review of articles from nursing journals, daily plans of care, case studies, conferences, pharmacology, math proficiency examination, informal teaching.

NUR4502Z: Nursing Care of the Family Clinical (i.e., OB)	Assignment on perinatal nursing norms, assignment on clinical medications, assignment on STD-infections, concept maps, completion of a path flow diagram and presentation of the diagram in post-conference.
NUR4503Z: Nursing Care of the Family Clinical (i.e., Peds)	Concept map for a pediatric client and family, including physiologic, pathophysiologic, developmental play, sociocultural and teaching needs for the selected client and family. Weekly reflective journaling, four pediatric case studies in ATI.
NUR4802Z: Medical Surgical Nursing Clinical: Collaborative Practice in Health and Illness	Clinical practicum, student-directed learning at selected acute care hospitals, review of research articles, review of articles from nursing journals, daily plans of care, case studies, conferences, pharmacology, math proficiency examination, informal teaching.

b) Diverse didactic and clinical learning experiences are consistent with program outcomes.

Nursing didactic and clinical learning experiences are consistent with the AACN *Essential of Baccalaureate Education* and the program student learning outcomes, as see in Table Eight: Crosswalk of the BSN Program’s Curriculum.

Table Eight: Crosswalk of the BSN Program’s Curriculum

Table 8

AACN Essential of Baccalaureate Education	Program outcomes	Course-level objectives in nursing (NUR) courses that align with the program outcomes
Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice	Integrate knowledge from the liberal arts and sciences education into one’s professional nursing practice.	3000
		3100/3100z
		3105/3105z
		3110/3110z
		3160
		3260/3260z
		3400/3400z
		4200/4200Z
		4300/4300Z
		4500 OB /4500Z OB
		4500Peds/4500z
4600		

		4800/4800Z
Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety	Assume a professional nurse leadership role to assure quality nursing practice in the delivery of health services.	3160
		3105/3105z
		3260/3260z
		3400/3400z
		4050
		4200/4200Z
		4500 OB/4500Z
		4500 PEDS/4500Z
		4600
		4800/4800Z
Essential III: Scholarship for Evidence Based Practice	Integrate scholarly inquiry and research into evidence-based nursing practice.	3000
		3100/3100z
		3105z
		3110/3110z
		3160
		3260/3260z
		3400/3400z
		4050
		4200/4200Z
		4300/4300Z
		4500 OB/4500Z
		4500 Peds/4500z
		4600
4800/4800Z		
Essential IV: Information Management and Application of Patient Care Technology	Ethically manage data, information, knowledge, and technology to achieve desired quality outcomes.	3160
		3105z
		3260/3260z
		3400/3400z
		4050
		4200/4200Z
		4300/4300Z
		4500 OB/4500Z
		4500 Peds/ 4500z
4600		
Essential V:	Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments.	3000
		3105/3105z
		3400/ 3400z

Health Care Policy, Finance, and Regulatory Environments		4200/4200Z
		4300/4300Z
		4500 Peds/ 4500z
		4600
Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes	Utilize multiple interprofessional and intraprofessional methods of communication to collaborate effectively in delivering safe, patient-centered care throughout the lifespan and in a variety of settings.	3000
		3100/3100z
		3105z
		3260/3260z
		3400
		4200/4200Z
		4300/4300Z
		4500 OB/4500Z
		4500 Peds/4500z
		4600
		4800/4800Z
Essential VII: Clinical Prevention and Population Health	Perform competently, effectively, and ethically as a baccalaureate nurse to promote, maintain, and restore the health of vulnerable populations.	3000
		3100/3100z
		3105/3105z
		3110/3110z
		3160
		3260/3260z
		3400
		4200/4200Z
		4300/4300Z
		4500 OB/4500Z
		4500 Peds/4500z
4800/4800Z		
Essential VIII: Professionalism and Professional Values	Demonstrate caring and culturally sensitive behaviors that create an environment of respect for the dignity of patients, families, self and others.	3000
		3100/3100z
		3105/3105z
		3110/3110z
	Integrate critical thinking and professional values into the clinical decision making process.	3260/3260z
		3400/z
		4200/4200Z
		4300/4300Z

		4500 OB/4500Z
		4500 Peds/4500z
		4600
		4800/4800Z
Essential IX: Baccalaureate Generalist Nursing Practice	Accept responsibility for lifelong learning, global citizenship and service in the nursing profession.	3000
		3100/3100z
	Articulate a personal philosophy of nursing which guides one's practice as an educator, researcher, advocate, manager, and provider of care.	3110/3110z
		3160
		3260/ 3260z
		3400
		4050
		4200/4200Z
		4300Z
		4500 OB/4500Z
		4500 PEDS/ 4500z
		4600
		4605
4800/4800Z		

c) Coursework shall include the following:

1. Content in the biological, physical, social and behavioral sciences to provide a foundation for safe and effective nursing practice.

As seen in Table Five: Baccalaureate Nursing Curriculum, nursing coursework includes content in the biological, physical, social and behavioral sciences to provide a foundation for safe and effective nursing practice. This content is covered in the nursing pre-requisite courses that must be taken prior to beginning NUR 3000-level nursing courses. For admission to the nursing program, students must complete the following nursing pre-requisite courses with a grade of “C” or better.

- BIO1210/Z Biology of Cells (4 credits) OR BIO1310 Biology of Cells for Nursing (4 credit)
- BIO2280 Microbiology (4 credit)
- BIO2660 Anatomy and Physiology I (4 credit)
- BIO2670 Anatomy and Physiology II (4 credit)

- BIO3050 Pathophysiology (4 credit)
 - CHM1200 Principles of Chemistry (4 credit)
 - MTH2320 General Statistics (4 credit)
 - NUR1214 Professional Nursing, Culture, and Health Care (4 credits)*
 - PSY1100 General Psychology (4 credits)
 - PSY3250 Lifespan Development (4 credits)
- *NUR1214 Professional Nursing, Culture, and Health Care is waived for all students who transfer in 15 or more credits earned post-high school graduation.

2. Content regarding professional responsibilities, legal and ethical issues, and history and trends in nursing and health care

Content regarding professional responsibilities, legal and ethical issues, and history and trends in nursing and health care is included in the following nursing courses.

NUR1214: Professional Nursing, Culture, and Health Care. This course examines the basic concepts of professional nursing, its historical and social context, its code of ethics, and its social contract with society. The intersection of culture and professional nursing's values will be examined, with a focus on self-development of cultural awareness and competence in nurses. U.S. and global health care, including the influence of culture, will be explored. Meets General Education Culture & Civilizations Distribution credit.

NUR3000: Introduction to Professional Nursing. This course explores the development of professional nursing. Students are introduced to selected concepts, themes and theories which will be used as a foundation throughout the curriculum. Major contemporary nursing issues are explored within historic, economic, philosophical and political contexts. The concepts of health and illness as influenced by psychological, social, cultural, ethical and legal issues are examined. Nursing theories, the ANA Nursing Scope and Standards of Practice, Code of Ethics for Nurses, and the Nurse Practice Act are explored. The development of nursing knowledge, diagnoses, interventions and outcomes are emphasized.

NUR4200 Nursing: A Global Community Outlook. This course incorporates concepts from nursing and applies them to public health functions and community-based client care. The focus shifts from individual health to population-focused nursing. The dynamic influence of social justice, political agendas, health disparities and culture on the collective values of health promotion, disease and injury prevention, and quality and accessibility of health services are emphasized. Current trends in the global health community are explored. Clinical: The clinical component for this course will apply nursing concepts and public health and community-based practices to selected populations to facilitate the promotion, maintenance and restoration of optimal health across the lifespan.

NUR4600: Leadership Ethics and Policy. This course for the pre-licensure student facilitates the transition from student to professional nurse. The roles, traits, and contributions of the nurse in

leadership and managerial positions are explored. Conceptual aspects of power, problem solving/ decision making, effective communications, conflict resolution, delegation, team building, quality improvement and patient safety are applied to a variety of situational contexts. The course is designed to facilitate student self-assessment of leadership and management abilities as they develop the necessary skills to enter and thrive within the professional nursing workplace. The final paper requires the student demonstrate the ability to integrate and synthesize learning from general education in the arts and sciences with nursing knowledge.

3. Didactic content and supervised clinical experiences in the prevention of illness and the promotion, restoration and maintenance of health in patients across the lifespan and from diverse cultural, ethnic, social and economic backgrounds.

Didactic content and supervised clinical experiences in the prevention of illness and the promotion, restoration and maintenance of health in patients across the lifespan and from diverse cultural, ethnic, social and economic backgrounds is included in the following courses.

NUR3100: Principles of Nursing I (didactic), NUR3101Z: Principles of Nursing I Lab, and NUR3102Z: Principles of Nursing I Clinical. This course applies major concepts from the liberal arts and sciences to the understanding of the nursing profession. The framework for nursing knowledge base is developed and fundamental nursing interventions (physiologic, communicative, behavioral, and environmental) are taught using the evidence upon which the profession and the care of patients and populations is based. The course introduces the nursing student to the professional nursing role and its influence on health and illness, health promotion and disease prevention at the individual and population level across the lifespan. The professional role is explored within the context of the social, cultural, ethical and legal issues inherent in the nurse's role as provider of care, educator and advocate and as a member of the profession. The student is introduced to the health care system and the nurse's role as a member of a multidisciplinary care team. Clinical: An integration of laboratory and clinical experiences will focus on the development of the nursing student to begin to systematically analyze information and implement fundamental nursing interventions based on evidence-based practice and recognize patterns of patient needs.

NUR3110: Principles of Nursing II (Didactic), NUR3111Z: Principles of Nursing II Lab, and NUR3112Z: Principles of Nursing II Clinical. This course builds on the conceptual framework developed in Principles of Nursing I. The professional nursing role is explored further to gain a deeper understanding of the nurse's role as provider of care, educator, advocate and member of the profession. The student continues to function within the health care system as a member of an interprofessional care team. Clinical: An integration of laboratory and clinical experiences will focus on the development of the nursing student to expand the ability to systematically analyze information, implement fundamental nursing interventions based on evidence-based practice and recognize patterns of patient needs. The course uses a blend of experiential and simulated learning activities.

NUR3260/Z: Health Assessment, Education and Promotion/Lab, and NUR3261Z: Health Assessment, Education and Promotion Lab. This course provides the framework for the systematic collection, organization, interpretation, integration and communication of data reflecting the health status of individuals across the lifespan with emphasis on aging. This includes assessment of mental status, basic psychosocial status, functional health patterns, and physical assessment skills. The National Health Objectives provide the organizing framework for promotion of health and reduction of risks that impact individuals, families, and communities in aggregate. Health promotion strategies and practices are explored. Clinical laboratory provides integration for advancing critical thinking skills.

NUR3400/Z: Psychiatric-Mental Health Nursing (Didactic) and NUR3402Z: Psychiatric-Mental Health Nursing Clinical. Reflecting the American Nurses Association's Psychiatric-Mental Health Nursing Scope and Standards of Practice, this course prepares the nurse generalist to utilize effective communication to develop therapeutic interpersonal relationships fundamental to all nursing practice. The dynamic interaction of physical and mental illnesses requires holistic nursing approaches developed from broad based ways of knowing. Purposeful use of self is the art of psychiatric-mental health nursing while nursing, psychosocial, neurobiological theories, and research evidence provide its scientific base. A comprehensive exploration of major psychiatric disorders and current treatments prepares the nurse to function as an effective member of the inter-professional care team. Clinical: Clinical opportunities include experiential learning activities involving psychiatric patients across the lifespan in acute care and community-based settings. Exposure to self-help groups and other community resources are included. Simulated experiences may be utilized.

NUR4200/Z: Nursing: A Global Community Outlook (Didactic) and NUR4202Z: Nursing: A Global Community Outlook Clinical. This course incorporates concepts from nursing and applies them to public health functions and community-based client care. The focus shifts from individual health to population-focused nursing. The dynamic influence of social justice, political agendas, health disparities and culture on the collective values of health promotion, disease and injury prevention, and quality and accessibility of health services are emphasized. Current trends in the global health community are explored. Clinical: The clinical component for this course will apply nursing concepts and public health and community-based practices to selected populations to facilitate the promotion, maintenance and restoration of optimal health across the lifespan.

NUR4300/Z: Medical Surgical Nursing I: Collaborative Practice in Health and Illness (Didactic) and NUR4302Z: Medical Surgical Nursing I: Collaborative Practice in Health and Illness Clinical. This medical surgical nursing course builds on the conceptual foundations learned in the principles of nursing practice, health assessment, pharmacology and behavioral health nursing courses. Pathophysiologic processes of all body systems are discussed focusing on evidence-based nursing interventions in the acute care setting. Application of the nursing process in interdisciplinary practice to prevent, promote, maintain and restore health throughout the lifespan is emphasized. Clinical: The clinical practicum focuses on intermediate nursing care and critical thinking within a collaborative practice setting. Emphasis is placed on the integration of

evidence-based nursing interventions with the goal of meeting the diverse health needs of vulnerable adult patients from young adulthood to older adults. The course uses a blend of experiential and simulated learning activities.

NUR4500/Z: Nursing Care of the Family, NUR4502Z (Didactic): Nursing Care of the Family/OB Clinical, and NUR4503Z: Nursing Care of the Family/PEDS Clinical. This course focuses on the care and support of women, children and families. The course assists students in using critical thinking to identify the options for holistic, evidence-based practice within the realm of maternal and child nursing. In addition, students will explore strategies and resources for the provision of appropriate care in various clinical settings within social, ethical and multicultural frameworks. Clinical: The nursing care of women, children and families in various clinical settings is the focus of this clinical. Simulation learning experiences may be utilized to augment clinical experiences.

NUR4800/Z: Medical Surgical Nursing II: Collaborative Practice in Health and Illness (Didactic) and NUR4802Z: Medical Surgical Nursing II: Collaborative Practice in Health and Illness Clinical. The medical surgical course builds on the conceptual foundations developed in Medical-Surgical Nursing I and in Nursing Research. Pathophysiological processes are discussed, focusing on evidence-based nursing interventions in the acute care setting with an emphasis on the high-acuity patient, examining a diverse population across the adult lifespan. The professional nursing role is explored further to gain a deeper understanding of the nurse's role as provider of care, educator, advocate, researcher and manager of care. The student continues to function as a member of the interprofessional care team and is expected to continue to gain skills and confidence when collaborating with others. Clinical: The clinical experience emphasizes complex decision making through collaborative practice in high acuity and critical care settings. The student must demonstrate increasing autonomy and assume an assignment that more closely approximates a realistic workload for the novice nurse by developing skills in delegation, prioritization and management of care as an integral part of the interprofessional team.

The curriculum also ensures that students have experiences with patients from diverse cultural, ethnic, social and economic backgrounds. Students are exposed to individuals with diverse life experiences, perspectives, and backgrounds throughout the entire BSN program. In the classroom, several courses address the concept of cultural competence specific to the topics being taught. For example, in NUR4200: Nursing: A Global Community Outlook, students examine vulnerable populations and the social determinants that effect their overall health. Videos and media, including TedTalks and documentaries, are used to increase the students' exposure to different populations that might not be represented in clinical sites. Classroom discussion allows students to reflect on implicit and cognitive bias in regards to care of clients in populations different from their own. One TedTalk, titled "The Danger of a Single Story" by Chimamanda Adichie, demonstrates implicit and cognitive bias. Students watch the video in class and discuss how Ms. Adichie's message relates to nursing and the care of diverse populations. In addition, students are required to upload a written reflection paper about the video, class discussion, and what they learned about themselves.

Students have further exposure to diverse life experiences, perspectives, and backgrounds in all clinical settings. Clinical sites offer students exposure to populations that are culturally, spiritually, and economically diverse and to individuals on all points on the health continuum. At the conclusion of every clinical day for all clinical sites, students complete a reflection paper that directs them to reflect on how exposure to individuals with diverse life experiences, perspectives, and backgrounds impacted their own knowledge of diverse populations. For example, in the NUR3402Z: Psychiatric/Mental Health Nursing clinical, students are exposed to individuals with chronic and acute mental health illnesses that may cause them to experience stigma, stereotyping, and discrimination. As a result of this exposure, students begin to reflect on their own stereotyping and discrimination of those with mental illness.

In NUR4202Z: Nursing: A Global Community Outlook, students are exposed to individuals from different economic backgrounds and various ethnicities and to individuals experiencing chronic health issues related to the social determinants of health in multiple clinical community settings. Clinical sites include schools, federally qualified health clinics, county health departments, and various free clinic locations. Students participate in a post-clinical discussion to explore their understanding of the clients' culture and health and how culture is related to the social environment. Students also plan a health fair for residents living in low-income housing and homeless shelters. They shadow school nurses within the Williams Bay communities. Students complete a self-reflection after each clinical day in order to focus their reflection on care of individuals with diverse life experiences.

In addition to classroom and clinical experiences, simulation experiences expose students to individuals with diverse perspectives, experiences, and backgrounds. Simulation is integrated throughout the curriculum with opportunities for students to provide care to those from diverse populations during pre-brief, debrief, and student reflection assignments. Students are encouraged to reflect upon their role as the healthcare provider while caring for diverse and vulnerable populations in all simulation experiences. For example, in NUR 4201Z: Nursing: A Global Community Outlook, students simulate an end-of-life scenario caring for a lesbian couple using a hospice simulation. Required reading for the simulation experience includes a journal article titled "When a Partner Dies: Lesbian Widows." The article brings to light the perspective of the client's partner during the bereavement period and how being a lesbian can limit access to care and services. In addition, each student is assigned a different religious/cultural population for purposes of learning specific health beliefs and practices in regards to end-of-life care. Students present the information during the pre-brief to bring awareness to caring for the diverse population and the nurse's responsibility in delivering culturally competent care. Students submit a reflection specifically addressing their perceptions regarding care of diverse populations during the end of life. Also incorporated into the NUR 4201Z: Nursing: A Global Community Outlook course is a community action poverty simulation, where students participate in an activity that simulates the experience of situational poverty. The experience exposes students to the realities faced by vulnerable populations and the impact social determinants of health have on the well-being of individuals in poverty and their access to health services. The goal of the simulation is

to bring awareness to the nurse's role in providing care that recognizes the needs of individuals in all areas of health services. The poverty simulation offers students time to reflect on the impact of having a low income on their patients and compliance of care.

CHAPTER N. 1.08(5) CLINICAL LEARNING EXPERIENCES

Students have clinical experiences throughout the nursing program. In Wisconsin, the program has 18 clinical sites. Because Williams Bay is eight miles from the Wisconsin-Illinois border, the program also has clinical sites in two hospital systems located in northern Illinois.

a) Patient experiences occur in a variety of clinical or simulated settings and include all of the following:

1. Integration of patient safety principles throughout the didactic and clinical coursework

- a. In NUR3100: Principles of Nursing I includes didactic content and clinical experiences that assure students master safety principles and skills related to hand hygiene, medical asepsis, mobility, ambulation, transferring, range of motion, medication dosage calculation, and safe medication administration. Student apply this knowledge in the NUR3100 laboratory and clinical experiences.
- b. In NUR3110: Principles of Nursing II, medication dosage calculation and safe medication administration is again addressed in didactic content and clinical experiences.
- c. In NUR 3400: Psychiatric/Mental Health Nursing, students learn about suicide risk assessment. In the NUR3400 clinical experience, students care patients at risk for suicide.

2. Implementation of evidence-based practice to integrate best research with clinical expertise and patient values for optimal care, including skills to identify and apply best practices to nursing care.

- a. In NUR 3100: Principles of Nursing I, students learn the about the research conducted by the World Health Organization and the Centers for Disease Control on infection control. Students first use infection control procedures in the NUR3100 laboratory and clinical experiences.
- b. In NUR 4050: Nursing Research, students learn about evidence-based practice that they integrate into their clinical practice. Literature on evidence-based practice as it applies to patient care is part of all clinical experiences, including pre- and post-conferences.
- c. In NUR 4600: Leadership, Ethics, and Policy, students become certified in the Institute for Healthcare Improvement's (IHI's) quality improvement process. Through the certification process and in-class activities, students learn the principles of quality improvement, such as those related to re-admission rates, infection rates, and discharge times. These principles are used in the NUR4800: Medical Surgical Nursing II clinical experiences.

3. Provision of patient-centered culturally competent care by doing the following:

a) Respect of patient differences, values, preferences, and expressed need

- 1) The program includes NUR1214: Professional Nursing, Culture, and Health Care that addresses the intersection of culture and professional nursing's values, with a focus on self-development of cultural awareness and competence in nurses.
- 2) In NUR3000: Introduction to Professional Nursing, the concepts of health and illness as influenced by psychological, social, cultural, ethical and legal issues are examined.
- 3) In NUR4200 Nursing: A Global Community Outlook, the influence of social justice, political agendas, health disparities and culture on the collective values of health promotion, disease and injury prevention, and quality and accessibility of health services are emphasized. In the NUR4200 clinical, students have opportunities observe how social justice, political agendas, health disparities and culture influence selected populations and impact the promotion, maintenance and restoration of optimal health across the lifespan.
- 4) At the conclusion of every clinical day for all clinical rotation, students complete a reflection paper that directs them to reflect on how exposure to individuals with diverse life experiences, perspectives, and backgrounds impacted their own knowledge of diverse populations.

b) Involvement of patients or designees in decision-making and care management.

- 1) In NUR3110: Principles of Nursing II, students learn about the patients' right to refuse medications. Student first administer medication in the NUR3110 clinical experience.
- 2) In NUR3400: Psychiatric/Mental Health Nursing, students analyze patients' legal rights, the least restrictive approaches to care, and the least restrictive treatment approaches. In the NUR3400 clinical experiences, students care for patients using the least restrictive approaches to care and the least restrictive treatments.
- 3) In NUR 4600: Leadership, Ethics, and Policy, students learn about IHI's principle of patient-centered care that requires the involvement of patients or their designees in healthcare decision making and care management.
- 4) NUR4500: Nursing Care of the Family, student learn about the involvement of parents in decision-making and care management of their children. In the NUR4500 clinicals, students care for families with infants and children who require their parents to be the designees in decision making the care management.
- 5) As a core nursing value, the program emphasizes autonomy throughout the program, including patient autonomy. In all clinical settings, students

are exposed to individuals (or their designees) who make healthcare decision for themselves, based in part on their cultural, spirituality, and economic experiences.

c) Coordination and management of patient care across settings.

- 1) In NUR3100: Principles of Nursing I, students learn how to write clinical care plans and discharge planning assessments as methods of care coordination and management. These skills are first implemented in the NUR3100 clinical settings.
- 6) In NUR4500: Nursing Care of the Family, student become familiar with care coordination and management in the prenatal, intrapartum, postpartum care settings. The NUR4500 clinical experiences provide opportunities for care coordination in this population.
- 7) In NUR 4600: Leadership, Ethics, and Policy, the roles, traits, and contributions of the nurse in leadership and managerial positions are explored. The course is designed to facilitate student self-assessment of leadership and management abilities as they develop the necessary skills to enter and thrive within the professional nursing workplace. Principles of care coordination and management across care setting are applied in case studies.

d) Explanation of appropriate and accessible interventions to patients and populations that may positively affect their ability to achieve healthy lifestyles.

- 1) In NUR3000: Introduction to Professional Nursing, students learn about Healthy People 2020's goals of attaining high-quality, longer lives free of preventable disease, disability, injury, and premature death; achieving health equity, eliminate disparities, and improve the health of all groups; creating social and physical environments that promote good health for all; and promoting quality of life, healthy development, and healthy behaviors across all life stages.
- 2) In NUR 4500: Nursing Care of the Family, students provide prenatal visit education, well women education, newborn discharge teaching, and growth and development education.

4. Collaboration of interprofessional teams to foster open communication, mutual respect and shared decision-making in order to achieve quality patient care.

- a. In NUR3000: Introduction to Professional Nursing, as a result of completing a learning module, students learn about interprofessional communion.
- b. In NUR3110: Principles of Nursing II students explore the professional nursing role that includes functioning within the health care system as a member of an interprofessional care team. In the NUR3110 clinical settings, students begin to function as a member of an interprofessional care team.

- c. In NUR4800: Medical Surgical Nursing II, student participation in a simulation scenario where they are expected to demonstrate teamwork skills and interprofessional collaboration and communication.
- d. At the conclusion of every clinical day for all clinical sites, students complete a reflection paper that directs them to reflect on the interprofessional care teams in which they participated or observed.

5. Participation in quality improvement processes to monitor patient care outcomes, identify possibility of hazards and errors and collaborate in the development and testing of changes that improve the quality and safety of health care systems.

- a. In NUR4600: Leadership Ethics and Policy, quality improvement and patient safety are applied in cases studies.
- b. In all clinical sites, students review the agencies' quality improvement goals and outcome data. They also attend morning "huddles" where unit-level quality improvement goals are reviewed.

6. Use of information technology to communicate, mitigate errors and support decision-making

- a. In the laboratory and clinical experiences in NUR3100: Principles of Nursing I and NUR3110: Principles of Nursing II, students to begin to systematically analyze information and implement fundamental nursing interventions based on evidence-based practice and recognize patterns of patient needs.
- b. In NUR3260/Z: Health Assessment, Education and Promotion/Lab, and NUR3261Z: Health Assessment, Education and Promotion Lab, students learn a framework for the systematic collection, organization, interpretation, integration and communication of data reflecting the health status of individuals. Laboratory experiences provide students to use an electronic health record (EHR).
- c. In most clinical sites, students enter data into the agencies' EHR to communicate to other caregivers, mitigate errors, and support the decision-making of those on the interprofessional care team.

b) All cooperating agencies selected for clinical experiences have standards which demonstrate concern for the patient and evidence of the skillful application of all measures of safe nursing practices.

1. The standard language in all clinical affiliation agreements (i.e., contracts) require students and faculty to meet the agencies' health, drug screening, and criminal background requirements; to attend an orientation to the agency and its EHR; to comply with the agencies' rules, regulations, policies, and procedures; and to comply with the Health Insurance Portability and Accountability Act (HIPAA). Affiliation agreements state that the agency has the right to refuse or remove a student or faculty member for any reason the agency deems appropriate. Last, all affiliation agreements

- require Aurora University carry comprehensive general liability insurance and professional liability insurance.
2. Clinical agencies are selected for student clinical experiences based on their ability to allow the students to meet expected outcomes for the course. Both faculty and students evaluate clinical sites after each rotation. Should the evaluation data suggest that an agency does not have standards that demonstrate concern for the patients and does not have evidence of the skillful application of all measures of safe nursing practices, the program ceases to send students and faculty to that agency.

c) All faculty teaching clinical or practicum courses are experienced in the clinical areas of the course and maintain clinical expertise.

1. All faculty teaching clinical courses are experienced in the clinical areas of the course and maintain clinical expertise. See Table Nine: The Clinical Expertise Faculty Teaching Clinical Courses for details.

Table Nine: The Clinical Expertise Faculty Teaching Clinical Courses

Table 9

Name	Clinical Expertise	Maintenance of Clinical Expertise
Susan Baird	Medical-Surgical Nursing, Community Health	Practices as a nationally board certified family nurse practitioner. Member of the Wisconsin Nurses Association (WNA) and elected to the WNA's public policy committee. Teaches clinical in NUR4200.
Eugenie Cook	Medical-Surgical Nursing, Care of Children, OB nursing	Teaches clinical in NUR3100 and NUR4500. Member of the Association of Women's Health, Obstetric, and Neonatal Nurses organization.
Kimberly Fowler	Medical-Surgical Nursing, Mental Health Nursing	Teaches clinical in NUR3100, NUR3400, NUR 4300, and NUR 4800. Certified Medical-Surgical Nurse (CMSRN).
Jennifer Kennedy	Medical-Surgical Nursing	Practices as a staff RN. Certified Medical-Surgical Nurse (CMSRN). Serves on the Academy of Medical Surgical Nursing (AMSN) board of directors and as treasurer.

		Teaches clinical in NUR4300 and NUR4800.
Margaret Obermann	Medical-Surgical Nursing	Member of AMSN.
Karen Battaglia	Medical-Surgical Nursing	Practices as a staff RN.
Lia Bradley	Care of Children	Practices as a staff RN.
Amanda Farrell	Medical-Surgical Nursing	Practices as a staff RN.
Jodi Kuiper	OB nursing	Practices as a staff RN.
Allison Moegus-Page	Medical-Surgical Nursing	Practices as a staff RN.
Michelle Salgado Sherman	Medical-Surgical Nursing	Practices as a staff RN.

d) Faculty-supervised clinical practice includes all of the following:

1. Development of skills in direct patient care.

- a. In NUR3100: Principles of Nursing I and NUR3260: Health Assessment, Education and Promotion, students have a clinical skills checklist. Students learn and practice skills for direct patient care, and then must demonstrate mastery of each skill on the checklist to a faculty member.

2. Making clinical judgments.

- a. In NUR3100: Principles of Nursing I, students learn to write care plans that demonstrate beginning levels of clinical judgement.
- b. Faculty evaluate students' clinical judgement in each clinical courses
- c. In all simulated clinical experiences, to promote the students' clinical judgment and clinical decision-making skills, discussion during the pre-brief and debrief is prefaced using components of Tanner's (2006) model for clinical decision making, such as noticing, interpreting, responding, and reflecting.

3. Care and management of both individuals and groups of patients across the lifespan.

- a. In the NUR3100: Principles of Nursing I clinicals, students care for patients in long-term facilities, assisted living facilities, and in acute rehabilitation facilities.
- b. In the NUR4500: Nursing Care of the Family clinicals, student care for newborns, and children.
- c. In the NUR4300: Medical Surgical Nursing I clinicals and in NUR4800: Medical Surgical Nursing II clinicals, students care for adults.
- d. In the NUR4200: Population Health clinicals, students care for groups/populations.

- 4. Delegation to and supervision of other health care providers.**
 - a. In the NUR3100: Principles of Nursing I clinicals and NUR3110: Principles of Nursing II clinicals, students observe delegation to and supervision.
 - b. In NUR4600: Leadership, Ethics, and Policy, students learn the skills needed in practice, including conflict resolution, delegation, team building, and quality improvement.
 - c. In NUR4800: Medical Surgical Nursing II clinicals, students must demonstrate increasing autonomy and assume an assignment that more closely approximates a realistic workload for the novice nurse by developing skills in delegation, prioritization and management of care as an integral part of the interprofessional team.

- e) Clinical experiences shall be supervised by qualified faculty.**
 1. Throughout the program, every clinical course includes clinical experiences that are supervised face-to-face by qualified nursing faculty in the clinical setting.
 2. The faculty-student ratio for all clinical courses ranges from 1:4 and 1:8.

- f) All student clinical experiences, including those with preceptors, shall be directed by nursing faculty.**
 1. Nursing faculty plan and organize clinical experiences, in addition to directing clinical experiences to ensure students meet the learning objective for each clinical course.
 2. The program does not use preceptors.

Simulation

- a) Simulation used to meet clinical requirements**
 - 1. Nursing faculty have documented education and training in the use of simulation develop, implement, and evaluate the simulation experience.**

GWC nursing faculty are well prepared to develop, implement, and evaluate the simulation experience because all full-time faculty have completed simulation training that included pre-briefing, simulation, and debriefing. Simulation training was completed through the University of Washington's simulation training, Gateway Community College's Simulation for Healthcare Educators, ATI's simulation training, or Coursera's Essentials of Clinical Simulations Across the Health Professions.

- 2. Pre-briefing and debriefing are conducted by nursing faculty with subject expertise and training in simulation using evidenced-based techniques.**

Pre-briefing and debriefing are conducted by the nursing faculty teaching the clinical courses. To teach clinically, faculty must have subject matter expertise as a result of their clinical

practice. The simulation training completed by the faculty included how to implement simulation using evidenced-based techniques.

3. The simulation provides an opportunity for each student to participate in the role of the nurse.

Throughout the program, simulation provides all students the opportunity to serve in the role of the nurse. In a typical simulation experience, three or four students participate in the simulation, all serving in the role of a nurse, while three or four other students observe the simulation. Immediately following this first simulation, there is another simulation in which those who were observing take the role of the nurse and those who previously were serving as the nurse becomes the observer.

Peer observation and feedback is introduced during that first semester of the junior year in both the skills and simulation laboratories and continues throughout the program. To guide the development of peer feedback in a professional manner, students participated in peer observation and feedback while practicing and performing nursing skills in the laboratory and simulation. During the simulation experience, students use the feedback form developed from the quality and safety education for nurses (QSEN) competencies to guide the feedback process. The form includes QSEN competencies, such as patient safety, patient-centered care, teamwork and collaboration, evidence-based practice, and quality improvement. Feedback is then incorporated into the debriefing component of the simulation experience. Implementing the QSEN competencies provides the students guidance on knowledge, skills and attitudes competencies that they should note while observing nursing skills demonstrations, as well as simulation experiences. Additionally, to promote the clinical judgment and clinical decision-making skills, discussion during the pre-brief and debrief is prefaced using components of Tanner's model for clinical decision making, such as noticing, interpreting, responding, and reflecting (Tanner, 2006). Guiding the discussion encourages the students to start thinking like a nurse. Furthermore, in the spring of 2019, to better prepare the students for clinical practice, Lasater's clinical judgment rubric (Miraglia and Asselin, 2015) which integrates Tanner's model, was incorporated along with the QSEN tool to guide student observations and reflections.

In the simulation laboratories, students learn in a safe learning environment that exposes them to simulated healthcare settings while they care for a simulated patient. A comprehensive simulation plan is used in the program. Simulation experiences are incorporated into six of the eight courses with a clinical component. For example, NUR3110: Principles of Nursing II, clinical rotations are one day a week for seven weeks during the second semester of the students' junior year. Students attend one day of simulation, with their clinical group and clinical instructor, during the seven-week clinical rotation. Students complete a pre-brief worksheet assignment for preparation of the clinical day. The simulation experiences are formative and the pre-assignment is reviewed thoroughly prior to students completing the simulation experience. Students participate in a four-hour simulation experience, with a four-hour classroom session.

The content and activities during the four-hour classroom session are supervised by the clinical instructor and guided by the course learning outcomes and course coordinator. Some activities utilized during this session include, but are not limited to, skills review, case studies, and other active learning opportunities. All simulation experiences, incorporated throughout the program, are designed according to the International Nurses Association for Clinical Simulation and Learning (INACSL) standards of best practice. Incorporating the INACSL standards into the simulation experiences provides recommended guidelines and terminology for the design and development of the simulated clinical experience (SCE). Simulation scenarios are developed and aligned with the course learning outcomes for each clinical course that participates in a SCE. The SCE provides opportunity to support a deeper level of learning through the fostering of critical thinking and promotion of clinical judgment as students progress in the program. Debriefing is integrated into every simulation experience, following the recommended standards and guidelines for best practice. As recommended by INACSL, debriefing enhances learning and heightens participants' self-awareness and self-efficacy. It is during debriefing that learning and understanding takes place.

Within the program, simulation experiences begin in NUR3100: Principles of Nursing I. Students are introduced to simulation using a modified version of the National League for Nursing introduction to SimMan script and an environmental safety scenario prior to the beginning of their clinical experiences. The purpose of the simulation orientation and participation in the scenario is to familiarize the students with the simulation classroom, the mannequin, and expectations when attending simulation. An additional purpose of participation in the scenario prior to attending their clinical rotation is to provide students the experience of walking into a patient room, washing their hands, introducing themselves to the patient, identifying the patient, and ensuring the patient is left in a safe environment before exiting the room. The experience helps build confidence and prepares students for clinical experiences.

In NUR3110: Principles of Nursing II, the students participate in a simulation scenario with student learning outcomes that align with the course learning outcomes. The purpose of the scenario is to provide students the opportunity to care for a perioperative patient. Throughout the scenario, the students work as a team to assess and care for the perioperative patient. The scenario nurtures not only students' assessment skills and ability to identify a change in patient status, but also challenges their critical thinking and clinical decision-making skills. Students are given a pre-simulation assignment worksheet, which is required for participation in the scheduled simulation experience. During the pre-brief session of the SCE, this worksheet is reviewed in its entirety, along with a reorientation to the simulation room, unit, and expectations of all roles. This process is completed prior to all simulation experiences and prior to participating in the scenario.

During NUR4300: Medical Surgical Nursing I: Collaborative Practice in Health and Illness, students participate in two different simulation experiences throughout the semester. Again, both scenarios are developed according to the INACSL standards of best practice and align with the course learning outcomes. The first simulation scenario used within the NUR4300 course provides students the opportunity to care for a diabetic patient, while the second scenario allows

students to care for a patient with heart failure. The students are given a pre-assignment worksheet that is required for participation in the simulation experience, which is reviewed during the pre-brief sessions. The students have the opportunity to work as a team, further cultivating their critical thinking and clinical decision-making skills, along with the refinement of their physical assessment skills. All student learning outcomes are noted on the simulation design template and included on the student's pre-brief worksheet, which is received prior to attending the simulation experience. The patient care outcomes are reviewed prior to participation in the scenario and include such outcomes as patient identification, demonstration of safe medication administration, and effective communication among the Interdisciplinary healthcare team, all of which support national patient safety goals.

In their final semester in the program, students in NUR4500: Care of the Family participate in a pediatric respiratory simulation scenario that further develops the students' clinical judgment and communication skills as they design and implement care for a young patient with a respiratory diagnosis, while providing patient education to family members. The scenario requires student to draw on their growth and development knowledge in the pediatric population. As noted, students received a pre-brief worksheet assignment that is required in order to participate in the scheduled simulation experience.

Near the end of the program, students in NUR4800: Medical Surgical Nursing II: Collaborative Practice in Health and Illness participate in a scenario that includes a pre-, intra-, and post-blood transfusion. Students appreciate this scenario, in part because students are not permitted to administer blood in clinical. During the simulation, students synthesize their skills in patient assessment, patient education, recognizing changes in patient status, and implementing the correct interventions. During the scenario, students demonstrate teamwork skills and interprofessional collaboration and communication.

b) Simulation may not be utilized for more than 50% of the time designated for meeting clinical learning requirements.

Typically, simulation is used for approximately 15% of the clinical hours in five of the six clinical courses with simulation integration. When the campus closed because of the pandemic in March 2020, the program moved to simulation only, although the student had already completed half of their clinical rotations in clinical agencies. In 2020-2021, the program has returned to using simulation for approximately 15% of the clinical hours in five of the six clinical courses with simulation integration. In the event that the campus closes again or clinical placements cannot be arranged because of COVID-19, the program purchased Lippincott's v-Sim, a nursing simulation platform that helps reinforce the lessons of high-fidelity patient simulators. The virtual experience helps nursing students hone their prioritization and clinical reasoning and decision-making skills.

CHAPTER N 1.08(6) PRECEPTORS

- a) Preceptors shall be approved by the faculty of the school of nursing**

The SON does not use preceptors.

- b) School of nursing shall provide each preceptor with an orientation concerning the roles and responsibilities of the students, faculty and preceptors. The preceptor shall have clearly documented roles and responsibilities.**

The SON does not use preceptors.

- c) Clinical preceptors shall have an unencumbered license or privilege to practice in Wisconsin as a nurse at or above the licensure level for which the student is being prepared.**

The SON does not use preceptors.

- d) Preceptors shall demonstrate competencies related to the area of assigned clinical teaching responsibilities.**

The SON does not use preceptors.

CHAPTER N 1.08(7) EVALUATION

Educational administrator shall implement a comprehensive, systematic plan for ongoing evaluation and evidence of implementation shall reflect progress toward or achievement of program outcomes.

The SON has a comprehensive, systematic plan for the ongoing evaluation of the program's progress and achievement of program outcomes. The evaluation plan, titled the Program Evaluation Plan (PEP), is based on the CCNE's *Standards for Accreditation of Baccalaureate and Graduate Degree Programs* (2018). As such, the PEP includes (1) Mission and Governance, (2) Institutional Commitment and Resources, (3) Curriculum and Teaching-Learning Practices, and (4) Assessments and Achievement of Program outcomes. The complete PEP is included in Appendix B.

(a) Standard I: Program Quality: Mission and Governance

The program's mission, goals, and expected program outcomes are congruent with those of AU, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality. See CHAPTER N 1.08(1)(a) ORGANIZATION AND ADMINISTRATION in this document and the PEP for details on how the program has accomplished this standard.

(b) Standard II: Institutional Commitment and Resources

AU demonstrates ongoing commitment to and support for the nursing program. AU makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes. See CHAPTER N 1.08(2)(b) EDUCATIONAL ADMINISTRATOR and CHAPTER N 1.08(3) FACULTY in this document, as well as the PEP for details on how the program has accomplished this standard.

(c) Standard III: Curriculum and Teaching-Learning Practices

The nursing program's curriculum was developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes. See CHAPTER N 1.08(4)(a) CURRICULUM and CHAPTER N. 1.08(5) CLINICAL LEARNING EXPERIENCES in this document, as well as the PEP for details on how the program has accomplished this standard.

(d) Standard IV: Program Effectiveness: Achievement of Program Outcomes

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement. The following provides a description of the program's ongoing evaluation and evidence of implementation that reflect the program's progress toward or achievement of program outcomes. Additional information on Standard IV is available in the PEP.

1. Systematic Process to Obtain Relevant Data to Determine Program Effectiveness

The BSN program uses a systematic process to obtain relevant data to determine program effectiveness. The program's full PEP document outlines the program's expected outcomes, the data to be collected, the methods used for data collection, the timelines for data collection, the responsible party for data collection and analyses, the program's actual outcomes, and program changes made as a result of the data analyses. The PEP includes completion rates, NCLEX-RN[®] licensure rates, and employment rates; faculty outcomes; and other program outcomes. The PEP was most recently reviewed and revised in 2019, although the PEP is a "living document" that is updated at least once per year as actual outcomes are documented, compared to expected outcomes, and data-based program improvements are made.

2. Program Completion Rates Demonstrate Program Effectiveness

The program identifies its BSN cohorts as follows. At GWC, the program admits nursing students every August. The nursing program is four semesters in length, and therefore, those admitted in August typically graduate four semesters later, in May. Nursing courses are not offered in the summer term. The point of entry to the program is defined as audit date (i.e., week three of any semester) in NUR3100: Principles of Nursing I. According to the program's policies, nursing students are permitted to repeat one nursing course, may withdraw from a maximum of two nursing courses, and cannot enroll in a course more than twice; therefore, the maximum time in the BSN program for any student is six semesters. Students at GWC who fail or withdraw from a nursing course must wait until the course is offered again the following year.

The formula used to calculate the completion rate is as follows. The denominator represents the number of students who were in NUR3100 at the audit date of their first semester in the program. The numerator represents the number of students who began the program in the same calendar year (i.e., in NUR3100 at the fall audit date) who complete the program within six semesters. For example, 27 students started the program in fall 2017. Six semesters later, 22 students had completed the program. The completion rate for those who started the program in fall 2017, therefore, was 81.5%. The completion rate for those who entered the program in fall 2018 will not yet be available until six semesters have passed from fall 2018 (i.e., May 2021).

3. Licensure Pass Rates Demonstrate Program Effectiveness

The program uses state-level reporting as its data source for its first-time NCLEX-RN[®] pass rates. The first GWC cohort of nursing students graduated on May 4, 2019. The WDSPP reported the 2019 GWC campus NCLEX-RN[®] pass rate was 100%, although this pass rate was for all test takers, including repeaters. This report is available at <https://dsps.wi.gov/Documents/2019%20RN%20Annual.pdf>. The 2020 NCLEX-RN[®] pass rate is pending.

4. Employment Rates Demonstrate Program Effectiveness

The program uses the AACN/Benchmarks Undergraduate Nursing Alumni Assessment survey tool to collect employment data for the graduates. Approximately five months after graduation, the program sends each graduate the AACN/Benchmarks Undergraduate Nursing Alumni Assessment survey via email. The alumni are given eight weeks to complete the survey. When the survey period is closed, AACN/Benchmarks sends the program the survey results. The AACN/Benchmarks Undergraduate Nursing Alumni Assessment survey question number “D014. Current Employment” is used to determine the program’s employment rate. The question asks, “What is your current employment status?” The responses to the question include “I am not employed, but am seeking employment”; “I am not employed and not seeking employment”; “I am employed full time”; and “I am employed part time.” For purposes of determining the employment rate, employment is defined as being employed full time or part time.

GWC had its first graduating class in May 2019. The employment rate was report as 93.3%. The employment rate for the graduating class of May 2020 is pending.

5. Data Regarding Completion, Licensure, and Employment Rates Are Used, As Appropriate, to Foster Ongoing Program Improvement

The program assessment committee analyzed the actual outcome data for program completion, licensure pass rates, and employment rates and found that all outcomes surpassed the expected outcomes since the program began at GWC. However, changes to the program to foster ongoing improvement and achievement of the program completion, licensure pass rates, and employment rates outcomes are deliberate and ongoing. For example, in the 2017-2018 academic year, the program assessment committee performed a comprehensive analysis of the NCLEX-RN[®] preparation included in NUR4605: NCLEX Review. A review identified that ATI content had not been fully incorporated into the course. Also, it was found that, while the ATI RN predictor examination identified students “at risk” for first-time NCLEX-RN[®] failure, there were no additional strategies being used to help at-risk students be successful in the NCLEX-RN[®] examination. As a result of this analysis, a decision was made to incorporate fully the ATI program into NUR4605: NCLEX Review. Further, an adjunct with expertise in coaching students at risk for first-time NCLEX-RN[®] failure was hired to work one on one and in groups with at-risk students. An adjusted individual score of 69.3% on the predictor examination

represents a 90% probability of passing the NCLEX-RN® on the first attempt. Therefore, a dean’s award was developed to reward, motivate, and acknowledge students achieving a 69.3% or greater on their ATI RN predictor examination.

Although the actual outcomes for employment rates were found to have surpassed the expected outcomes, other data sources revealed opportunities for improvements. For example, the nursing faculty developed plans to better inform students about finding jobs while providing them additional job search skills. For example, the NUR4600: Leadership, Ethics, and Policy course was analyzed and found to have existing content on conducting a job search and resume writing. Additional content was added to the course, including information on new graduate and residency programs and the importance of meeting application deadlines. A panel discussion of recent program graduates was added that included time for the students’ questions on conducting a job search. Additionally, faculty added job search “tips for success” to in-class activities.

6. Aggregate Faculty Outcomes Demonstrate Program Effectiveness

Aggregate faculty outcomes demonstrate the program’s effectiveness. The expected full-time aggregate faculty outcomes are as follows. For teaching, service, and professional activities, it is expected that 90% or more of the full-time faculty will achieve a rating of meets or exceeds expectations in each area, as documented on their annual performance review. The Table IV-G-1: Percent of Faculty Achieving a Rating of Meets or Exceeds Expectations of the Faculty Role outlines the percentage of full-time faculty who met or exceed the teaching, service, and professional development expectations of the faculty role in academic years 2017-2018, 2018-2019, and 2019-2020.

Table Ten: Percent of Faculty Achieving a Rating of Meets or Exceeds Expectations of the Faculty Role

Table 10

	Teaching: Percent Meeting or Exceeding Expectations	Service: Percent Meeting or Exceeding Expectations	Professional Activity: Percent Meeting or Exceeding Expectations
2017-2018	100%	100%	100%
2018-2019	80%	100%	100%
2019-2020	100%	100%	100%

7. Aggregate Faculty Outcome Data Are Analyzed and Used, As Appropriate, To Foster Ongoing Program Improvement

The program uses faculty outcome data for continuous program improvement purposes. While the actual outcomes for the full-time faculty’s teaching, service, and professional activities have

met the expected outcomes for the past three academic years, with one exception, areas for improvement have been identified and addressed.

To strengthen faculty outcomes, the dean ensures that all faculty are familiar with the AU faculty handbook, including the faculty's expectations for teaching, service, and professional activities. Since fall 2017, the dean has met with new faculty individually to review the AU faculty handbook, with a particular emphasis on mentoring faculty to ensure their success in their new role. The dean observes the teaching of all new faculty and provides individualized feedback to improve the faculty's teaching. Further, beginning in 2017-2018, all newly hired faculty are provided additional support to meet the faculty expectations for teaching. For example, beginning in 2017-2018 all new nursing faculty were required to attend the AU new faculty learning circles offered by the faculty development committee and the dean of faculty development. The learning circles have a two-pronged approach to faculty development: teaching observations with feedback for improvement; and small group meetings where faculty hone their instructional planning, delivery, and evaluation skills in collaboration with colleagues. Also beginning in 2017-2018, the dean organized a series of ATI faculty development sessions for the nursing faculty to prepare them for success on certified nurse examination, writing test items, analyzing aggregate results for course examinations, test blueprinting, and active teaching strategies.

Throughout the academic year, the dean continues to meet with new faculty as needed. New faculty are also assigned to work with an experienced faculty member who serves as a mentor. Toward the end of the academic year, the dean meets with faculty to provide them guidance on how to prepare for their annual performance review.

8. Program Outcomes Demonstrate Program Effectiveness

In addition to completion rates, licensure pass rates, certification pass rates, employment rates, and faculty outcomes, the program measures the students' preparation for passing the NCLEX-RN[®] on their first attempt. The ATI RN comprehensive predictor examination is designed to predict accurately how students will perform on the NCLEX-RN[®]. Students take the proctored ATI RN comprehensive predictor in NUR4605: NCLEX Review in the final semester of the program, about four weeks prior to graduation. Each student receives an adjusted individual score that predicts the likelihood of passing the NCLEX-RN[®] on the first attempt. An adjusted individual score of 69.3% represents a 90% probability of passing the NCLEX-RN[®] on the first attempt. The program expected outcome is that at least 70% of the students who complete the ATI RN comprehensive predictor examination will meet or exceed a score of 69.3%. ATI sends the program a detailed report that allows the program to determine the percentage of students who achieved an adjusted individual score of 69.3% or higher. In May 2019, 76% of the first graduating cohort received 69.3% or higher on the ATI RN comprehensive predictor examination. In May 2020, the program was unable to administer the ATI RN predictor examination because of the coronavirus pandemic, which caused the campus to close.

9. Program Outcome Data Are Used, As Appropriate, To Foster Ongoing Program Improvement

The faculty define the program's expected outcomes, collect data to determine actual outcomes, and make changes to the program when actual outcomes do not meet expected outcomes. To date, the program has met its expected outcomes, yet the faculty continue to engage in program improvement strategies. A good example of this is the nursing program's implementation of AU's Junior Mentoring program.

AU's general education curriculum includes IDS3500: Junior Mentoring I and IDS3550: Junior Mentoring II. These courses are taken in the nursing students' junior year to ensure that every nursing student receives individualized faculty guidance to support their achievement of the AU general education goals. Each nursing student is assigned a nursing faculty mentor who works intensively with the student. In the Junior Mentoring courses, the students develop their personal, academic, and professional goals and develop skills essential to achieving these goals. Students articulate their personal, academic, and professional goals; reflect on their sense of purpose in light of their life experiences and completed coursework; discuss their goals and plans to achieve their goals; reflect on the achievement of their goals, their points of success, and the obstacles encountered; write a resume that fully reflects their academic, work, and life experiences; work with their faculty mentor, instructors, and campus offices to develop the career skills they need; learn about university-sponsored activities and resources (e.g., internships, study abroad, career services workshops, etc.) that can help them achieve their goals; and participate in activities and workshops related to career planning and professional skill development. Activities and workshops may include topics related to interviewing and networking skills, obtaining information about career and graduate school options, and developing application materials tailored to specific career and graduate school paths.

Beginning in fall 2018, nursing implemented a unique, program-specific aspect to AU's Junior Mentoring requirement for all junior students. Nursing added to AU's Junior Mentoring program three junior mentoring student success workshops that teach nursing students how to lead a balanced life to manage stress, strategies for time management, and test-taking strategies. These three areas are important in the BSN program, given the high rates of anxiety and depression among nursing students, the stress many nursing students experience as a result the rigorous nature of the nursing program, and the unique NCLEX-RN[®] style of testing used in the program that students have never seen prior to entry into the nursing program. It was the faculty's decision to include these three sessions to improve the success of nursing students in the program, support their achievement of program-level student learning outcomes, and communicate to students that the faculty are concerned about them as individuals and as a group.

The three junior mentoring nursing student-success workshops, delivered in group sessions, start with the students learning the strategies to lead a balanced life and manage stress, including developing a support system, setting boundaries, managing work schedules, setting priorities, and breaking negative cycles of thought. In the second session, students learn strategies for time

management, how to avoid procrastination, and the importance of establishing a routine. Students are encouraged to use an hourly planner or calendar that allows them not only know when assignments are due for their courses, but also to “make appointments” with themselves to study. The last session addresses test-taking strategies, such as having a positive mental attitude, believing in their self-worth, desensitizing strategies, and use of controlled breathing, imagery, and muscle relaxation. Students learn the importance of getting to class early on the day of a test and making sure that they have the correct tools (i.e., pencils, calculator, etc.). The nursing-specific Junior Mentoring activities continue to this day.

CHAPTER N 1.09 NCLEX PASS RATES

1. School of nursing NCLEX pass rate includes all programs or tracks in the school of nursing.

The SON offers only a BSN degree program at GWC that prepares students for the NCLEX-RN® examination. The SON does not offer a practical nurse degree program and therefore does not prepare students for the NCLEX-PN® examination, nor does it have a graduate program that prepares students for advanced practice certifications.

2. Nursing school must provide a self-evaluation of NCLEX success rate, including any current steps being taken to improve NCLEX success rate or plans to implement steps in the near future.

The SON's first BSN cohort at GWC graduated from the program in May 2019 and reported a 100% NCLEX-RN® pass rate, which is above the 80% minimum score required. Please see <https://dsps.wi.gov/Documents/2019%20RN%20Annual.pdf>

The second admitted cohort from August 2018 graduated in May 2020. The NCLEX-RN® pass rate for that cohort has yet to be reported, although student reports on passing the NCLEX-RN® indicate the program expects a 100% first-time NCLEX-RN® pass rate for the second cohort.

The third cohort is scheduled to graduate from the program in May 2021, therefore the NCLEX-RN® pass rate from that cohort will not be known until later in 2021.

3. The School of Nursing must provide a self-evaluation of its NCLEX success rate, including any current steps being taken to improve the NCLEX success rate or plans to implement steps in the near future.

The School of Nursing enjoys a high NCLEX-RN® pass rate, in part because of its comprehensive approach to preparing students for the NCLEX-RN® examination. The following is a brief description of how the program prepares students for the NCLEX-RN®. Faculty continue to discuss ways to improve the program's NCLEX-RN® pass rates, although there are no immediate plans to alter the program's approach to preparing students for the NCLEX-RN®.

(a) ATI

Students use ATI as a resource throughout the nursing program to help prepare them for the NCLEX-RN®. Within the context of existing courses, the program uses ATI's comprehensive assessment and review program that includes tutorials, simulations, quiz banks, proctored assessments, online practice assessments, clinical judgement practice items, proctored mastery examinations, and the proctored comprehensive predictor examinations. In addition, the program uses ATI's NCLEX-RN® reviews such as the capstone content review and virtual ATI.

The program uses 12 ATI mastery examinations throughout the program, beginning in the first semester. These are proctored examinations addressing a certain aspect of nursing practice (e.g., mental health nursing, medical/surgical nursing, pediatric nursing, etc.) and provide individualized feedback to students with their score, remediation materials, and their probability of passing the NCLEX-RN®.

In the last semester of the program, students take a one-credit course titled NUR4605: NCLEX Review. In this course, students are enrolled in the ATI capstone course, ATI content review, and virtual ATI. The capstone content review includes a pre- and post-proctored examination, seven weeks of content review, and a comprehensive practice assessment. Virtual ATI (pre-graduation) review work includes the ATI test-taking strategies module, the fundamentals module, the pharmacology module, and the medical/surgical module. After graduation, students are asked to complete virtual ATI and earn the “green light” that predicts success in the NCLEX-RN®. Also in NUR4605, students take the ATI RN predictor examination which is a 180-question, three-hour examination designed to mimic the NCLEX-RN®. Scoring on the ATI RN comprehensive predictor is based on the probability that each student passing the NCLEX-RN® on the first attempt.

Through virtual ATI, students get a tutor to help them remediate in areas where they are weak. Faculty use the students’ individual scores to identify those students who need remediation. Faculty also provide remediation through one-on-one tutoring and group instruction on topics such as how to answer NCLEX-RN® questions.

(b) Program Practices That Support Student Success

GWC faculty work closely with students throughout the program to continuously prepare them for the NCLEX-RN®. Examples of program practices that support student success include the following.

1. At the beginning of the program, the dean meets with new junior nursing students to explain the importance of the NCLEX-RN® examination and how the program will prepare them for success on the examination.
2. All Junior Mentoring students receive in-depth content on test-taking techniques, study techniques, use of study groups, school/work/life balance, managing anxiety, and navigating nursing school.
3. Junior Mentoring students meet with senior nursing students early in semester for mentoring.
4. All Junior mentoring students are encouraged to utilize the counseling center, peer tutors, and the student academic success center.
5. Each faculty member meets one-on-one with each student in their course who scores below 77% on any examination to help the student learn the material needed to be successful in the course. Students are referred to the Student Success Center for help with study skills.

6. Faculty review students' average test scores in each course and identify those at-risk as scoring below 77% in two courses simultaneously.
7. Faculty determine who has the closest relationship with each at-risk student so that a faculty member can reach out and provide mentoring and tutoring to the at-risk student.
8. The Assistant Dean meets one-on-one with each identified at-risk student.
9. NUR 4605: NCLEX Review faculty monitors and communicates with each student regarding progression in ATI with specific due dates.
10. NUR4600: Leadership, Ethics, and Policy students meet with an alumni panel to discuss alumni experience with the NCLEX-RN[®] to provide tips and support for senior nursing students.

REFERENCES

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Miragila, R., & Asselin, E. (2015). The Lasater clinical judgment rubric as a framework to enhance clinical judgment in novice and experienced nurses. *Journal for Nurses in Professional Development*, 31(5), 241-291.

Tanner, C. (2006). Thinking like a nurse: A research based model of clinical judgment in nursing. *Journal of Nursing Education*, 45(6), 204-211.

APPENDICES

Appendix A: Documentation of Aurora University's Accreditation from the Higher Learning Commission



Higher Learning Commission
A commission of the North Central Association

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

May 30, 2013

President Rebecca L. Sherrick
Aurora University
347 S. Gladstone Ave.
Aurora, IL 60506-4892

Dear President Sherrick:

This letter is formal notification of the action taken concerning Aurora University by the Higher Learning Commission. At its meeting on May 20, 2013, the Institutional Actions Council (IAC) acted on the items below. This letter serves as the official record of this action, and the date of this action constitutes the effective date of your new status with the Commission.

Action. IAC continued the accreditation of Aurora University with the next Reaffirmation of Accreditation in 2022-23.

If the current Commission action includes changes to your institution's *Statement of Affiliation Status (SAS)* or *Organizational Profile (OP)*, the changes will appear in these documents on the Commission's Web site within two weeks of the date of action. The *SAS* is a summary of your institution's ongoing relationship with the Commission. The *OP* is generated from data you provided in your most recent Institutional Update.

If you have questions about these documents after viewing them, please contact Andrew C. Lootens-White. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation, Third Edition*, available at <http://tinyurl.com/HLCchapter8>.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Sylvia Manning".

Sylvia Manning
President

Appendix B: School of Nursing Program Evaluation Plan

Aurora University
School of Nursing
PROGRAM EVALUATION PLAN (PEP) - GWC

STANDARD/KEY ELEMENT EVALUATION	EXPECTED OUTCOMES	WHAT DATA ARE COLLECTED & METHOD FOR COLLECTION	TIMELINE FOR DATA COLLECTION AND ANALYSIS	RESPONSIBLE PARTY FOR DATA COLLECTION & ANALYSIS	DATA COLLECTED WITH REVIEW OF EXPECTED OUTCOME TO ACTUAL OUTCOMES	PROGRAM CHANGES MADE AS A RESULT OF DATA ANALYSIS
STANDARD I: PROGRAM QUALITY: MISSION and GOVERNANCE						
I-A: Mission, goals, and expected program outcomes	The mission, goals, and expected program outcomes are congruent with those of the AU and reviewed periodically and revised as appropriate.	AU's mission, goals, and expected program outcomes collected from AU catalog. SON mission, goals, and expected program outcomes collected from the SON Student Handbooks, stored in electronic files.	At least every five years	SON Dean SON faculty	2017-2018: SON's mission, goals, and expected program outcomes reviewed in 2016-2017 and 2017-2018 BSN student handbooks. The faculty and community of interest compared the SON's mission, goals, and expected program outcomes to those of AU and found a lack congruence. 2018-2019: Student Handbook revised to include the SON's revised mission, goals, and	2017-2018: The SON's mission, goals, and expected program outcomes were discussed over the course of the year and were revised to ensure congruence with the University. On May 10, 2018, the SON's revised mission, goals, and expected program outcomes were approved by the SON Faculty committee. 2018-2019: No change from 2017-2018

					<p>expected program outcomes that are congruent with those of the AU.</p> <p>2019-2020: AU restated its mission statement. Faculty reviewed new AU mission statement and found the SON mission statement to be congruent with new AU mission statement.</p> <p>2020-2021: On August 24, 2020, the nursing faculty voted to reaffirm the program mission statement.</p>	<p>2019-2020: No change from 2017-2018</p> <p>2020-2021: Faculty vote affirmed no change needed from 2017-2018 mission statement.</p>
I-B: Mission, goals, and expected program outcomes.	The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing	Professional nursing standards and guidelines collected from the SON Student Handbooks, stored in electronic files.	At least every five years	SON Dean SON faculty	<p>2017-2018:</p> <p>2016-2017 and 2017-2018 Student Handbooks reviewed. Inconsistencies found in the stated mission, goals, and expected program outcomes relative to professional nursing standards. Professional nursing standards</p>	<p>Fall 2017: SON faculty adopted <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (2008) as the professional nursing standard for the undergraduate nursing program. Faculty aligned <i>The Essentials</i> with the expected program outcomes.</p>

	professionals .				not clearly stated. Expected program outcomes not aligned with <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> . 2018-2019 Student Handbook revised to include <i>The Essentials</i> as the professional nursing standard for the undergraduate nursing program. 2019-2020: No review. Next review 2021-2022 or as needed. 2020-2021: No review. Next review 2021-2022 or as needed.	Fall 2018-2019: Handbook corrected to include mission, goals, and expected program outcomes. Updated handbook distributed to students and faculty.
I-C: Mission, goals, and expected program outcomes.	The mission, goals, and expected program outcomes reflect the needs and expectations	Meeting minutes from Advisory Board meetings and SON Faculty committee meeting minutes, stored in paper files	At least every five years	SON Dean SON faculty Community of Interest	2017-2018: Advisory Board meetings and SON faculty committee meeting minutes prior to fall 2017 reviewed. Limited documentation	2017-2018: SON faculty redefined the membership of the community of interest. Advisory council and SON faculty meeting agendas were revised to determine the community of interest's needs and

	of the community of interest.				<p>found of community of interest's expectations.</p> <p>2018-2019: Advisory council meetings and SON faculty committee meeting minutes from 2017-2018 reviewed. Minutes reflect the community of interest's needs and expectations are reflected in the SON mission, goals, and expected program outcomes</p> <p>2019-2020: No review. Next review 2021-2022 or as needed.</p> <p>2020-2021: No review. Next review 2021-2022 or as needed.</p>	<p>expectations of regarding the SON's mission, goals, and expected program outcomes.</p> <p>2018-2019: No change from 2017-2018</p>
I-D: The nursing unit's expectations for faculty	The SON's expectations for faculty are written and communi-	AU faculty outcomes: Chapter Two of the AU faculty handbook defines expectations for	At least every five years	SON Dean SON faculty	2017-2018: SON faculty developed and approved new SON expected faculty outcomes that are congruent	2017-2018: Expected outcomes (individual and aggregate) defined for full-time faculty's teaching, service, and professional activities/scholarship.

	cated to the faculty and are congruent with AU's expectations for faculty.	full-time and part-time faculty.			with AU's expectations for faculty. 2018-2019: SON determined expected faculty outcomes for adjunct faculty not developed. 2019-2020: No review. Next review 2021-2022 or as needed. 2020-2021: No review. Next review 2021-2022 or as needed.	2018-2019: Expected outcomes (individual and aggregate) defined for adjunct (part-time) faculty
I-E: Faculty and students participate in program governance.	SON Faculty and students participate in program governance. Faculty are involved in the development , review, and revision of academic program policies.	Collected from the SON committee bylaws, available in the faculty and student handbooks. Handbooks are located on the "X" drive in the handbook folder	At least every five years	SON Dean SON Faculty	2017-2018: SON committee bylaws and 2016-2017 and 2017-2018 student handbooks reviewed. SON committee bylaws and meetings minutes found to make clear the roles of faculty and students in program governance. Committee bylaws clearly state the faculty role in the	2017-2018: Bylaws revised to include student participation on the assessment committee and clarify student membership and voting rights.

					<p>development, review, and revision of academic program policies.</p> <p>2018-2019: Committees and committee membership in bylaws found to need updating.</p> <p>2019-2020: No review. Next review 2021-2022 or as needed.</p> <p>2020-2021: No review. Next review 2021-2022 or as needed.</p>	<p>2018-2019: Bylaws updated to more accurately reflect committees and committees' membership</p>
<p>I-F: Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes.</p>	<p>AU and SON policies are congruent, fair and equitable, published and accessible; and reviewed and revised as necessary to foster program improvement .</p>	<p>SON student recruitment, admission, retention, and progression policies collected from the AU and the SON websites and SON student handbooks, available online.</p>	<p>Reviewed every academic year</p>	<p>SON Dean Admission, Policies, and Standards Committee</p>	<p>2017-2018: SON student recruitment, admission, retention, and progression policies reviewed and found to be largely congruent with those of AU, although there are some differences between the SON and AU policies to support the</p>	<p>2017-2018: Retention and progression policies related to student attendance and minimum average scores required for course examinations revised to support student academic success. Students alerted to changes through e-mail, class announcements, and update to 2018-2019 BSN student handbook.</p>

					<p>achievement of the program's mission, goals, and expected outcomes. Specifically, the faculty revised attendance and the average minimum grades required on course examinations.</p> <p>2018-2019: The SON faculty reviewed and revised the direct nursing admission policies.</p> <p>2019-2020: Expected outcome met.</p> <p>2020-2021: In process. Possible that ACT/SAT scores will no longer be a requirement for direct admits.</p>	<p>2018-2019: The SON faculty reviewed student admission policies and made revisions to the direct admission criteria. The new criteria were added to the addendum to the AU 2018-2019 undergraduate course catalog.</p> <p>2019-2020: Direct admission criteria in 2019-2020 undergraduate course catalog</p>
I-G: The program defines and reviews formal	The SON defines what constitutes a	Affirmative action/equal opportunity	Complaints reviewed every academic year	SON Dean AU administrators	2017-2018: BSN student handbook reviewed for	2017-2018: No formal complaints

<p>complaints according to established policies.</p>	<p>formal complaint and maintains a record of formal complaints received.</p>	<p>commitment policies and complaint process is included in the student handbook, available online.</p> <p>The SON defines a formal student complaint as outlined in the AU student complaint process, available at https://aurora.edu/complaint</p>			<p>statements on student formal complaints</p> <p>2018-2019: BSN student handbook changed to state the SON complies with the AU's student complaint policy.</p> <p>2019-2020: No change to BSN student handbook</p> <p>2020-2021: In process</p>	<p>2018:2019: No formal complaints</p> <p>2019-2020: One formal complaint. Complaint dismissed because it involved a properly executed academic process.</p>
<p>I-H: Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.</p>	<p>Documents regarding AU's and the SON program's offerings, outcomes, accreditation status, academic calendar, recruitment and admission policies, grading policies, degree</p>	<p>Documents and publications reviewed for accuracy. Constituents notified of changes through publication of annual AU catalogs, addendums to the catalog, and student handbooks; web-based announcements; and e-mails.</p>	<p>Reviewed every academic year</p>	<p>SON Dean Admission, Policies, and Standards Committee</p>	<p>2017-2018: Documents reviewed and inaccuracies found and corrected.</p> <p>2018-2019: Documents reviewed and inaccuracies found and corrected.</p>	<p>2017-2018: Recruitment documents updated to reflect the program's offerings, recruitment and admission policies, degree completion requirements, and accreditation status.</p> <p>2018-2019: AU catalog updated to reflect revised admission policies, new freshman nursing courses, the program's offerings, and accreditation status. Student handbook updated to reflect revised mission, vision, values, standards, roles for which students are</p>

	<p>completion requirements, tuition, fees, and licensure are accurate.</p>				<p>2019-2020: Addendums made to BSN student handbook related to student injury or exposure policies; alignment of AU and BSN mission, vision, and values; petition for readmission to the BSN program; and drug screen policy.</p> <p>2020-2021: Student Handbook updated to include attendance policy changes related to COVID-19 and professional behavioral expectations in a remote classroom.</p>	<p>being prepared, program goals, student learning outcomes, licensure requirements, and accreditation status.</p> <p>2019-2020: BSN students alerted to policy changes through individualized e-mails and publication of a revised BSN student handbook.</p> <p>2020-2021: BSN students alerted to policy changes through distribution of the 2020-2021 handbook to all students in the program and classroom announcements. Faculty notified of changes through distribution of handbook and discussed during the 8/21/2020 faculty meeting.</p>
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STANDARD/KEY ELEMENT EVALUATION	EXPECTED OUTCOMES	WHAT DATA ARE COLLECTED & METHOD FOR COLLECTION	TIMELINE FOR DATA COLLECTION	RESPONSIBLE PARTY FOR DATA COLLECTION & ANALYSIS	DATA COLLECTED WITH REVIEW OF EXPECTED OUTCOME TO ACTUAL OUTCOMES	PROGRAM CHANGES MADE AS A REULST OF DATA ANALYSIS
STANDARD II PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES						
II-A: Fiscal resources are sufficient	Fiscal resources to enable the program to fulfill its mission, goals, and expected outcomes.	Annual budget documents, available on AU WebAdvisor site, printed and filed.	Reviewed monthly or as needed	SON Dean	<p>2017-2018: Operational budget document reviewed and a need for additional fiscal resources found.</p> <p>2018-2019: Operational budget document reviewed and a need for additional fiscal resources found.</p> <p>2019-2020: Budget increases requested for secretarial support for administering the TEAS examination and simulation equipment's</p>	<p>2017-2018: Budget adjustments for pinning ceremonies, advisory council meetings, and other needs approved and funded.</p> <p>2018-2019: Budget adjustments requested for faculty recognition for passing CNE examination, course coordinators, CCNE costs, pinning ceremonies, advisory council meetings, and printing.</p> <p>2019-2020: Budget increases approved and funded.</p>

					<p>preventative maintenance and extended warranties.</p> <p>2020-2021: No budget changes required or requested.</p>	
<p>II-B: Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes.</p>	<p>Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes.</p>	<p>Data on physical resources collected in face-to-face student interviews. Data on clinical sites located on the "X" drive in the clinical sites folder.</p>	<p>At least every five years</p>	<p>SON dean, clinical and credentialing coordinator</p>	<p>2017-2018: Documents reviewed and need for additional physical resources found.</p> <p>2018-2019: Students interviewed on adequacy of physical resources. Concern expressed about the adequacy of clinical sites. Also, students were first surveyed about the adequacy of clinical sites to allow them to fulfill the mission, goals and program expected outcomes. Expected outcome = 3.0.</p>	<p>2017-2018: Additional and appropriate sized classrooms, altered class times, additional office space and clinical sites approved.</p> <p>2018-2019: New clinical sites secured to address students' concerns.</p> <p>Survey results indicated clinical sites allow students to fulfill the mission, goals and program expected outcomes. All actual outcomes exceeded expected outcome, except for one indicator in fall 2018. As a result, the program provided clinical adjuncts a better idea of what learning activities would benefit student in clinical.</p>

					<p>2019-2020: The actual outcome from the spring 2020 clinical agency evaluation was a mean score of 3.543.</p> <p>2020-2021: In process</p>	<p>2019-2020: Actual mean score exceeded the expected outcome</p>
<p>II-C: Academic support services are sufficient</p>	<p>Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis</p>	<p>Data on academic support services collected in face-to-face student interviews</p>	<p>At least every five years</p>	<p>SON dean</p>	<p>2017-2018: GWC students requested tutoring services.</p> <p>2018-2019: Student requested additional tutoring services. SSI data reviewed.</p> <p>2019-2020: SSI data reviewed.</p> <p>2020-2021: In process</p>	<p>2017-2018: Expert tutoring begun on GWC campus.</p> <p>2018-2019: Faculty-directed tutoring began on GWC campus. SSI data suggest academic supports adequate, no program changes needed.</p> <p>2019-2020: SSI data suggest academic supports adequate, no program changes needed.</p>
<p>II-D: The chief nurse administrator of the SON is qualified</p>	<p>The chief nurse administrator of the nursing unit is qualified and effective.</p>	<p>SON dean CV</p>	<p>At least every five years</p>	<p>SON dean VPAA AU President</p>	<p>2017-2018: New SON dean hired in June 2017. New dean qualified.</p> <p>Next review 2021-2022 or as needed.</p>	<p>No program changes needed</p>

II-E: Faculty	<p>Faculty are: Sufficient in number to accomplish the mission, goals, and expected program outcomes</p> <p>Academically prepared for the areas in which they teach</p> <p>Experientially prepared for the areas in which they teach</p>	Faculty CVs and workload documents collected.	At least every five years and at the time of newly hired faculty	Aurora campus chair GWC chair SON dean	<p>2017-2018: Expected outcomes met.</p> <p>2018-2019: Expected outcomes met.</p> <p>2019-2020: Expected outcomes met</p> <p>2020-2021: Expected outcomes met</p>	2017-2020: No program changes needed
II-F: Preceptors	Preceptors are academically and experientially qualified for their role	No data. Preceptors not used.	Not applicable.	Not applicable.	Not applicable.	Not applicable.
II-G: AU and the SON supports faculty	Support provided for faculty in their teaching, scholarship, and service roles	Teaching: Faculty development activities documented in SON Faculty agendas and meeting minutes available	Every year	SON dean Aurora campus chair GWC chair	2017-2018: Actual outcomes indicated the need for additional support.	2017-2018: The SON improved full-time and part-time faculty orientations - all new SON full-time faculty began attending the Center for Excellence's teaching and learning's learning circles,

		<p>in the SON Dean's office.</p> <p>Professional activities and scholarship data collected from information embedded in faculty APR's available in the SON Dean's office.</p> <p>Service: List of SON faculty on SON and AU faculty committees memberships available in the SON Dean's office,</p>			<p>2018-2019: Actual outcomes indicated the need for additional support.</p> <p>2019-2020: Actual outcomes indicated the need for additional support.</p> <p>2020-2021: Move to remote learning as a result of COVID-19 indicated a need for faculty development in teaching in a remote classroom environment.</p>	<p>new full-time faculty's teaching was observed, the SON sponsored certified nurse educator (CNE) study sessions, AU offered reimbursement to those faculty who passed the CNE examination</p> <p>2018-2019: ATI faculty development sessions offered on writing test items, evaluating test item performance, and developing test blueprints.</p> <p>2019-2020: ATI faculty development sessions continued. To help faculty implement active teaching strategies in the classroom, nursing and science faculty began the Learning-to-Learn initiative.</p> <p>2020-2021: ATI faculty development session offered on "Active Learning Strategies" in the remote classroom. In addition, AU Faculty Development provided trainings on Backward Design, The Flipped Classroom, Student Engagement and Zoom Training in preparation for</p>
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						an enhanced remote learning environment.
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STANDARD III: PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES						
III-A: The curriculum is developed, implemented, and revised	Curriculum includes clear statements of expected student outcomes that are congruent with the program's mission and goals, and with the roles for which the program is preparing its graduates.	Course crosswalks available in course books found in administrative assistant office.	At least every five years	Curriculum committee	2017-2018: Actual outcome: the faculty began developing course-level crosswalk tables to ensure the curriculum had clear statements of expected student outcomes that are congruent with the program's mission and goals, and with the roles for which the program is preparing its graduates. 2018-2019: Actual outcome: NUR3105 crosswalk not completed; some courses with both lab and didactic had 2 crosswalks instead of a combined one.	2017-2018: Crosswalk tables developed. Areas for improvement identified. 2018-2019: <ul style="list-style-type: none"> • Creation of NUR3105 crosswalk. • Course coordinators combine clinical and didactic crosswalks

					2019-2020: Actual outcome: All courses found to have clear statements of expected student outcomes Next review 2021-2022 or as needed.	2019-2020: Course-level crosswalk tables and program-level crosswalk tables completed.
III-B: Baccalaureate curricula are developed, implemented, and revised	Curriculum reflects relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). BSN program curriculum incorporates <i>The Essentials</i>	SON pre licensure program crosswalk developed aligning <i>The Baccalaureate Essentials</i> with the program student outcomes and course learning outcomes. Available in course books found in administrative assistant office.	At least every five years	Curriculum committee	2017-2018: Actual outcome: Faculty identified the <i>Baccalaureate Essentials</i> as the program's professional standard. 2018-2019: Actual outcome: Course-level outcomes alignment with the <i>Baccalaureate Essentials</i> ensured. NUR3105 not	2017-2018: The faculty determined that the program's 10 expected student learning outcomes articulated in 2009 and revised in 2015 needed further revision to better reflect the <i>Baccalaureate Essentials</i> . <i>Baccalaureate Essential IV: Information Application of Patient Care Technology</i> was found to be missing from the program's learning outcomes. Program outcomes revised to better align with the Essentials. 2018-2019: Update program crosswalk with NUR3105 and course-level crosswalk tables ensured the <i>Baccalaureate Essentials</i> are evident in each course.

					evident on program-level crosswalk. Next review 2021-2022 or as needed.	
III-F: The curriculum is logically structured to achieve expected student outcomes.	Bac-calaureate curricula build on a foundation of the arts, sciences, and humanities.	AU assessment committee program evaluation	At least every five years	Curriculum committee	2017-2018: Actual outcome: A review of the program's pre-requisite courses completed. It was determined that the program is built on foundation of the arts, sciences, and humanities. Yet, it was found that nursing students who struggled in science, math and chemistry, struggled in nursing program. 2018-2019: Actual outcome: Students found to not be proficient in the APA writing style, in spite of pre-requisite English courses. Next review 2021-2022 or as needed.	2017-2018: BIO1210, CHM1200 and MTH2320 evaluated by both nursing and department chairs collaboratively. BIO1210 changed to BIO1310 for nursing students, no change to CHM1200, and MTH2320 adjusted to include the use of statistics rather than just how to calculate them. 2018-2019: NUR3000 add APA content to this beginning-level nurse course curriculum. Clinical reflection template created in APA format for SP19 classes.

<p>III-G: Teaching-learning practices.</p>	<p>Teaching-learning practices support the achievement of expected student outcomes; consider the needs and expectations of the identified community of interest; expose students to individuals with diverse life experiences, perspectives, and backgrounds</p>	<p>Course syllabi found in course book and on X drive. Smart Eval data evaluated for teaching learning practice comments.</p>	<p>Course syllabi reviewed at least every other year</p>	<p>Curriculum committee</p>	<p>2017-2018: Actual outcome: Nursing faculty found to need support to improve their teaching effectiveness.</p> <p>2018-2019: Actual outcome: Noted missing evaluation measurements of student competence specific to diversity and cultural competence.</p> <p>2019-2020: Students struggled with the diversity and cultural competence reflection assignment.</p>	<p>2017-2018: New SON full-time faculty began attending the Center for Excellence’s learning’s learning circles, new full-time faculty’s teaching was observed, the SON sponsored certified nurse educator (CNE) study sessions, AU offered reimbursement to those faculty who passed the CNE examination. CNE training provided to all faculty by ATI testing. Several faculty attained CNE certification.</p> <p>2018-2019: Curriculum committee created a reflection assignment with rubric for all clinical settings, which requires students to address diversity and cultural competence in all clinical settings.</p> <p>2019-2020: An application activity was created to include diversity of a family unit during a death and dying simulation. A 3-point Likert scale to be added to help quantify the student’s understanding of cultural competence.</p>
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<p>III-H: The curriculum includes planned clinical practice experiences</p>	<p>Clinical experiences enable students to integrate new knowledge and demonstrate attainment of program outcomes; foster interprofessional collaborative practice; are evaluated by faculty</p>	<p>Clinical experiences evaluated each semester with Qualtrics surveys.</p>	<p>Qualtrics survey every semester</p>	<p>Curriculum committee</p>	<p>2017-2018: Actual outcome: All student had multiple clinical experiences enable students to integrate new knowledge and demonstrate attainment of program outcomes. Data collected in Survey Monkey on the students' perceptions of the adequacy of their clinical experiences not available.</p> <p>2018-2019: Actual outcome: Data collected in Qualtrics on the students' perceptions of the adequacy of their clinical experiences.</p> <p>Inadequate measures to evaluate student understanding of interprofessional collaborative</p>	<p>2017-2018: Expected outcome met.</p> <p>2018-2019: Curriculum committee created a reflection assignment with rubric for all clinical settings, which requires students to address interprofessional collaborative practice in all clinical settings.</p>
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					<p>practice in the clinical setting.</p> <p>2019-2020 Qualitative data collected during an interprofessional clinical simulation with social work students: “I really liked working with the social work students” “I wish we had more time to process the experience with the social work students” “It was interesting to see how the social work students focused on the money and the nursing students focused on health”</p>	<p>2019-2020: A poverty simulation was implemented with both nursing and social work students to encourage interprofessional collaborative practice. Based on qualitative survey results the curriculum committee plans on 1) allowing more time to process the experience and 2) continuing the simulation experience while bringing in perspectives from other disciplines.</p>
<p>III-I: Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes.</p>	<p>Evaluation policies and procedures for individual student performance are defined and</p>	<p>Evaluation policy in student handbook found on the X drive, and also in the course syllabus found in course book located in administrative assistant’s office.</p>	<p>Course syllabi reviewed at least every other year</p>	<p>Curriculum committee SON faculty</p>	<p>2017-2018: Actual outcome: Individual student performance determined to be evaluated by the faculty. Clinical evaluation tools reformatted to</p>	<p>2017-2018: No action needed</p>

	consistently applied.				include course-level student learning outcomes. 2018-2019: Handbooks reviewed, policy changes updated (see key element III-J) 2019-2020: Handbooks reviewed; Identified clarity was needed for academic alerts and referrals to the PPRC Committee.	2018-2019: ATI policy language and new examination policy added to the student handbook and all course syllabi. Department chair verified all syllabi for upcoming year had correct language. 2019-2020: Handbook updates were completed and reviewed with faculty to improve consistency for academic alerts and referrals to the PPRC Committee.
III-J: The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals	Evaluation data used to foster ongoing improvement	Student progression data provided by program chair. Course reports found in course books located in administrative assistant's office.	Reviewed every semester	Curriculum committee	2017-2018: Actual outcome: Course coordinators and course faculty review courses at the end of every semester. ATI policy language found to vary across course syllabi. Also, students were found to be passing	2017-2018: SON faculty voted to change course requirement of 77% average on examinations to pass class, prior to addition of paper/project grades. Curriculum committee developed course books for each course including all documents required for evaluating each course.

					<p>classes without achieving an average of 77% on examinations due to grade increase from papers and projects.</p> <p>2018-2019: Actual outcome: New examination policy of 77% average instituted in all classes. Regular review of courses not being completed by curriculum committee.</p> <p>2019-2020: Actual outcome: Comprehensive course reviews completed on a three-year schedule.</p>	<p>2018-2019: Curriculum committee developed course review schedule and evaluation tool regular course reviews. Comprehensive course reviews to be reviewed every three years.</p> <p>2019-2020: Curriculum committee provided report of its course reviews to date.</p>
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STANDARD IV: PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES						
IV-A: A systematic process is used to determine program effectiveness.	Annually evaluate program effectiveness with the written BSN program evaluation plan (PEP).	Program completion, licensure, certification, and employment rates; faculty outcomes; and other program outcomes. Identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes. Includes timelines for data collection, review of expected and actual outcomes, and analysis; and is periodically reviewed and revised as appropriate.	At least every five years	Assessment committee	2017-18: Actual outcome: 2016 PEP found to need revisions. 2018-19: Actual outcome: Draft PEP developed based on the amended 2018 CCNE Standards. 2019-20: Actual outcome: Program evaluation plan revised to reflect more accurately the program outcome data collected.	2017-18: PEP revision begun. Data collected on program completion, licensure, certification, and employment rates; faculty outcomes; and other program outcomes. 2018-19: Revised PEP approved by on 12/14/18. Data collected on program completion, licensure, certification, and employment rates; faculty outcomes; and other program outcomes. 2019-2020: Data collected on program completion, licensure, certification, and employment rates; faculty outcomes; and other program outcomes.

<p>IV-B: Program completion rates demonstrate program effectiveness.</p>	<p>The completion rate for all students in all programs will be at or greater than 70%, computed per calendar year.</p>	<p>Data will be compiled annually from request submitted to Aurora University Data Analytics. <u>Pre-licensure</u> - entry defined as audit date (week 3) in NUR 3100; period of completion is 6 semesters. (Voted & approved at Faculty meeting 4/27/18)</p>	<p>Every calendar year</p>	<p>Assessment committee</p>	<p>August 2017 cohort: Expected Outcome: 70% or higher completion rate Actual Outcome: 81.5%</p> <p>August 2018 cohort: Expected Outcome: 70% or higher completion rate Actual Outcome: 81.8x% (tentative - four students remain in the program as of the 2020-2021 academic year.)</p>	<p>August 2017 cohort: Expected outcome met. No action needed</p> <p>August 2018 cohort: Expected outcome pending. The four students who remain in the program during 2020-2021 are receiving case management and academic support.</p>
<p>IV-C: Licensure pass rates demonstrate program effectiveness.</p>	<p>85% or greater of the pre-licensure students will pass NCLEX on the first attempt. (CCNE NCLEX pass rate MUST be 80% on first attempt).</p>	<p>IL (AU) data to be collected from annual IDFPR report "Candidates Educated in my Jurisdiction." WI (GWC) data to be collected from annual WDSPS report.</p>	<p>Every calendar year</p>	<p>Assessment committee</p>	<p>2019: 85.7% first-time pass rate. With repeaters, 100% pass rate. Expected outcome met.</p> <p>2020: 95.8% Estimated first-time pass</p>	<p>2019: Expected outcome met. No action needed, although the program will continue to provide ATI NCLEX-RN preparation products throughout the nursing program and a three-day NCLEX-RN preparation session for students.</p> <p>2020: Expected outcome pending. The program continues to provide ATI NCLEX-RN preparation</p>

					rate. No official reports	products throughout the nursing program and a three-day NCLEX-RN preparation session for students.
IV-D: Certification pass rates demonstrate program effectiveness.	N/A					
IV-E: Employment rates demonstrate program effectiveness.	80% or greater of the graduates will be employed within five months of graduation. For purposes of determining the employment rate, employment is defined as being employed full time or part time.	AACN Benchmarks alumni survey completed 5 months after graduation to provide data to compute employment rates. Alumni are asked, "What is your current employment status?"	Every academic year.	Assessment committee	2019 Graduates: Expected outcome: 80% or higher. Actual Outcome: 93.3% responding were employed. Expected outcome met. 2020 Graduates: No data available yet	2019 Graduates: Expected outcome met. No action needed. The program will continue to require students to prepare a professional resume, complete a mock job interview, and speak with a panel of local employers. 2020 Graduates: Expected outcome pending. The program continues to require students to prepare a professional resume, complete a mock job interview, and speak with a panel of Local employers
IV-F: Data regarding completion, licensure, and employment rates are used, as	Annual program improvements based on analysis from	Data from completion, licensure & employment rate will provide information to	Every academic year	Assessment committee	2019 Graduates: NCLEX-RN, completion, and employment rates met expected outcomes.	2019: Faculty at GWC have begun meeting regularly with academic support service personnel to discuss the academic status of every nursing

appropriate, to foster ongoing program improvement.	compilation & review of completion, licensure, and employment rate data.	analyze for ongoing program improvement annually.			2020 Graduates: NCLEX-RN, completion rates, and employment rates are pending.	student for purposes of identifying what additional resources each student needs to be successful. 2020: Faculty met with every student who failed an examination to help them learn the material they missed. Faculty also met as a group weekly to identify students at risk and provided individual support and remediation.
IV-G: Aggregate faculty demonstrate program effectiveness.	<u>Teaching expectations</u> 90% or greater of faculty will “meet or exceed expectations” in the area of teaching activities from APR faculty aggregated data from the academic year.	Faculty aggregate data from individual APRs will provide data to compute faculty outcomes.	Every academic year	Assessment committee	<u>Teaching expectations</u> 2017-2018: Expected Outcome: 90% or higher. Actual Outcome: 100% met or exceeded expectations. Expected outcome met 2018-19: Expected Outcome: 90% or higher. Actual Outcome: 80% met or exceeded expectations. Expected outcome not met.	<u>Teaching expectations</u> 2017-2018: No action needed 2018- 2019: Faculty development provided in teaching

	<p><u>Service activities:</u> 90% or greater of faculty will “meet or exceed expectations” in the area of service activities from APR faculty aggregate data per academic year.</p>				<p>2019-2020: Expected Outcome: 90% or higher. Actual Outcome: 100% met or exceeded expectations. Expected outcome met</p> <p><u>Service activities:</u> 2017-18: Expected Outcome: 90% or higher. Actual Outcome: 100% met or exceeded expectations. Expected outcome met.</p> <p>2018-19: Expected Outcome: 90% or higher. Actual Outcome: 100% met or exceeded expectations. Expected outcome met.</p> <p>2019-20:</p>	<p>2019-2020: No action needed</p> <p><u>Service activities:</u> 2017-18: No action needed</p> <p>2018-19: No action needed</p> <p>2019-20: No action needed</p>
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	<p><u>Professional activities</u> 90% or greater of faculty will “meet or exceed expectations” in the area of professional activities from APR faculty aggregate data per academic year.</p>				<p>Expected Outcome: 90% or higher. Actual Outcome: 100% met or exceeded expectations. Expected outcome met.</p> <p><u>Professional activities</u> 2017-18: Expected Outcome: 90% or higher. Actual Outcome: 100% met or exceeded expectations. Expected outcome met.</p> <p>2018-19: Expected Outcome: 90% Actual Outcome: 100% met or exceeded expectation. Expected outcome met</p> <p>2019-20: (Expected Outcome: 90% Actual Outcome: 100% met or exceeded</p>	<p><u>Professional activities</u> 2017-2018: No action needed</p> <p>2018-2019: No action needed</p> <p>2019-2020: No action needed</p>
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					expectation. Expected outcome met	
IV-H: Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement	Faculty outcome data are analyzed at least annually to foster ongoing program improvement .	Data from faculty outcomes, located in IV-G, will be analyzed to determine faculty outcomes to foster program improvement.	Every academic year	Assessment committee	<p><u>2017-2018:</u> Expected outcomes met; however, due to several new full-time faculty hired, additional support was provided</p> <p><u>2018-19:</u> Expected outcomes met; however, due to new full-time faculty hired, additional support was provided</p> <p><u>2019-2020:</u> Expected outcomes met; however, due to new full-time faculty hired, additional support was provided.</p>	<p><u>2017-2018:</u> Dean meets with new faculty to review AU faculty handbook regarding clinical-track faculty professional activity expectations, clarification received regarding expectations. New faculty required to attend new faculty learning circles.</p> <p><u>2018-19:</u> Dean continues to meet with new faculty. Test-item-writing faculty development provided.</p> <p><u>2019-2020:</u> Dean continues to meet with new faculty. Test Blue printing faculty development provided. Teaching student clinical judgement faculty development provided.</p>
IV-I: Program outcomes demonstrate	70% of the students completing	ATI RN Predictor examination results will be compiled	Every calendar year reported for	Assessment committee	May 2019: Actual outcome:	May 2019: NCLEX-RN expert hired. Dec 2019:

program effectiveness.	the ATI RN Predictor examination in their final semester will meet or exceed a score a 69.3% or higher.	each semester after completion to provide data to compute overall program effectiveness. Data compiled from ATI testing.com using ATI RN Predictor examination scores.	the graduating year.		76% of the students completing the ATI RN Predictor examination in their final semester will meet or exceed a score a 69.3% or higher. Expected outcome met. May 2020: Unable to administer ATI RN Predictor examination due to COVID-19	GWC added three survivor skills sessions in junior mentoring. Test taking strategies will include all students rather than only at- risk students. Predictor examination date delayed in semester to allow more content to be covered prior to examination.
IV-J: Program outcome data are used, as appropriate, to foster ongoing program improvement.	Assessment Committee to provide the faculty an ongoing analysis of program outcome data, including program outcomes related to program effectiveness, for purposes of program improvement	Compilation and review of SON PEP annually and reported to faculty annually at the end of the academic year.	At the end of every academic year	Assessment committee	2017-2018: Outcomes met. 2018-2019: Outcomes met. 2019-2020: Outcomes met.	2017-2018: IDS3500: Junior Mentoring Program provided IDS3550: Junior Mentoring Program II implemented. 2018-19: IDS3500: Junior Mentoring Program I and IDS3550 Junior Mentoring - implemented new student success workshops-balance life to manage stress, time management strategies & test-taking strategies. 2019-2020: Junior Mentoring continues. Faculty continue to meet with

						every student who failed an examination to help them learn the material they missed. Faculty continue to meet as a group weekly to identify students at risk and provided individual support and remediation.
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PEP Originated 2000; PEP Revised 2009, 2016, 2018, 2019, 2020

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

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Joan Gage		2) Date When Request Submitted: 10/1/2020 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: BON			
4) Meeting Date: 11/12/20	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Herzing University BSN and LPN Approval	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? Yes (<u>Fill out Board Appearance Request</u>) <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed:			
11) Signature of person making this request Joan Gage	Authorization	Date 10/1/2020	
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.			



September 29, 2020

Wisconsin Department of Safety and Professional Services Board of Nursing
PO Box 8366
Madison, WI 53705

RE: Herzing University Kenosha – Bachelor of Science in Nursing

To whom it may concern,

Herzing University Kenosha made the decision to separate from the combined Brookfield campus BSN program and submitted and received approval to plan and to admit students into the program on November 16, 2016. The program admitted the first cohort in January 2017. We graduated 55 students in 2019 and have a reported all-time pass rate of 86%. We received programmatic accreditation from the Commission on Collegiate Nursing Education (CCNE) on May 24, 2018.

The attached packet is organized as follows:

- Form 3029 Nursing School Self-Evaluation Report for Initial Board of Nursing Approval
- Motion from the State Board of Nursing granting permission to admit students
- Form 1114 for faculty teaching in the program
- Form 1114 for Educational Administrator with CV
- CCNE Grant of Accreditation
- HLC Accreditation Status
- Systematic Plan for Evaluation with supporting documentation
- BSN Program Syllabi

Please accept this documentation and request to pursue Board of Nursing approval and be placed on the published “Approved Nursing Schools” listing.

Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366
Madison, WI 53705-8366
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E-Mail: dsps@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

NURSING SCHOOL SELF-EVALUATION REPORT FOR INITIAL BOARD OF NURSING APPROVAL

As indicated in Chapter N 1.05, a school of nursing may apply for approval of the school of nursing upon graduation of the first class or eligibility to sit for the NCLEX, but may not apply later than graduation of the third class. The school of nursing shall submit a self-evaluation report setting forth evidence of compliance with the standards in N 1.08 and an evaluation of the NCLEX success rate. This form #3029 must be completed as part of the self-evaluation report for initial Board of Nursing approval.

Directions for completing the Self-Evaluation Report: On the line next to each requirement, please indicate the date of compliance or anticipated compliance, or “NA” for not applicable. For each “NA” indicated, please explain why the requirement does not apply to the nursing school in the space provided on page six or on attached clearly labeled pages.

After receiving the Self-Evaluation Report, the Board may conduct a site survey of the school of nursing to verify compliance with Board standards.

Please submit this completed and signed report to dspsexaminationsoffice@wisconsin.gov.

Name of Nursing School: Herzing University Kenosha

Address: 5800 7th Ave

Kenosha, WI 53140

Program (ADN, BSN, Other): BSN

An electronic version of Chapter N 1 is available at: https://docs.legis.wisconsin.gov/code/admin_code/n/1.pdf.

CHAPTER N 1.08(1) ORGANIZATION AND ADMINISTRATION

N 1.08 (1)(a) Governing Institution

NOTE: *The Board may examine administrative policies during a site survey to ensure Board standards are being met.*

1. YES Institution assumes legal responsibility for overall conduct of the school of nursing.
2. YES Institution has a designated educational administrator, established administrative policies and fiscal, human, physical, clinical and technical learning resources adequate to support school processes, security and outcomes.
3. YES Institution has maintained institutional accreditation; *attach evidence of accreditation to Self-evaluation Report.*
4. YES Institution has developed and maintained written school of nursing administrative policies which are in accord with the institution.

Wisconsin Department of Safety and Professional Services

5. YES Institution has written contracts in place between the school of nursing and institutions which offer associated academic study, clinical facilities and agencies for related services for students.

CHAPTER N 1.08(2)(a) EDUCATIONAL ADMINISTRATOR

6. YES Nursing school educational administrator holds a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
7. YES Nursing school educational administrator has evidence of a graduate degree with a major in nursing. A doctoral degree is required for a school of nursing offering a graduate degree nursing program.
8. YES Nursing school educational administrator has 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.
9. YES Educational administrator has current knowledge of nursing practice.
10. YES Institution must notify the board within 48 hours of the termination, resignation or retirement of an educational administrator and designate the interim educational administrator within 5 business days. The institution may request board approval of an interim educational administrator who does not meet the qualifications in N 1.08 (2)(a), but the interim educational administrator may serve no longer than 6 months. The institution may request an extension of time based upon hardship.

CHAPTER N 1.08(3) FACULTY

NOTE: Evidence of meeting faculty standards shall be noted on Form #1114 and kept on file in the School of Nursing office and the forms may be examined by the Board representative(s) during the survey.

11. YES School of nursing has evidence of the faculty meeting the standards in N 1.08 on file in the school of nursing office and available to the board upon request.
12. YES All faculty of the school of professional nursing hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
13. YES All faculty of the school of professional nursing have a graduate degree with a major in nursing. Interprofessional faculty teaching non-clinical nursing courses all have advanced preparation appropriate for the content being taught.
14. YES All faculty of the school of practical nursing hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
15. YES All faculty of the school of practical nursing have a baccalaureate degree with a major in nursing.
16. YES If faculty exceptions are utilized, all were requested for approval following requirements in N 1.08 (3)(d).

CHAPTER N 1.08(4)(a) CURRICULUM

17. YES Curriculum enables the student to develop the nursing knowledge, skills and abilities necessary for the level, scope and standards of competent nursing practice expected at the level of licensure.
18. YES Curriculum is developed by a faculty member with a graduate degree and is revised as necessary to maintain a program that reflects advances in health care and its delivery.

Wisconsin Department of Safety and Professional Services

19. The curriculum includes all of the following:

- (a) YES Evidence-based learning experiences and methods of instruction consistent with the written curriculum plan. *Note: Method of instruction may include distance education methods.*
- (b) YES Diverse, didactic and clinical learning experiences consistent with program outcomes.

20. Coursework includes all of the following:

- (a) YES Content in the biological, physical, social and behavioral sciences to provide a foundation for safe and effective nursing practice.
- (b) YES Content regarding professional responsibilities, legal and ethical issues, and history and trends in nursing and health care.
- (c) YES Didactic content and supervised clinical experiences in the prevention of illness and the promotion, restoration and maintenance of health in patients across the lifespan and from diverse cultural, ethnic, social and economic backgrounds.

CHAPTER N. 1.08(5) CLINICAL LEARNING EXPERIENCES

NOTE: *The Board may inspect clinical facilities during a site survey to ensure Board standards are being met.*

21. Patient experiences occur in a variety of clinical or simulated settings and include all of the following:

- (a) YES Integration of patient safety principles throughout the didactic and clinical coursework.
- (b) YES Implementation of evidence-based practice to integrate best research with clinical expertise and patient values for optimal care, including skills to identify and apply best practices to nursing care.
- (c) YES Provision of patient-centered culturally competent care that recognizes that the patient or designee is the source of control and full partner in providing coordinated care by doing the following:
- 1) X Respect of patient differences, values, preferences, and expressed needs.
 - 2) X Involvement of patients or designees in decision-making and care management.
 - 3) X Coordination and management of patient care across settings.
 - 4) X Explanation of appropriate and accessible interventions to patients and populations that may positively affect their ability to achieve healthy lifestyles.
- (d) YES Collaboration of interprofessional teams to foster open communication, mutual respect and shared decision-making in order to achieve quality patient care.
- (e) YES Participation in quality improvement processes to monitor patient care outcomes, identify possibility of hazards and errors and collaborate in the development and testing of changes that improve the quality and safety of health care systems.
- (f) YES Use of information technology to communicate, mitigate errors and support decision-making.

Wisconsin Department of Safety and Professional Services

22. YES All cooperating agencies selected for clinical experiences have standards which demonstrate concern for the patient and evidence of the skillful application of all measures of safe nursing practices.
23. YES All faculty teaching clinical or practicum courses are experienced in the clinical areas of the course and maintain clinical expertise.
24. YES Faculty-supervised clinical practice includes all of the following:
- (a) X Development of skills in direct patient care.
- (b) X Making clinical judgments.
- (c) X Care and management of both individuals and groups of patients across the lifespan.
- (d) X Delegation to and supervision of other health care providers.
25. YES Clinical experiences shall be supervised by qualified faculty.
26. YES All student clinical experiences, including those with preceptors, shall be directed by nursing faculty.

CHAPTER N 1.08(6) PRECEPTORS

27. YES Preceptors shall be approved by the faculty of the school of nursing:
28. YES School of nursing shall provide each preceptor with an orientation concerning the roles and responsibilities of the students, faculty and preceptors. The preceptor shall have clearly documented roles and responsibilities.
29. YES Clinical preceptors shall have an unencumbered license or privilege to practice in Wisconsin as a nurse at or above the licensure level for which the student is being prepared.
30. YES Preceptors shall demonstrate competencies related to the area of assigned clinical teaching responsibilities.

CHAPTER N 1.08(7) EVALUATION

31. YES Educational administrator shall implement a comprehensive, systematic plan for ongoing evaluation and evidence of implementation shall reflect progress toward or achievement of program outcomes.

CHAPTER N 1.09 NCLEX PASS RATES

IMPORTANT: School of nursing NCLEX pass rate includes all programs or tracks in the school of nursing. The Board shall consider both the registered nurse NCLEX and practical nurse NCLEX pass rates when evaluating a school of professional nursing that grants a certificate of completion for practical nursing.

32. YES Nursing school must provide a self-evaluation of NCLEX success rate, including any current steps being taken to improve NCLEX success rate or plans to implement steps in the near future.

Wisconsin Department of Safety and Professional Services

SELF-EVALUATION NOTES

For each "NA" indicated in this report, please provide an explanation as to why the rule does not apply to the specific nursing school in the space provided below. Please write the corresponding report item number for each explanation. Attach clearly labeled additional pages as necessary.

REPORT/FORM COMPLETED BY:

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Signature

262-679-1710

Telephone Number

Digitally signed by Dr. David P. Zapencki
DN: cn=Dr. David P. Zapencki, o=Herzing University
Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.21 09:19:11 -05'00'

Nursing Program Chair

Title

9/20/2020

Date

dzapencki@herzing.edu

Email Address

Jeffrey Miller
Chairperson

Sheryl Krause
Vice Chairperson

Lillian Nolan
Secretary

WISCONSIN BOARD OF NURSING



1400 E Washington Ave
PO Box 8935
Madison WI 53708-8935

Email: dsps@wisconsin.gov
Voice: 608-266-2112
FAX: 608-267-3816

November 10, 2016

Michelle D. Metzger RN, MSN, MBA
HERZING - Kenosha
4006 Washington Road
Kenosha, WI 53144

To Whom It May Concern:

I am the Executive Director for the Wisconsin Board of Nursing. Below please find below the Motion from the Wisconsin Board of Nursing as it relates to the request for approval by Herzing – Kenosha for the Approval to Admit students.

November 10, 2016 Wisconsin Board meeting:

MOTION: Peter Kallio moved, seconded by Cheryl Streeter, to approve the request of Herzing University-Kenosha for authorization to Admit Students to a Nursing School. Motion carried unanimously.

Best Wishes,

Dan Williams
Executive Director
Wisconsin Board of Nursing
WI Department of Safety & Professional Services
dan1.williams@wisconsin.gov

Wisconsin Department of Safety and Professional Services

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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*): Adams, Kaysey WI RN License #: 234113-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 03/27/2018

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Herzing University	Madison, WI	08/2017	MSN	Nursing Education	
Herzing University	Kenosha, WI	04/2015	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Dr. David P. Zapencki
Educational Administrator

Signature

262-679-1710

Telephone Number

Digitally signed by Dr. David P. Zapencki
DN: cn=Dr. David P. Zapencki, o=Herzing
University Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.21 09:21:52 -05'00'

Nursing Program Chair

Title

9/19/2020

Date

dzapencki@herzing.edu

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BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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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*): Barrera, Jessica WI RN License #: 695608-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 08/31/2019

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Olivet Nazarene Univesity	Bourbonnais, IL	06/2019	MSN	FNP	
Chamberlain College of Nursing	Addison, IL	08/2011	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator
Dr. David P. Zapencki
 Signature

262-679-1710

Telephone Number

Digitally signed by Dr. David P. Zapencki
 DN: cn=Dr. David P. Zapencki, o=Herzing University Kenosha, ou=Nursing Program Chair, email=dzapencki@herzing.edu, c=US
 Date: 2020.09.21 09:22:36 -05'00'

Nursing Program Chair

Title

9/19/2020

Date

dzapencki@herzing.edu

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Madison, WI 53705

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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.

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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*): Brookshire, Nikkia WI RN License #: 239882

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: _____

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Capella University	Minneapolis, MN	06/2020	MSN	Nursing Education	
Olivet Nazarene University	Bourbonnais, IL	08/2015	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Signature

262-679-1710

Telephone Number

Digitally signed by Dr. David P. Zapencki
DN: cn=Dr. David P. Zapencki, o=Herzing University
Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.14 10:07:16 -05'00'

Nursing Program Chair

Title

9/10/20

Date

dzapencki@herzing.edu

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BOARD OF NURSING

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Faculty/EA Name (*Last, First*): Brown, Dakota WI RN License #: 170771-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 01/17/2020

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Maryville University	St. Louis, MO	12/2017	MSN	Gerontology	
Saint Xavier University	Chicago, IL	05/2008	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Digitally signed by Dr. David P. Zapencki
DN: cn=Dr. David P. Zapencki, o=Herzing University
Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.14 10:08:08 -05'00'

Signature

262-679-1710

Telephone Number

Nursing Program Chair

Title

9/10/20

Date

dzapencki@herzing.edu

Email Address

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BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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Faculty/EA Name (*Last, First*): Caradine, Shaunee WI RN License #: 149313-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 6/25/2019

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
University of Phoenix	Phoenix, AZ	10/2011	MSN, MHA		
Alverno College	Wauwatosa, WI	12/2004	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator
**Dr. David P.
Zapencki**

Signature

262-679-1710

Telephone Number

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DN: cn=Dr. David P. Zapencki, o=Herzing University
Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.21 09:23:17 -05'00'

Nursing Program Chair

Title

9/19/2020

Date

dzapencki@herzing.edu

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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*): Chavez, Maria Carlota WI RN License #: 122905-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 07/01/2011

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
University of Phoenix	Phoenix, AZ	02/2011	MSN	Healthcare Education	
St. Paul College of Iloilo	Iloilo City, Philippines	05/1990	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master’s degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator
Dr. David P. Zapencki
 Signature

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 University Kenosha, ou=Nursing Program Chair,
 email=dzapencki@herzing.edu, c=US
 Date: 2020.09.21 09:23:58 -05'00'

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Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

dzapencki@herzing.edu

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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.

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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*): Cortado, Patrick Allen WI RN License #: 225873-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 08/23/2019

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Purdue Global Univesity	Indianapolis, IN	12/2017	MSN	FNP	
Makati Medical Center College	Makati, Manila	06/2013	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator
Dr. David P. Zapencki

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Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
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Signature

262-679-1710

Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

dzapencki@herzing.edu

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BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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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*): Dixon, Tonya WI RN License #: 165845-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 07/26/2016

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Northern Illinois University	DeKalb, IL	05/2020	EdD	Curriculum & Instruction	
Saint Xavier University	Chicago, IL	12/2006	MSN, MBA		
Saint Xavier University	Chicago, IL	06/1999	MPH		
National Louis University	Wheeling, IL	12/2002	BS	Healthcare Management	
Harper College	Palatine, IL	05/1999	ADN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

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Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
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Signature

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Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

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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.

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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*): Estorque, Lymann WI RN License #: 237611-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 07/23/2018

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Grand Canyon University	Phoenix, AZ	05/2020	MSN		
Grand Canyon University	Phoenix, AZ	05/2018	BSN		
Ambria College	Hoffman Estates, IL	05/104	ADN		
Omega Health Care Technical School	Evanston, IL	12/2009	PN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Signature

262-679-1710

Telephone Number

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ou=Nursing Program Chair, email=dzapencki@herzing.edu,
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Nursing Program Chair

Title

9/10/20

Date

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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.

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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*): Fisher, Crystal WI RN License #: 198268-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 01/24/2019

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Grand Canyon University	Phoenix, AZ	12/2018	MSN	Nursing Education	
Grand Canyon University	Phoenix, AZ	01/2017	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator
Dr. David P. Zapencki

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ou=Nursing Program Chair, email=dzapencki@herzing.edu,
c=US
Date: 2020.09.21 09:26:03 -05'00'

Signature

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Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

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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.

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Faculty/EA Name (*Last, First*): Gniadek, Jamie WI RN License #: 243282-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 07/12/2018

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
DePaul University	Chicago, IL	11/2016	MSN		
Illinois State University	Normal, IL	05/2006	BS	Biological Sciences	

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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.

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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

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

Dr. David Zapencki

Educational Administrator
Dr. David P. Zapencki

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Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.21 09:26:41 -05'00'

Signature

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Nursing Program Chair

Title

9/19/2020

Date

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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.

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Faculty/EA Name (*Last, First*): Grabarec, Ashley WI RN License #: 199077-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 8/23/2019

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Western Governors University	Utah	07/2019	MSN		
Grand Canyon University	Phoenix, AZ	10/2016	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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.

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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

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

Dr. David Zapencki

Dr. David P. Administrator
Zapencki

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Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.21 09:27:26 -05'00'

Signature

262-679-1710

Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

dzapencki@herzing.edu

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BOARD OF NURSING

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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*): Herrera, Tara WI RN License #: 245034-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 11/27/2018

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
DePaul University	Chicago, IL	06/2016	MSN		
UW-Parkside	Kenosha, WI	05/2010	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator
Dr. David P. Zapencki

Digitally signed by Dr. David P. Zapencki
DN: cn=Dr. David P. Zapencki, o=Herzing University
Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.21 09:28:33 -05'00'

Signature

262-679-1710

Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

dzapencki@herzing.edu

Email Address

Wisconsin Department of Safety and Professional Services

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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*): Hurst, Ashley WI RN License #: 191259-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 06/4/2019

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Western Governors University	Utah	08/2019	MSN	Nursing Education	
Grand Canyon University	Phoenix, AZ	10/2017	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator
Dr. David P. Zapencki

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Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.21 09:30:22 -05'00'

Signature

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Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

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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*): Kapustin, Jessica WI RN License #: 146973-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 08/18/2017

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Olivet Nazarene University	Bourbonnais, IL	01/2009	MSN		
Olivet Nazarene University	Bourbonnais, IL	05/2007	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator
Dr. David P. Zapencki

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Kenosha, ou=Nursing Program Chair,
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Signature

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Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

dzapencki@herzing.edu

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BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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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*): Kasey, Lisa WI RN License #: 120530-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 06/25/2019

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Western Governors University	Salt Lake City, UT	05/2020	MSN	Nursing Education	
Walden University	Minneapolis, MN	05/2018	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator
Dr. David P. Zapencki

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Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
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Nursing Program Chair

Title

9/19/2020

Date

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BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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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*): Katchmar, Barbara WI RN License #: 219071-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 01/08/2020

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Capella University	Minneapolis, MN	09/2019	MSN		
Chamberlain College	Chicago, IL	10/2013	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master’s degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Signature

262-679-1710

Telephone Number

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Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.14 10:10:08 -05'00'

Nursing Program Chair

Title

9/10/20

Date

dzapencki@herzing.edu

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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.

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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*): Keeku, Jean WI RN License #: 173795-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 05/10/2019

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Chamberlain University	Downers Grove, IL	03/2019	MSN	Nursing Education	
Chamberlain University	Downers Grove, IL	12/2016	BSN		
Gateway Technical College	Kenosha, WI	05/2010	ADN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

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Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.21 09:33:36 -05'00'

Signature

262-679-1710

Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

dzapencki@herzing.edu

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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*): Knuuti, Brianna WI RN License #: 194926-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 02/05/2019

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
UW-Milwaukee	Milwaukee, WI	05/2014	MSN		
UW-Parkside	Kenosha, WI	05/2008	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master’s degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Signature

262-679-1710

Telephone Number

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Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.14 10:11:01 -05'00'

Nursing Program Chair

Title

9/10/20

Date

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BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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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*): Kohnke, Pamela WI RN License #: 251409-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 01/02/2020

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Chamberlain University	Downers Grove, IL	04/2015	MSN		
Chamberlain University	Downers Grove, IL	12/2012	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator
Dr. David P. Zapencki

Digitally signed by Dr. David P. Zapencki
DN: cn=Dr. David P. Zapencki, o=Herzing University
Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.21 09:34:26 -05'00'

Signature

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Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

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BOARD OF NURSING

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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*): Metzger, Michelle WI RN License #: 187968-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 01/13/2014

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
American Sentinel University	Denver, CO	12/2019	DNP	Educational Leadership	
Holy Names University	Oakland, CA	5/2013	MSN, MBA		
Simpson University	Redding, CA	05/2010	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Signature

262-679-1710

Telephone Number

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DN: cn=Dr. David P. Zapencki, o=Herzing University
Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
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Nursing Program Chair

Title

9/10/20

Date

dzapencki@herzing.edu

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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*): Misch, Lynn WI RN License #: 102559-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 1/2/2020

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
UW-Milwaukee	Milwaukee, WI	12/1997	MSN		
UW-Milwaukee	Milwaukee, WI	05/1989	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Signature

262-679-1710

Telephone Number

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Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.14 10:12:51 -05'00'

Nursing Program Chair

Title

9/10/20

Date

dzapencki@herzing.edu

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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*): Nudi, Anne WI RN License #: 109492-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 08/19/2014

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Graceland University	Independence, MO	12/2015	DNP		
Herzing University	Kenosha, WI	08/2019	PMCFNP		
University of Phoenix	Phoenix, AZ	06/2013	MSN		
University of Phoenix	Phoenix, AZ	12/2011	BSN		
Gateway Technical College	Kenosha, WI	12/1991	ASN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

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DN: cn=Dr. David P. Zapencki, o=Herzing University Kenosha,
ou=Nursing Program Chair, email=dzapencki@herzing.edu, c=US
Date: 2020.09.21 09:35:11 -0500

Signature

262-679-1710

Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

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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*): Perry, Jessica WI RN License #: 225972-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 08/03/2017

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
DePaul University	Chicago, IL	11/2015	MSN		
Lake Forest College	Lake Forest, IL	05/2010	BS	International Relations	

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator
Dr. David P. Zapencki
Digitally signed by Dr. David P. Zapencki
 DN: cn=Dr. David P. Zapencki, o=Herzing University
 Kenosha, ou=Nursing Program Chair,
 email=dzapencki@herzing.edu, c=US
 Date: 2020.09.21 09:35:57 -05'00'

Signature

262-679-1710

Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

dzapencki@herzing.edu

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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*): Randolph, Ginger WI RN License #: 195662-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 08/12/2019

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Concordia University	Mequon, WI	05/2019	MSN	FNP	
Alverno College	Wauwatosa, WI	05/2013	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator
Dr. David P. Zapencki

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Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
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Signature

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Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

dzapencki@herzing.edu

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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*): Reardon, Vivian WI RN License #: 148801-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 12/20/2019

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Aspen University	Denver, CO	11/2019	MSN	Nursing Education	
City Colleges of Chicago	Chicago, IL	12/1989	ADN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

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DN: cn=Dr. David P. Zapencki, o=Herzing University Kenosha,
ou=Nursing Program Chair, email=dzapencki@herzing.edu, c=US
Date: 2020.09.14 10:03:50 -05'00'

Signature

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Telephone Number

Nursing Program Chair

Title

9/10/20

Date

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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*): Reilly, Judith WI RN License #: 156597-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 03/01/2019

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Herzing University	Madison, WI	12/2018	MSN	Nursing Education	
Herzing University	Madison, WI	08/2017	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator
Dr. David P. Zapencki

Digitally signed by Dr. David P. Zapencki
DN: cn=Dr. David P. Zapencki, o=Herzing University Kenosha,
ou=Nursing Program Chair, email=dzapencki@herzing.edu,
c=US
Date: 2020.09.21 09:37:25 -05'00'

Signature

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Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

dzapencki@herzing.edu

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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*): Sabin, Jennifer WI RN License #: 198442-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 06/04/2019

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Chamberlain College of Nursing	Addison, IL	08/2017	MSN	Nursing Education	
Alverno College	Wauwatosa, WI	12/2013	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Digitally signed by Dr. David P. Zapencki
DN: cn=Dr. David P. Zapencki, o=Herzing University Kenosha,
ou=Nursing Program Chair, email=dzapencki@herzing.edu, c=US
Date: 2020.09.21 09:38:20 -05'00'

Signature

262-679-1710

Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

dzapencki@herzing.edu

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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.

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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*): Schroyer, Kristin WI RN License #: 222475-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 07/13/2018

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Herzing University	Madison, WI	12/2017	MSN	FNP	
Herzing University	Kenosha, WI	09/2012	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Digitally signed by Dr. David P. Zapencki
DN: cn=Dr. David P. Zapencki, o=Herzing University Kenosha,
ou=Nursing Program Chair, email=dzapencki@herzing.edu,
c=US
Date: 2020.09.21 09:39:10 -05'00'

Signature

262-679-1710

Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

dzapencki@herzing.edu

Email Address

Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366
Madison, WI 53705-8366

4822 Madison Yards Way
Madison, WI 53705

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

E-Mail: dspsExaminationsOffice@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*): Slowik, Delbert WI RN License #: 81662-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 12/17/2014

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Marquette University	Milwaukee, WI	05/2011	Post-MSN	Clinical Nurse Specialist	
UW-Milwaukee	Milwaukee, WI	12/2005	MSN	Family Nurse Practitioner	
UW-Milwaukee	Milwaukee, WI	05/1981	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Digitally signed by Dr. David P. Zapencki
DN: cn=Dr. David P. Zapencki, o=Herzing University Kenosha,
ou=Nursing Program Chair, email=dzapencki@herzing.edu,
c=US
Date: 2020.09.14 10:05:02 -05'00'

Signature

262-679-1710

Telephone Number

Nursing Program Chair

Title

9/10/20

Date

dzapencki@herzing.edu

Email Address

Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366
Madison, WI 53705-8366

4822 Madison Yards Way

Madison, WI 53705

FAX #: (608) 266-2602

E-Mail: dspsExaminationsOffice@wisconsin.gov

Phone #: (608) 266-2112

Website: dsps.wisconsin.gov

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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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*): Swiderski, Carol WI RN License #: 133667-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 08/18/2017

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Concordia University	Portland, OR	12/2016	MSEd	Career and Technical Education	
Marquette University	Milwaukee, WI	08/1999	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Digitally signed by Dr. David P. Zapencki
DN: cn=Dr. David P. Zapencki, o=Herzing University
Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.21 09:20:18 -05'00'

Signature

262-679-1710

Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

dzapencki@herzing.edu

Email Address

Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366
Madison, WI 53705-8366

4822 Madison Yards Way
Madison, WI 53705

FAX #: (608) 266-2602
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BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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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*): Watkins, Molly WI RN License #: 135211-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 02/26/2016

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Ball State University	Muncie, IN	05/2015	MSN	Nursing Leadership	
Graceland University	Lamoni, IA	08/2009	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Digitally signed by Dr. David P. Zapencki
DN: cn=Dr. David P. Zapencki, o=Herzing University
Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.21 09:21:07 -05'00'

Signature

262-679-1710

Telephone Number

Nursing Program Chair

Title

9/19/2020

Date

dzapencki@herzing.edu

Email Address

Wisconsin Department of Safety and Professional Services

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

FAX #: (608) 266-2602
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4822 Madison Yards Way
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BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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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*): Zapencki, David WI RN License #: 172866-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: Educational Administrator Faculty

Appointment Effective Date: 06/22/2020

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

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, current knowledge of nursing practice, and **either** two years experience as an instructor in a nursing education program within the last 5 years, **or** one year experience as an instructor in a nursing education program within the last 5 years and the graduate degree included education preparation.

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
American Sentinel University	Denver CO	02/2020	DNP	Educational Leadership	
Western Governors University	Salt Lake City UT	2016	MSN	Nurse Educator	
Western Governors University	Salt Lake City UT	2014	BSN		
Gateway Technical College	Kenosha WI	2010	ADN		
Gateway Technical College	Kenosha WI	2006	LPN		

B. NURSING INSTRUCTION EXPERIENCE

From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title
02/2020	Present	Full Time	Herzing University	Kenosha WI	Interim Nursing Program Chair
10/2019	02/2020	Full Time	Herzing University	Kenosha WI	Lead Faculty
05/2016	10/2019	Full Time	Herzing University	Kenosha WI	Faculty

David P. Zapencki

Educational Administrator



Signature

262-649-1710

Telephone Number

Nursing Program Chair

Title

06/22/2020

Date

Dzapencki@herzing.edu

Email Address

David P. Zapencki, MSN/Ed, RN. CCRN CSC CMC

3917 18th Ave, Kenosha, Wisconsin, 53140

262-705-7445

dzapencki@herzing.edu

EDUCATION

Doctor of Nursing Practice in Educational Leadership	2020
American Sentinel University, Denver, CO. (Note – Degree is completed and will be awarded in February of 2020)	
MS in Nursing with Education Major	2016
Western Governor’s University, Salt Lake City, Utah	
BS in Nursing	2014
Western Governor’s University, Salt Lake City, Utah	
AS in Nursing	2010
Gateway Technical College, Kenosha, WI	
LPN Diploma	2006
Gateway Technical College	

LICENSURE/CERTIFICATIONS

Registered Nurse licensure in Wisconsin—#172866-30 Wisconsin Board of Nursing, compact license

Registered Nurse licensure in Illinois - #041-435761 Illinois Board of Nursing

Certified Critical Care Registered Nurse, AACN (2012–Present)

Certified Cardiac Surgery Registered Nurse, AACN (2013-Present)

Certified Cardiac Medicine Registered Nurse, AACN (2013-Present)

Sigma Theta Tau International (2018)

PROFESSIONAL EXPERIENCE

HERZING UNIVERSITY

Lead Faculty - Nursing **2019-Present**

- Prepares students for a career in nursing by leading them through classes, labs, and real-life clinical settings. Translates background, education and experience into an engaging learning environment.
- **Administrative:** Serves as the campus representative on the Division Curriculum Committee. Communicates data and feedback from faculty and students to the committee. Ensures compliance with, and mentoring faculty on, university curriculum and assessment initiatives. Conducts faculty observations.

- **Assessment:** Engage in and promote student learning outcome assessment processes and procedures. Develops assessments and analysis procedures to prepare students for NCLEX success and transition into practice. Use student learning outcome data to improve instructional methodologies.
- **Engage in Scholarship/Community Activities:** Design and implement scholarly activities, while demonstrating qualities of a scholar: integrity, courage, perseverance, vitality and creativity. Draw on extant literature to design evidence-based teaching and evaluation practices. Participate in and represent Herzing Nursing in professional organizations.
- **Strategic Planning:** Provide leadership in achieving the Herzing University strategic plan initiatives to meet targets goals and improve student experiences and outcomes.

HERZING UNIVERSITY

Nursing Faculty

2016–2019

- Shares background and experience with the next generation of nursing professionals who are eager to learn and to get involved in both classroom and clinical experiences. Displays knowledge and understanding of the professional career paths and demands of the nursing field. Inspires students to the highest level of achievement in preparation for those career paths and employer demands.
- Subject Matter Expertise
- Effective Communication
- Pedagogical Mastery
- Operational Excellence
- Appreciation and Promotion of Diversity
- Assessment of Student Learning
- Utilization of Technology to Enhance Teaching and Learning
- Continuous Improvement

Critical Care Registered Nurse

2010–2016

- Critical Care Unit, United Hospital Kenosha Campus, Kenosha, WI. Served as RN, MSN/Ed, CCRN, CSC, CMC in the critical care unit of Kenosha hospital serving the downtown and eastern urban areas of the city. Heart trained to recover patients following open heart procedures. Trained CRRT Nurse. Charge Nurse trained and a member of the facilities Rapid Response Team. ACLS and BLS Certified. Current Adult CCRN, CSC, CMC Certified. Actively participate in development and implementation of individual treatment plans for patients with broad range of serious medical and surgical health issues when admitted to the ICU. Ensure that doctors' orders are effectively carried out, including testing, medical procedures, consultations and stat orders as the situation dictates.

- Heart Trained for Recovery of patients following open heart procedures.
- CCRN, CSC, CMC Certified
- CRRT Trained
- Certified user of Intra-Aortic Balloon Pump equipment
- Experienced unit charge nurse
- Member of the facilities Rapid Response Team
- ACLS and BLS certified

AWARDS AND HONORS

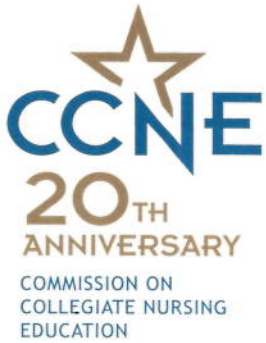
Herzing University Educator of the Year, system wide 2018

Herzing University Employee of the Quarter 2019

Member of National League of Nursing

Member of American Nurses Association

Additional Work History and References Available upon Request



May 24, 2018

Michelle Metzger, RN, MSN, MBA
Department Chair Nursing Kenosha
Herzing University Kenosha Department of Nursing
Herzing University, Kenosha
4006 Washington Road
Kenosha, WI 53144

Dear Ms. Metzger:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on May 1-4, 2018, to grant accreditation to the **baccalaureate degree program in nursing** at Herzing University, Kenosha for 5 years, extending to June 30, 2023. The accreditation action is effective as of October 16, 2017, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the fall of 2022.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there is a compliance concern with respect to Key Element IV-F.

A Compliance Report must be submitted to demonstrate the program's compliance with the following key element:

Provide evidence that faculty outcomes, individually and in the aggregate, demonstrate program effectiveness; and, specifically, that actual faculty outcomes related to scholarship are presented in the aggregate for the faculty as a group, analyzed, and compared to expected outcomes (Key Element IV-F).

The deadline for submitting the Compliance Report to CCNE is June 1, 2019. Please email the report, along with appendices, if any, as a PDF attachment to ccnereports@ccneaccreditation.org.

As is required for all accredited programs, a Continuous Improvement Progress Report (CIPR) must be submitted at the mid-point of the accreditation term. The deadline for submitting the CIPR to CCNE is December 1, 2020.

Please note that each aforementioned report needs to demonstrate the program's compliance with the CCNE standards that are in effect at the time of the report's submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator informing the program of the specific standards and/or key elements to be addressed in the report, and provide guidance for the preparation of the report. The Report Review Committee, and then the Board of Commissioners, review each report. For more information about reports and the report review process, please refer to the CCNE procedures.

As you know, the team report and the program's response to the team report are available to the institution in the CCNE Online Community. We hope that the results of the self-study process and the team report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

In accordance with CCNE policy, if a program or institution elects to make a public disclosure of a program's accreditation status with CCNE, the program or institution

655 K STREET NW
SUITE 750
WASHINGTON DC 20001

202-887-6791

CCNEACCREDITATION.ORG

must disclose that status accurately. The program or institution disclosing the information must identify the nursing program and its affiliation with CCNE. Please refer to CCNE's disclosure policy and the statements CCNE has approved for use, as well as information on use of the CCNE accreditation seal, at <http://www.aacnnursing.org/CCNE/Seal-Policy/Baccalaureate-Graduate>. Please ensure that the institution's website and other materials are updated to reflect this language, as appropriate.

As a reminder, programs are expected to comply with the CCNE standards and procedures throughout the period of accreditation. These documents are available at <http://www.aacnnursing.org/CCNE-Accreditation/Resources-for/Education-Administrators>. This includes advising CCNE in the event of a substantive change affecting the nursing program. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are described further in the CCNE procedures.

Thank you for your participation in the CCNE accreditation process. The Commissioners join me in expressing our very best wishes as you continue to promote excellence in nursing education.

Sincerely,

A handwritten signature in cursive script that reads "Judith A. Lewis".

Judith Lewis, EdD, RN
Chair, Board of Commissioners

cc: Campus President of Herzing University, Kenosha Jeff Hill
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team

Updates and resources regarding HLC's response to COVID-19

×



Statement of Accreditation Status

as of August 18, 2020

Herzing University

5218 E. Terrace Drive

Madison, WI 53718

(414) 271-8103

www.herzing.edu

**Previous names: Herzing College to Herzing University (2009)*

The information on this page describes the accreditation relationship between this institution and the Higher Learning Commission. General information about the Commission and the accreditation process is provided at the end of this document. In addition, links to definitions are provided for many of the terms used.

Accreditation Information

Current status: Accredited

Candidacy date(s): 10/18/2002 - 10/13/2004
Accreditation granted: 10/14/2004

Most recent reaffirmation of accreditation: 2015 - 2016

- [Action Letter \(PDF\)](#).

Next reaffirmation of accreditation: 2025 - 2026

Upcoming or In-Progress Reviews

Date	Event	Description
11/09/2020:	Comprehensive Evaluation	
2025 - 2026:	Comprehensive Evaluation	

Most Recent History with the Commission

Date	Event	Description
08/15/2016:	Comprehensive Evaluation	Interim Report Requested
03/22/2016:	Focused Visit	
03/24/2014:	Focused Visit	
04/18/2011:	Focused Evaluations - Mandated	
08/28/2009:	Comprehensive Evaluations - Approved for Continued Accreditation	
10/23/2007:	Focused Evaluations - Commission Mandated	

General Institutional Information

This section provides brief, general information about the institution's organization and scope. The information is self-reported by the institution through the annual Institutional Update to the Commission. Additional information can be found at nces.ed.gov/collegenavigator/ or on the institution's web site noted above.

Control: Private NFP

Degree programs (number in each category): Associates (45), Bachelors (17), Masters (2)

Certificate programs (number offered): 18

Off-Campus Activities (This listing was last updated: 07/01/2020; the information may not be current.) The institution's accreditation includes courses and programs at:

Location	Campuses	Additional Locations
In-State:	Main Campus - Madison, WI;	Brookfield Campus of Herzing University - Brookfield, WI; Kenosha Campus of Herzing University - Kenosha, WI;
Out-of-State:	None.	Akron Campus of Herzing University - Akron, OH; Atlanta Campus of Herzing University - Atlanta, GA; Birmingham Campus of Herzing University - Birmingham, AL; Arabia Mountain High School - Lithonia, GA; New Orleans Campus of Herzing University - Metairie, LA; Herzing University - St. Louis Park, MN; Herzing University - Tampa - Tampa, FL; Orlando Campus of Herzing University - Winter Park, FL;
Out-of-U.S.:	None.	None.

About HLC and Accreditation

The Higher Learning Commission (HLC) is a regional accreditation agency that accredits degree-granting colleges and universities that are based in a [19-state region](#) of the United States.

Regional accreditation validates the quality of an institution as a whole and evaluates multiple aspects of an institution, including its academic offerings, governance and administration, mission, finances, and resources. HLC's institutional accreditation includes all degree levels as well as onsite and online offerings. Institutions of higher education in the United States may also seek accreditation through national or specialized accreditation agencies. National accreditation associations, like regional accreditors, accredit the institution as a whole. Specialized accreditation agencies accredit programs, departments or schools within a college or university.

Regional accreditation agencies are recognized by the U.S. Department of Education to accredit degree-granting colleges and universities. There are six regions of the United States which regional agencies oversee. The regional accreditation agencies have similar standards for accrediting colleges and universities.

Institutions that HLC accredits are evaluated against its [Criteria for Accreditation](#), a set of standards that institutions must meet to receive and/or maintain accredited status.

HLC's Criteria for Accreditation reflect a set of [guiding values](#). The accreditation process is based on a system of [peer review](#). Approximately 1,600 educators from institutions of higher education serve as HLC peer reviewers conducting accreditation evaluations for other institutions. Peer reviewers also serve on committees

that make up the [decision-making bodies](#) of the accreditation process.

Evaluation Process

HLC accreditation assures quality by verifying that an institution (1) meets standards and (2) is engaged in continuous improvement. In addition, all institutions are required to complete an annual filing of the [Institutional Update](#), undergo annual monitoring of [financial and non-financial indicators](#), and adhere to HLC policies and practices on [institutional change](#).

Peer reviewers trained in HLC's standards evaluate institutions' demonstration of whether they meet the Criteria for Accreditation and make recommendations to HLC's decision-making bodies.

Institutional Actions Council (Decision-Making Body)

The Board of Trustees appoints and authorizes members of the [Institutional Actions Council \(IAC\)](#) to conduct reviews and take actions on the majority of accreditation recommendations. IAC members consist of representatives of academic institutions accredited by HLC, as well as members of the public. Detailed information on IAC processes is found in HLC's [policies on decision-making](#).

Public Information

In the interest of being transparent, HLC is committed to providing information to the public regarding accreditation decisions made regarding individual institutions.

[Actions](#) that are taken by HLC regarding an institution's accreditation status are disclosed to the public. Since July 2013, in all cases of issuing continued accreditation, placing an institution on or resolving a sanction, or withdrawing accreditation, the Action Letter issued to the institution is made available for viewing and the institution's status in HLC's [online directory](#) is updated. [Public Disclosure Notices](#) are also issued in cases of sanction and other HLC actions to provide the public insight into the issues regarding that institution.

Complaints Against HLC-Accredited Institutions

HLC allows faculty, students, and other parties to submit formal complaints regarding an HLC-affiliated institution through its [complaints process](#). As stated in [HLC policy](#), the complaints process is designed to enable HLC to review, in a timely and fair manner, information that suggests potential substantive non-compliance with an institution's ability to meet the Criteria for Accreditation or other HLC requirements.

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<p>6.1 EPSLO #1</p> <p>Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.</p>		
<p>Assessment Method</p>	<p>Frequency of Data Collection Frequency of EPSLO Assessment</p>	<p>ELA</p>
<p>Evaluation of the BSN students based on Program Student Learning Outcomes and Performance Competencies</p>	<p>Every semester, every cohort</p>	
<p>Data</p>		<p>Analysis/Actions</p>
<p>1. Exhibit 6.1.1a Teaching-Learning Practices 2. Exhibit 6.1.1b Evaluation of Student Learning Outcomes 3. Exhibit 6.1.1c Clinical Evaluation Tool 4. Table 6.1.1d Grades 5. Table 6.1.1e NCLEX 6. Exhibit 6.1.1f AACN Essentials Alignment</p>		<p>ELA of 3 met ELA of 3 met ELA of 90% "S" ELA of 76% met ELA of 80% met</p>
<p>6.1 EPSLO #2</p> <p>Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.</p>		
<p>Assessment Method</p>	<p>Frequency of Data Collection Frequency of EPSLO Assessment</p>	<p>ELA</p>
<p>Evaluation of the BSN students based on Program Student Learning Outcomes and Performance Competencies</p>	<p>Every semester, every cohort</p>	
<p>Data</p>		<p>Analysis/Actions</p>
<p>1. Exhibit 6.1.1a Teaching-Learning Practices 2. Exhibit 6.1.1b Evaluation of Student Learning Outcomes 3. Exhibit 6.1.1c Clinical Evaluation Tool</p>		<p>ELA of 3 met ELA of 3 met ELA of 90% "S"</p>

<p>6.1 EPSLO #3</p> <p>Use critical thinking and decision making, local, state, national and global policies, legislative concepts, and healthcare economics to effect quality healthcare and the evolving healthcare system.</p>		
<p>Assessment Method</p>	<p>Frequency of Data Collection Frequency of EPSLO Assessment</p>	<p>ELA</p>
<p>Evaluation of the BSN students based on Program Student Learning Outcomes and Performance Competencies</p>	<p>Every semester, every cohort</p>	
<p>Data</p>		<p>Analysis/Actions</p>
<p>1. Exhibit 6.1.1a Teaching-Learning Practices 2. Exhibit 6.1.1b Evaluation of Student Learning Outcomes 3. Exhibit 6.1.1c Clinical Evaluation Tool 4. Table 6.1.1d Grades 5. Exhibit 6.1.1f AACN Essentials Alignment</p>		<p>ELA of 3 met ELA of 3 met ELA of 90% "S" ELA of 76% met</p>
<p>6.1 EPSLO #4</p> <p>Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety as required to provide healthcare.</p>		
<p>Assessment Method</p>	<p>Frequency of Data Collection Frequency of EPSLO Assessment</p>	<p>ELA</p>
<p>Evaluation of the BSN students based on Program Student Learning Outcomes and Performance Competencies</p>	<p>Every semester, every cohort</p>	
<p>Data</p>		<p>Analysis/Actions</p>
<p>1. Exhibit 6.1.1b Evaluation of Student Learning Outcomes 2. Exhibit 6.1.1c Clinical Evaluation Tool 3. Table 6.1.4a ATI Comprehensive Predictor</p>		<p>ELA of 3 met ELA of 90% "S"</p>
<p>6.1 EPSLO #5</p> <p>Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.</p>		

Herzing University Kenosha

Assessment Method	Frequency of Data Collection Frequency of EPSLO Assessment	ELA
Evaluation of the BSN students based on Program Student Learning Outcomes and Performance Competencies	Every semester, every cohort	
Data		Analysis/Actions
1. Exhibit 6.1.1b Evaluation of Student Learning Outcomes 2. Exhibit 6.1.1c Clinical Evaluation Tool		ELA of 3 met ELA of 90% "S"
6.1 EPSLO #6 Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.		
Assessment Method	Frequency of Data Collection Frequency of EPSLO Assessment	ELA
Evaluation of the BSN students based on Program Student Learning Outcomes and Performance Competencies	Every semester, every cohort	
Data		Analysis/Actions
1. Exhibit 6.1.1b Evaluation of Student Learning Outcomes 2. Exhibit 6.1.1c Clinical Evaluation Tool 3. Table 6.6.1a Graduate Surveys		ELA of 3 met ELA of 90% "S" ELA 80% positive response
6.1 EPSLO #7 Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.		
Assessment Method	Frequency of Data Collection Frequency of EPSLO Assessment	ELA
Evaluation of the BSN students based on Program Student Learning Outcomes and Performance Competencies	Every semester, every cohort	
Data		Analysis/Actions
1. Table 6.6.1a Graduate Surveys		ELA 80% positive response

6.1 EPSLO #8				
Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.				
Assessment Method		Frequency of Data Collection Frequency of EPSLO Assessment		ELA
Evaluation of the BSN students based on Program Student Learning Outcomes and Performance Competencies		Every semester, every cohort		
Data			Analysis/Actions	
1. Exhibit 6.1.1b Evaluation of Student Learning Outcomes 2. Exhibit 6.1.1c Clinical Evaluation Tool 3. Table 6.1.4a ATI Comprehensive Predictor			ELA of 3 met ELA of 90% "S" ELA of 84%	
6.2 Licensure/Certification Pass Rate				
Assessment Method		Frequency of Data Collection Frequency of Assessment		ELA
Annual report WBON		Annually		The program's annual pass rate will be at least 80% for all-time test-takers during the same 12-month period.
Data			Analysis/Actions	
Year	Location/Option	Location/Option	Aggregate	Achieved benchmark of 80% for all-time test-takers for the reportable year. No prior years with reportable data
2019	Kenosha	BSN	86%	
6.3 Program Completion Rate				
Assessment Method		Frequency of Data Collection Frequency of Assessment		ELA
Retention and Attrition Rates		Annually		Attrition rate of less than 10%
Data			Analysis/Actions	

Herzing University Kenosha

Year	Location/Option	Location/Option	Aggregate	Achieved benchmark of less than 10% attrition in program.
2019	Kenosha	BSN	1.0%	

6.4 Job Placement

Assessment Method	Frequency of Data Collection	ELA
Alumni survey	Annually	Placement rate of at least 80%.

Data

Analysis/Actions

Year	Location/Option	Location/Option	Aggregate	Achieved benchmark of 80% placement.
2019	Kenosha	BSN	81%	

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
NU 100 Growth and Development						
5	1. Explain the concept of lifespan development.	Person, Society, Health	In class discussion	Exams, quizzes		X
1, 5	2. Discuss major theories and theorists in developmental psychology.	Evidence Based Practice, Critical Thinking, Professional Role	In class discussion, Videos,	Exams, quizzes		X
1, 5	3. Examine the biological, psychological, cognitive, and social changes that occur across the lifespan.	Evidence Based Practice, Critical Thinking, Professional Role	Power Point presentation	Exams, quizzes	X	X
5, 7	4. Explore moral and spiritual development.	Health, Society, Professional Role	Power Point presentation	Exams, quizzes	X	X
3	5. Debate proposed policy solutions to health care issues across the lifespan.	Nursing, Communication, Evidence Based Practice, Critical Thinking, Society, Nursing, Health	Debate and discussion	Debate rubric	X	
1	6. Summarize techniques and strategies for caring for clients/patients across the lifespan.	Nursing, Caring, Safety, Evidence Based Practice, Environment, Critical Thinking	In class discussion	Exams, quizzes		X
3, 5	7. Explain how economics, genetics, and other environmental factors may affect the individual across the lifespan.	Critical thinking, Society, Nursing, Health	In class discussion	Exams, quizzes		X
7	8. Complete a self-assessment and plan to identify health and potential health problems and establish health goals.	Professional Role, Communication, Evidence Based Practice, Health, Critical Thinking	Written Assignment	Developmental Self-Assessment Paper	X	
NU 206 Introduction to Professional Nursing						
4,6	1. Describe the relationship between key historical events and the development of nursing.	Person, Professional Role, Nursing, Society	Video, Question and Answer	Exams, quizzes		X
1, 4, 6, 7	2. Analyze the theoretical and licensure characteristics of the nursing profession.	Professional Role, Society	Lecture	Exams, quizzes		X
2,3,4,5,7	3. Explain how nursing practice relates to the overall health care system.	Culture, Diversity, Professional Role, Nursing, Society, Health, Environment	Lecture and Discussion	Philosophy paper, exams, quizzes		X
1, 2, 4, 7	4. Examine how the metaparadigm of nursing relates to professional nursing practice.	Nursing, Professional Roles, Person, Health, Society, Evidence Based Practice	Philosophy paper, Lecture, discussion	Philosophy Paper	X	X

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
3,4,5,7	5. Formulate a philosophy of nursing practice as a foundation for critical thinking.	Nursing, Nursing Process, Health, Society, Environment, Caring, Professional Role, Evidence Based Practice	Philosophy paper	Graded Philosophy Paper	X	
2, 5, 8	6. Recognize the use of therapeutic communication within the patient-nurse relationship.	Nursing Process, Communication, Person, Professional Roles, Society, Evidence Based Practice	Discussion, review of standards, Case study	Exams, quizzes		X
1, 2, 3, 4, 6, 7	7. Relate standards of practice and major ethical principles to implications for safety, quality of patient care and nursing practice.	Professional Role, Nursing, Society, Caring, Compassion, Evidence Based Practice	Review ANA standards and scope; discussion	Exams, quizzes		X
6, 7	8. Define how major ethical principles relate to nursing practice and patient care.	Professional Role, Nursing, Society, Caring, Compassion, Evidence Based Practice, Evidence Based Practice	Concept mapping, Case study, Lecture, discussion	Exams, quizzes		X
1, 3, 5	9. Compare key elements of health promotion, disease prevention, and patient care models to the delivery of patient care.	Nursing, Health, Environment, Society, Safety, Culture, Diversity, Professional Role	Discussion, Concept mapping, Case studies	Exams, quizzes		X
1, 2, 3, 4, 5, 6, 7, 8	10. Describe the essentials of baccalaureate nursing education as they are implemented within Herzing University's nursing program.	Culture, Diversity, Safety, Person, Environment, Health, Society, Caring, Compassion, Evidence Based Practice, Professional Role	Review of the program philosophy and conceptual framework; Discuss	In-class discussions	X	
NU 209 Health Assessment						
1, 5, 8	1. Integrate knowledge from liberal arts and sciences when assessing patients and interpreting health assessment data, including physiological, psychosocial, lifespan, cultural, economic, and environmental factors.	Nursing, Nursing Process, Person, Culture, Diversity, Environment, Critical Thinking, Health	Lecture Discussion Health history Lab Shadow Health ATI tutorials Written assessments	Exams Quizzes Focused history and physical Skills assessment	X	X
5, 8	2. Contrast techniques used in data gathering and physical assessment.	Health Critical Thinking Diversity Culture Professional Role Communication	Lecture Discussion Health history Lab Shadow Health ATI tutorials Written assessments	Exams Quizzes Focused history and physical Skills assessment	X	X

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
1, 2, 5, 8	3. Identify normal, normal variations, and limited signs and symptoms of common abnormalities through history and physical assessment techniques.	Nursing Nursing Process Person Critical Thinking Diversity Evidence Based Practice Communication Health	Lecture Discussion Health history Lab Shadow Health ATI tutorials Written assessments	Exams Quizzes Focused history and physical Skills assessment	X	X
1, 2, 5, 6, 8	4. Demonstrate effective and systematic data collection skills when performing a health history and physical assessment, including interviewing, observation, physical examination approaches, and clinical documentation that are age appropriate	Nursing Nursing Process Person Diversity Culture Professional Role Evidence Based Practice Communication Health Critical Thinking	Lecture Discussion Health history Lab Shadow Health Written assessments	Exams Quizzes Focused history and physical Skills assessment	X	X
1, 2, 5, 6, 8	5. Use techniques appropriate to data collection including therapeutic communication, interviewing, client education, and skills in the performance of the health assessment	Nursing Nursing Process Person Caring Compassion Professional Role Communication Health Critical Thinking	Lecture Discussion Health history Lab Shadow Health ATI tutorials Written assessments	Exams Quizzes Focused history and physical Skills assessment	X	X
1, 2, 5, 6,	6. Relate the role of the nurse in assessment and information sharing within the health care team.	Nursing Nursing Process Professional Role Person Critical Thinking Communication Health	Lecture Discussion Health history Lab Shadow Health ATI tutorials Written assessments	Exams Quizzes Focused history and physical Skills assessment	X	X
1, 5	7. Relate nursing assessment findings to nursing diagnosis.	Nursing Nursing Process Person Critical Thinking Health	Lecture Discussion Health history Lab Shadow Health ATI tutorials Written assessments	Exams Quizzes Focused history and physical Skills assessment	X	X
NU 208 Pathophysiology						
5	10. Characterize disease process in terms of etiology, pathogenesis, morphology, clinical manifestations, and prognosis.	Culture, Health, Environment, Person	Lecture Discussion Case studies	Exams Quizzes		X

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
2, 3, 4	11. Propose ways in which evidence based practice and/or guidelines can be used to improve health care.	Health, Society	Lecture Discussion Case studies	Exams Quizzes		X
1, 5	12. Discuss how developmental changes across the lifespan influence health care needs.	Culture, Diversity, Health, Environment, Society, Person	Lecture Discussion Case studies	Exams Quizzes		X
5, 8	13. Explore the influence of environmental and genetic factors on altered function and/or structure.	Environment, Person	Lecture Discussion Case studies	Exams Quizzes		X
2, 5	14. Explain the physiological basis of disease and treatment modalities.	Evidence based practice, Health	Lecture Discussion Case studies	Exams Quizzes		X
1, 5,7,8	15. Identify nursing interventions based on physiological changes throughout the lifespan.	Evidence Based Practice, Nursing Process	Lecture Discussion Case studies	Exams Quizzes		X
NU 211 Introduction to Clinical Nursing						
1, 5, 8	1. Explore concepts and theories basic to the nursing care of clients across the lifespan.	Person, Nursing, Nursing process, Professional role, Caring, Compassion, Safety, Evidence-based practice, Culture, Diversity, Environment, Critical thinking, Communication, Health, Society	Lecture Discussion ATI modules ATI sills modules Care plans Written activities Skills lab	Exams Skills test outs ATI- Nurse logic	X	X
1, 5, 8	2. Examine the nursing process and its relationship to critical thinking and clinical decision-making in the provision of nursing care.	Person, Nursing, Nursing process, Professional role, Caring, Compassion, Safety, Evidenced based practice, Culture, Diversity, Environment, Critical thinking, Health, Society	Lecture Discussion ATI modules ATI sills modules Care plans Written activities Skills lab	Exams Skills test outs ATI- Nurse logic	X	X
1, 2	3. Distinguish effective communicative techniques for use with patients, clients, families, communities, and members of the healthcare team.	Person, Nursing, Nursing process, Professional role, Caring, Compassion, Safety, Evidenced based practice, Culture, Diversity, Environment, Critical thinking,, Communication, Society	Lecture Discussion ATI modules ATI sills modules Care plans Written activities Skills lab	Exams Skills test outs ATI- Nurse logic	X	X
1, 7	4. Apply nursing research to evidence-based care decisions.	Person, Nursing, Nursing process, Professional role,	Lecture Discussion ATI modules	Exams Skills test outs	X	X

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
		Caring, Compassion, Safety, Evidenced based practice, Culture, Diversity, Environment, Critical thinking Communication	ATI sills modules Care plans Written activities Skills lab	ATI- Nurse logic		
1	5. Identify concepts surrounding complementary and alternative therapies.	Person, Nursing, Nursing process, Professional role, Caring, Compassion, Safety, Evidenced based practice, Culture, Diversity, Environment, Critical thinking	Lecture Discussion ATI modules ATI sills modules Care plans Written activities Skills lab	Exams Skills test outs ATI- Nurse logic	X	X
3, 5	6. Discuss growth and development, culture, and economics and their impact on healthcare decisions and healthcare outcomes.	Critical thinking, Society, Nursing, Health	Lecture Discussion ATI modules ATI sills modules Care plans Written activities Skills lab	Exams Skills test outs ATI- Nurse logic	X	X
1	7. Examine safety, safe practices, and beginning pharmacodynamics in nursing care.	Person, Nursing, Nursing process, Professional role, Caring, Compassion, Safety, Evidenced based practice, Culture, Diversity, Environment Critical thinking	Lecture Discussion ATI modules ATI sills modules Care plans Written activities Skills lab	Exams Skills test outs ATI- Nurse logic	X	X
1, 4, 5, 6, 8	8. Demonstrate mastery of specified nursing skills including critical decision-making, safety, performance and integration of the nursing process	Person, Nursing, Nursing process, Professional role, Caring, Compassion, Safety, Evidenced based practice, Culture, Diversity, Environment, Critical thinking, Health, Society, Communication	Lecture Discussion ATI modules ATI sills modules Care plans Written activities Skills lab	Exams Skills test outs ATI- Nurse logic	X	X
NU 216 Adult Health 1						
1, 3, 4, 6, 8	1. Utilize the nursing process, critical thinking skills, and evidence based practice to monitor, manage, provide nursing care, and teach acute and chronically ill adult clients and their families.	Person, Nursing Nursing Process, Professional Role, Caring, Compassion, Safety, Evidence Based, Practice, Culture, Diversity, Environment Critical Thinking	ATI Real Life Scenarios Case Studies, Care Plans, In-class discussions Clinical Experience	Care Plan, Clinical Evaluation Tool, Exams	X	X

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
2, 3, 8	2. Employ appropriate techniques in the healthcare and community setting to communicate with the client/patient, family, and members of the health care team.	Communication, Professional Role, Nursing	Nursing skills checklist, Nursing skills lab videos and practice Role play Clinical performance	Written documentation , Clinical Evaluation Tool	X	X
3, 5, 7, 8	3. Synthesize knowledge from nursing foundations and the general education core to enhance healthcare outcomes.	Professional Role, Person, Nursing, Evidence Based Practice, Nursing Process, Culture, Diversity, Health, Safety, Caring, Compassion	Discussion, group activities, lecture, clinical practice ATI Real Life Videos	Care planning, Clinical Evaluation tool, Exams	X	X
2, 3, 8	4. Discuss psychosocial and cultural impacts on outcomes for acute and chronically ill clients.	Person, Health, Environment, Society, Culture, Diversity, Nursing Process	Case studies, Care plans, Small group discussions, ATI Real Life Videos	Care planning, Exams	X	X
3, 7	5. Discuss the implications of healthcare policy on practice, safety, equity, and cost while exploring ethical issues in the provision of care.	Person, Environment, Society, Health	Lecture, classroom discussion, case study	Care planning, discharge planning, Exams	X	X
1, 4, 8	6. Integrate pharmacologic and diagnostic testing principles and medication administration into planning and providing care of acutely and chronically ill adult clients.	Person, Communication, Culture, Caring, Compassion, Safety, Professional Role, Evidence based care	Lecture, Discussion, Skills practice, Drug Cards, Care Plans	Clinical Evaluation Tool, Skills Checkoffs Care Plans, Questioning, Exams	X	X
1, 3, 4	16. Use the case study to integrate evidence, clinical judgment, individual patient/client needs, and intraprofessional perspectives in planning, implementing, and evaluating care outcomes.	Person, Communication, Professional Role, Safety, Evidence Based Practice, Critical Thinking	Post conference discussions ATI Real Life Scenarios	Clinical Evaluation Tool, Exam	X	X
2, 8	17. Access information and document care using the electronic medical record (EMR) or other documentation systems.	Communication, Professional Role	EMR training, SBAR practice	Clinical Evaluation Tool, Written Exam		X

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
4	18. Discuss responsibility and accountability for client/patient outcomes related to delegation and supervision and members of the healthcare team.	Nursing, Communication, Evidence Based Practice	Discussion, Case Study, Care planning, ATI Real Life Scenarios	Clinical Evaluation Tool, Exam	X	X
NU 220 Pharmacology						
8	1. Explain pharmacokinetics and pharmacodynamics of drugs.	Evidenced Based Practice Nursing Nursing Process Critical Thinking Health	Lecture Discussion	Quizzes Exams	X	X
4, 5, 7, 8	2. Describe ethical, legal, and professional considerations when administering medications	Health Critical Thinking Diversity Culture Professional Role Communication	Lecture Discussion	Quizzes Exams	X	X
3, 7	3. Recognize expected actions of pharmaceutical agents commonly encountered in client care.	Nursing Nursing Process Person Critical Thinking Diversity Health	Lecture Discussion	Quizzes Exams	X	X
4, 5	4. Examine indications, administration, response, contraindications, and adverse events associated with pharmacologic therapy.	Nursing Nursing Process Professional Role Evidence Based Practice Health Critical Thinking	Lecture Discussion Case Study	Quizzes Exams	X	X
1, 5	5. Utilize the nursing process to safely administer drugs, assess and evaluate client responses.	Nursing Nursing Process Person Health Critical Thinking	Lecture Discussion	Quizzes Exams	X	X
1, 5	6. Design client education modalities to promote safe and effective use of drugs in client treatment.	Nursing Nursing Process Evidence Based Practice Professional Role Critical Thinking Communication Health	Lecture Discussion Case Study	Quizzes Exams	X	X
1, 3	7. Evaluate the economic impact of drug therapy on development of new drugs, health care costs, and client cost and use.	Nursing Nursing Process Evidence Based Practice Critical Thinking Health	Lecture Discussion	Quizzes Exams	X	X

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
5	8. Examine the effects of pharmacologic treatments on clients across the lifespan.	Nursing Diversity Critical Thinking Health Culture Professional Role	Lecture Discussion Case Study	Quizzes Exams	X	X
NU 225 Nursing Informatics						
2, 8	2. Utilize computer functions and applications software.	Communication, Nursing, Society, Professional Role	Teaching plan Presentation Written paper Lecture Discussion ATI Informatics Modules	Exams Presentation Written Paper		X
3, 4, 8	3. Recognize the nursing role in the use of information systems and communication devices in improving patient care outcomes and creating a safe care environment.	Nursing, Professional Role, Communication	Teaching plan Presentation Written paper Lecture Discussion ATI Informatics Modules	Exams Presentation Written Paper	X	X
1, 8	4. Apply theory related to computer-human interfaces, ethics, confidentiality, privacy, caring, ergonomics, and nursing informatics to nursing practice.	Communication, Evidence Based Practice, Critical Thinking	Teaching plan Presentation Written paper Lecture Discussion ATI Informatics Modules	Exams Presentation Written Paper	X	X
1, 2, 8	5. Discuss the dynamics of combining computer technologies with nursing practice, applying safeguards and decision-making support tools embedded in patient care to support a safe-practice environment for patients and healthcare workers.	Communication, Professional Role, Evidence Based Practice	Teaching plan Presentation Written paper Lecture Discussion ATI Informatics Modules	Exams Presentation Written Paper	X	X
1, 4	6. Examine future implications for electronic databases	Evidence Based Practice, Critical Thinking	Teaching plan Presentation Written paper Lecture Discussion ATI Informatics Modules	Exams Presentation Written Paper		X
5, 6, 7	7. Examine opportunities to develop client education for culturally diverse populations by utilizing selected computer applications.	Professional Role, Communication, Evidence Based Practice	Teaching plan Presentation Written paper Lecture Discussion	Exams Presentation Written Paper	X	X

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
			ATI Informatics Modules			
NU 302 Adult Health II						
1, 2, 6, 8	1. Utilize the nursing process, critical thinking skills, and evidence based practice to monitor, manage, provide nursing care, and teach acute and chronically ill adult clients and their families.	Person, Nursing, Nursing Process, Professional Role, Caring, Compassion Safety, Evidence Based Practice, Culture, Diversity, Environment, Critical Thinking	Lecture Discussion Care plans Case study Concept Map ATI Skills Modules ATI Real Life Scenarios Clinical	Exams Care plan Case study Skills check off	X	X
3, 7	2. Critique communication methods used in the health care setting.	Communication, Society, Nursing, Professional Role	Clinical Case study Care plan	Clinical Evaluation	X	x
1, 5, 6	3. Synthesize knowledge from nursing foundations and the general education core to enhance healthcare outcomes.	Evidence Based Practice, Critical Thinking, Culture Professional Role, Society, Safety	Lecture Discussion Care plans Case study Concept Map ATI Skills Modules ATI Real Life Scenarios Clinical	Exams Care plan Case study	X	X
1, 4, 5, 7	4. Integrate psychosocial and cultural impacts into planning, providing, and evaluating care for acute and chronically ill clients.	Culture, Diversity, Environment, Critical Thinking, Person, Professional Role, Caring Compassion, Safety	Lecture Discussion Care plans Case study Concept Map ATI Skills Modules ATI Real Life Scenarios Clinical	Exams Care plan Case study Skills check off	X	X
1, 3, 4, 6	5. Evaluate the implications of health care policy on practice, safety, equity, and cost.	Professional Role, Safety Evidence Based Practice, Society	Lecture Discussion Care plans Case study Concept Map ATI Skills Modules ATI Real Life Scenarios Clinical	Exams Care plan Case study	X	X
1, 4, 5, 8	6. Integrate pharmacologic and diagnostic testing principles into planning and evaluating care of acutely and chronically ill adult clients.	Environment, Critical Thinking, Nursing Process, Safety, Evidence Based Practice	Clinical Case study Care plan	Clinical Evaluation Exams Care plan	X	X

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
1, 2, 3, 4, 6, 8	7. Use the case study to integrate evidence, clinical judgment, individual patient/client needs, and Interprofessional perspectives in planning, implementing, and evaluating care outcomes.	Person, Nursing, Nursing Process, Professional Role, Caring, Compassion Safety, Evidence Based Practice, Culture, Diversity, Critical Thinking	Clinical Case study Care plan	Clinical Evaluation Exams Care plan		
1, 5, 8	8. Access information and document care using the electronic medical record EMR or other documentation systems.	Evidence based practice Critical thinking, Nursing process, Professionalism Clinical Competence	Clinical Case study Care plan	Clinical Evaluation Exams Care plan		
1, 2, 6, 8	9. Assume responsibility and accountability for client/patient outcomes related to delegation and supervision and members of the health care team.	Evidence Based Practice Critical Thinking, Nurse, Nursing Process, Professionalism, Clinical Competence, Global Policy	Lecture ATI Real Life Scenarios Clinical Case study Care plan	Clinical Evaluation Exams Care plan		
1, 5, 6	10. Practice professionalism, ethical behaviors, and nursing standards while reflecting on professional practice and identification of growth areas.	Culture, Diversity, Environment, Critical Thinking, Person, Professional Role, Caring, Compassion, Safety	Lecture ATI Real Life Scenarios Clinical Case study Care plan	Clinical Evaluation Exams Care plan		
NU 309 Mental Health Nursing						
1, 4, 5	1. Design, compose, implement & evaluate a collaborative & holistic plan of care for clients with psychiatric or psychosocial problems using evidence based practice; while identifying resources to promote health & wellness.	Person, Nursing, Nursing Process, Professional Role, Caring, Compassion, Safety, Evidence Based Practice, Culture, Diversity	Lecture Case Study ATI CMS-Mental Health Teaching project Process recording	Exams Clinical Evaluation	X	X
3, 6	2. Evaluate personal resources & skills necessary to provide care to clients with psychiatric and psychosocial struggles.	Nursing, Professional Role	Lecture Case Study ATI CMS-Mental Health	Exams Clinical Evaluation	X	X
1	3. Distinguish between various psychotropic medication regimes in correlation with psychiatric diagnosis, normal brain & neurological function, & other treatment modalities of care.	Critical Thinking, Professional Role, Evidence Based Practice	Lecture Case Study ATI CMS-Mental Health	Exams Clinical Evaluation	X	X
2, 3	4. Critically think strategies to integrate safe & responsible care to the client with mental illness challenges	Nursing, Professional Practice, Evidence Based Practice, Critical thinking, Nursing Process	Lecture Case Study ATI CMS-Mental Health Process recording	Exams Clinical Evaluation	X	X

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
1	5. Summarize, "support & caring" concepts in providing nursing care to culturally, spiritually & racially divergent vulnerable individuals	Caring, Compassion, Person, Environment, Culture, Diversity, Safety, Society, Professional Role.	Lecture Case Study ATI CMS- Mental Health	Exams Clinical Evaluation	X	X
2	6. Employ appropriate techniques to communicate and teach the client, family, and members of the health care team.	Communication, Professional Role, Person	Lecture Case Study ATI CMS- Mental Health Teaching project	Exams Clinical Evaluation	X	X
6	7. Demonstrate competence & accountability for personal actions & conduct with clients within the legal & ethical standards of professional nursing practice.	Nursing, Professional Role, Safety	Lecture Case Study ATI CMS- Mental Health	Exams Clinical Evaluation	X	X
6	8. Maintain professional demeanor, ethical behavior, and standards of nursing practice.	Professional Role	Lecture Case Study ATI CMS- Mental Health	Exams Clinical Evaluation	X	X
NU 217 Gerontological Nursing						
1, 2,4,5, 7	1. Discuss facts and myths of aging and safe transitions across the continuum of care	Nursing, Communication, Society, Professional Role, Health, Culture, Critical Thinking, Diversity, Evidence Based Practice	Lecture Discussion In-class activities	Exams		X
1, 2, 4, 5, 6, 7	2. Apply critical thinking in recognizing the complex interaction of acute and chronic comorbid physical and mental conditions and associated treatments common to older adults	Nursing, Critical Thinking, Nursing Process, Person, Health, Safety, Diversity, Evidenced Based Practice, Professional Role, Society, Communication, Culture	Lecture Discussion Teaching Plan Clinical Journals Concept Maps Care Plan ATI Gero practice assessments In-class assignments	Clinical Evaluation Exams Concept maps Care Plan with education plan	X	X
1, 4, 5 6	3. Design safe, effective care approaches including education, transitions across levels of care for older adults and their families	Nursing, Person, Communication, Environment, Nursing Process, Critical Thinking, Diversity, Professional Role, Health, Safety, Society	Lecture Discussion Teaching Plan Clinical Journals Concept Maps Care Plan ATI Gero practice assessments In-class assignments	Clinical Evaluation Exams Concept maps Care Plan with education plan		

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
1, 5, 6, 8	4. Integrate theories of health, illness, and wellness into the biological, psychosocial, moral/spiritual and cultural theories of aging	Nursing, Health, Society, Professional Role, Critical Thinking, Communication, Culture, Diversity Evidence Based Practice	Lecture Discussion Teaching Plan Clinical Journals Concept Maps Care Plan ATI Gero practice assessments In-class assignments	Clinical Evaluation Exams Concept maps Care Plan with education plan		
1, 2, 5, 8	5. Contrast valid and reliable assessment tools to guide nursing practice decisions for older adults.	Nursing, Communication, Person, Health, Nursing Process, Professional Role, Evidenced Based Practice, Critical Thinking, Safety, Diversity, Environment Society	Lecture Discussion Teaching Plan Clinical Journals Concept Maps Care Plan ATI Gero practice assessments In-class assignments	Clinical Evaluation Exams Concept maps Care Plan with education plan		
1, 2, 5	6. Assess the barriers for older adults in receiving and understanding information	Nursing, Communication Person, Nursing Process, Caring Compassion, Safety, Culture, Diversity, Critical Thinking, Environment, Professional Role, Evidence Based Practice, Society, Health	Lecture Discussion Teaching Plan Clinical Journals Concept Maps Care Plan ATI Gero practice assessments In-class assignments	Clinical Evaluation Exams Concept maps Care Plan with education plan		
1, 4, 5, 8	7. Discuss pharmacodynamics in the older adult	Nursing, Safety, Person, Communication, Nursing Process, Critical Thinking, Environment, Evidenced Based Practice, Professional Role, Diversity, Culture, Health	Discussion Lecture Clinical	Exams Clinical Evaluation	X	X
1, 3,4, 5, 6, 7, 8	8. Analyze environmental, economic, and ethical influences on health outcomes for geriatric clients	Nursing, Person, Environment, Nursing Process, Safety, Evidence Based Practice, Critical Thinking, Culture,	Lecture Discussion Teaching Plan Clinical Journals Concept Maps Care Plan	Clinical Evaluation Exams Concept maps Care Plan with education plan	X	X

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
		Diversity, Society, Health, Communication	ATI Gero practice assessments In-class assignments			
NU 400 National Global Health Policy Issues						
3, 5, 6	9. Discuss major issues (economics, demographics, technological forces, etc.) related to public and global health issues relevant to nursing practice.	Nursing, Professional Role, Society Culture, Diversity, Health, Evidence Based Practice	Lecture Discussion Written Assignment Videos	Exams Written assignments		X
4, 5	0. Compare the roles of major agencies responsible for national and world health issues and policy.	Health, Society, Culture	Lecture Discussion Written Assignment Videos Community Assessment & Presentation	Exams Written assignments		X
3, 4	1. Evaluate major global health threats identified by the CDC and WHO.	Health, Society Environment, Culture, Diversity, Safety, Communication	Lecture Discussion Written Assignment Videos	Exams Written assignments		X
2,3,4,5	2. Analyze the extent to which health agencies can intervene in health crises in various countries.	Society, Communication, Culture, Environment, Professional Role	Lecture Discussion Written Assignment Videos	Exams Written assignments		X
3, 8	3. Evaluate the epidemiology of selected health threats and diseases	Person, Society, Environment, Culture, Health, Communication	Lecture Discussion Written Assignment Videos	Exams Written assignments		X
3, 5	4. Discuss the differences between the impact of diseases and health threats on developed and developing countries.	Person, Society, Environment, Culture, Health, Communication	Lecture Discussion Written Assignment Videos	Exams Written assignment		X
4, 5	5. Analyze the impact of politics, religion, and socioeconomic factors on the prevention and treatment of diseases and health threats.	Person, Society, Environment, Culture, Health, Communication, Safety, Evidence Based Practice, Professional Role	Lecture Discussion Written Assignment Videos	Exams Written assignment Community Assessment and Presentation		X
3, 8	8. Examine the UN Millennium Development Goals and progress toward meeting the goals.	Professional role, Nursing, Evidence-Based Practice,	Lecture Discussion Videos	Exams Written assignment		X

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
3, 5, 7	9. Relate how global issues research supports evidence-based nursing practice.	Professional role, Nursing, Evidence-Based Practice	Professional role, Nursing, Evidence-Based Practice	Exams Written assignment		X
NU 402 Family Nursing						
3	1. Explore historical perspectives and epidemiology in childbearing and childrearing.	Professionalism Professional Nursing Education Environment Society	Lecture Discussion Video clips	Quizzes Exams Written Papers	X	X
1, 5	2. Appraise physiologic and emotional changes occurring in the childrearing and childbearing family.	Nursing Process Assessment Critical Thinking/Clinical Decision Making Health Person	Lecture Discussion Video clips Clinical ATI CMS for Maternal Health and Nursing Care of Children	Quizzes Exams ATI CMS-Proctored /Practice Written Papers Clinical Evaluation	X	X
1, 2, 5	3. Differentiate between normal and abnormal events in childbearing.	Nursing Process Health Critical Thinking	Lecture Discussion Video clips Clinical Applied Paper ATI CMS for Maternal Health and Nursing Care of Children	Quizzes Math Exams Exams ATI CMS-Proctored and Practice Written Papers Clinical Evaluation	X	X
1, 5	4. Distinguish disease processes in the pediatric population.	Health, Professional Nursing,	Lecture Discussion Video clips Case Study Clinical ATI CMS for Maternal Health and Nursing Care of Children	Quizzes Exams ATI CMS-Proctored and Practice Written Papers	X	X
1, 2, 5, 6, 8	5. Discuss the implications of environment, culture, and genetics for the childbearing and childrearing family.	Culture/Diversity Person Environment Health Society	Lecture Discussion Video clips	Quizzes Exams ATI CMS-Proctored and Practice Written Papers Clinical Evaluation	X	X
1, 7	6. Explore current research in childbearing and childrearing.	Critical Thinking/Clinical Decision Making	Discussion Applied Paper Case study	Written Papers Exams		X

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
		Evidence-Based Practice Safety Person Professionalism				
1, 2, 3, 4, 5, 6, 8	7. Design care for childbearing and childrearing families based on developmental theory, cultural assessment, and evidence-based findings.	Person, Health, Environment, Society, Communication, Nursing Process, Caring/Compassion, Safety, Evidence-Based Practice, Culture/Diversity,	Clinical Lecture Discussion Simulation ATI CMS for Maternal Health and Nursing Care of Children	Clinical Evaluation Written Papers Exams Simulation Written Assignment	X	X
1, 2, 5, 6	8. Formulate teaching plans appropriate to developmental and healthcare needs.	Nursing Process Communication Caring/Compassion Safety Evidence-Based Practice Culture/Diversity Teaching/Learning Practices Health	Lecture Discussion Video clips Clinical	Clinical Evaluation Exams ATI CMS- Proctored and Practice	X	X
1, 2, 5, 6,	9. Demonstrate effective communication and safe performance of assessment, skills, and pharmacotherapeutics in caring for the childbearing and childrearing family.	Nursing Process Communication Caring/Compassion Safety, Evidence-Based Practice, Culture/Diversity Teaching/Learning Practices, Person	Clinical Lecture Discussion Video clips Simulation ATI CMS for Maternal Health and Nursing Care of Children	Clinical Evaluation Exams ATI CMS- Proctored and Practice Written Assignment	X	X
NU 412 Community Nursing						
1, 3, 8,	1. Analyze the moral-ethical, social, cultural and economic issues related to health practices, health care delivery, and health policy.	Nursing, Nursing Process, Professional Role, Caring, Safety, Culture, Diversity, Environment, Critical Thinking, Society, Health, Evidence Based, Communication	Lecture Discussion ATI CMS Community Health Community Assessment Clinical-preceptor Journals	Exams ATI CMS		
5	2. Define the history and scope of public health nursing including the core functions.	Professional Role, Nursing, Society	Lecture discussion Community Assessment	Exams ATI CMS		

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
1, 2, 4, 5, 6, 7, 8	3. Relate the epidemiological model to primary, secondary, and tertiary health care in the study of communicable and chronic disease, as well behavioral health and life style issues. . Incorporate evidence-based practices into the nursing process to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan.	Communication, Society, Nursing, Professional Role, Health, Evidence-based practice, Caring, Compassion, Safety, Practice, Environment, Critical Thinking, Culture, Diversity	Lecture Discussion ATI CMS Community Health Community Assessment Clinical-preceptor Journals	Exams ATI CMS Clinical Evaluation		
1, 2, 4, 5,6, 7,	4. Collaborate with others to develop an intervention plan that takes into account determinants of health, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death.	Evidence-based practice, Professional Role, Caring, Compassion, Safety, Practice, Environment, Critical Thinking, Communication, Health, Culture, Diversity, Nursing, Environment, Society, Nursing Process	Lecture Discussion ATI CMS Community Health Community Assessment Clinical-preceptor Journals	Exams ATI CMS Community Assessment		
1, 2, 3, 4, 5, 6,7,8	5. Develop a comprehensive assessment of a community in relation to its health needs, health policies, and resources; include health care consumers in that community within or outside the health care delivery system.	Evidence-based practice, Professional Role, Caring, Compassion, Safety, Practice, Environment, Critical Thinking, Communication, Health, Culture, Diversity, Nursing, Environment, Society, Nursing Process	Community Assessment Presentation	Community Assessment		
1, 4, 5, 7, 8	6. Use evaluation results to influence the delivery of care, deployment of resources, and provide input into the development of policies to promote health and prevent disease.	Nursing, Communication, Society, Evidence-based critical thinking, Culture, Diversity, Environment, Society, Professional Roles, Health, Nursing Process	Lecture Discussion ATI CMS Community Health Community Assessment Clinical-preceptor Journals	Exams ATI CMS Community Assessment		
NU 430 Evidence Based Nursing Research						
2, 4, 7	1. Develop a proposal for a project that will resolve a problem in a professional work area.	Communication, Evidenced Based Practice, Professional Role, Environment	Lecture Discussion Research proposal	Exams Research proposal Presentation	X	X

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
			Research critiques			
3, 6, 7	2. Integrate knowledge from other disciplines when utilizing the research process.	Professional Role, Critical Thinking, Evidence Based Practice	Research proposal Presentation	Exams Research proposal Presentation	X	X
1, 2, 5, 8	3. Articulate the role of nursing research within clinical practice and explore the components of the research process.	Nursing, Professional Role, Safety, Evidence Based Practice, Critical Thinking, Communication	Lecture Discussion Research proposal Presentation	Exams Research proposal Presentation	X	X
2, 8	4. Apply critical thinking when relating nursing research to practice.	Critical Thinking, Evidence Based Practice, Professional Role	Research proposal	Research proposal	X	X
2, 8	5. Differentiate between quantitative and qualitative research.	Evidence based practice, Professional Role, Critical Thinking	Research critique Lecture Discussion	Research critique	X	X
1, 7	6. Recognize the value and relevance of research in nursing to the development of one's own professional practice and to the quality of patient care.	Critical Thinking; Evidence Based Practice, Nursing	Research critique Lecture Discussion	Exams Research critique	X	X
1, 8	7. Demonstrate ethical practice in nursing research.	Professional Role, Culture	Research critique Lecture Discussion	Exams Research critique	X	X
7, 8	8. Critically analyze research findings.	Critical Thinking; Communication	Research critique Lecture Discussion	Exams Research critique	X	X
NU 448 Adult Health III/Nursing Practicum						
1	1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.	Person Nursing Nursing Process Professional Role Caring Compassion Safety Evidence Based Practice Culture Diversity Environment Critical Thinking	Assignments Lecture Discussion Case studies Group assignments clinical	Exams Clinical evaluation Written assignments ATI CMS Med-surg ATI Comp Predictor	X	X
2	2. Use a broad base of techniques to effectively communicate with clients, families, healthcare teams, and communities.	Communication Society Nursing Professional Role	Assignments Lecture Discussion Case studies Group assignments	Exams Clinical evaluation Written assignments	X	X

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
			Clinical Critique	ATI CMS Med-surg ATI Comp Predictor		
3	3. Use critical thinking and decision making, local, state, national and global policies, legislative concepts, and healthcare economics to effect quality healthcare and the evolving healthcare system.	Critical Thinking Society Nursing Health	Assignments Lecture Discussion Case studies Group assignments clinical	Exams Clinical evaluation Written assignments ATI CMS Med-surg ATI Comp Predictor	X	X
4	4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety as required to provide healthcare.	Nursing Communication Evidence Based Practice Safety	Assignments Lecture Discussion Case studies Group assignments clinical	Exams Clinical evaluation Written assignments ATI CMS Med-surg ATI Comp Predictor	X	X
5	5. Integrate knowledge and skills to promote health and prevent disease across the life span and the continuum of healthcare environments.	Health Society Professional Role	Assignments Lecture Discussion Case studies Group assignments clinical	Exams Clinical evaluation Written assignments ATI CMS Med-surg ATI Comp Predictor	X	X
6	6. Practice professionalism including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.	Professional Role Nursing Society	Assignments Lecture Discussion Case studies Group assignments clinical	Exams Clinical evaluation Written assignments ATI CMS Med-surg ATI Comp Predictor	X	X
7	7. Formulate a professional ethic that includes life-long learning and continuous professional development in an ever-evolving healthcare environment.	Professional Role Communication Evidence Based Practice	Assignments Lecture Discussion Case studies Group assignments clinical	Exams Clinical evaluation Written assignments ATI CMS Med-surg ATI Comp Predictor	X	X

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
8	8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.	Critical Thinking Evidence Based Practice Communication Professional Role Culture Diversity	Assignments Lecture Discussion Case studies Group assignments clinical	Exams Clinical evaluation Written assignments ATI CMS Med-surg ATI Comp Predictor	X	X
NU 450 Nursing Leadership and Management						
3, 5, 6	2. Differentiate between leadership and management	Professional role Nursing Critical Thinking Health Society	Lecture Discussion Case study Small group work ATI CMS	Exams Portfolio Presentation ATI CMS debate		X
3, 4, 5, 7	2. Appraise the nurse's role in management and leadership in healthcare settings and the environment.	Health Communication Critical Thinking Society Professional Role Caring Compassion Evidence-Based Practice Safety Culture Diversity	Lecture Discussion Case study Small group work	Exams Portfolio Presentation ATI CMS debate	X	X
3, 4	3. Examine structure, function, philosophy, mission, values, vision, and the politics of healthcare organizations for their effect on personal, professional, cultural and environmental risks.	Professional Role Communication Critical Thinking Health Society Culture Diversity	Lecture Discussion Case study Small group work	Exams Portfolio Presentation ATI CMS debate	X	X
3, 4, 5, 7, 8	4. Utilize evidence based research in leadership and management theory and practice including laws, guidelines, and procedures used to make management decisions in the fiscal and human resource realms.	Professional Role Person Nursing Nursing Process Evidence-Based Practice Compassion Environment Critical Thinking Communication Culture Diversity	Lecture Discussion Case study Small group work	Exams Portfolio Presentation ATI CMS debate	X	X
2, 4, 5	5. Use effective communication and interpersonal skills with clients, members of the interdisciplinary team, and consumers to manage conflict,	Communication Society Nursing Professional Role Evidence-Based Practice	Lecture Discussion Case study Small group work	Exams Portfolio Presentation ATI CMS debate	X	X

Table 6.1.1a
Teaching-Learning Practices

Program Outcomes	Course Objectives	Curriculum Threads	Learning Activities	Evaluation Methods	Formative	Summative
	motivate, problem-solve, and act as a change agent.	Caring Compassion Environment				
1, 3, 4, 5, 6, 7	6. Employ principles of quality management to address patient safety, outcomes, and nursing performance/satisfaction in the continuum of healthcare settings.	Nursing Professional Role Person Compassion Caring Safety Evidence-Based Practice Environment Culture Diversity	Lecture Discussion Case study Small group work	Exams Portfolio Presentation ATI CMS debate	X	X
1, 2, 4, 7	7. Debate the impact of economics, government regulation, market competition, and informatics on planning, performance, operation, and services within the healthcare system.	Critical Thinking Nursing Health Environment Society Professional Role Communication	Lecture Discussion Case study Small group work	Exams Portfolio Presentation ATI CMS debate	X	X
2, 6, 7, 8	8. Develop a portfolio to articulate skills and competencies related to career and prepare a professional resume and curriculum vitae.	Nursing Professional Role Communication Practice Culture Diversity	Lecture Discussion Case study Small group work	portfolio	X	

Evaluation of BSN Student Based on Student Learning Outcomes and Performance Competencies

Student Name: _____

Date: _____

Provide evaluation of student performance based on Program Outcomes and Competencies

Scoring: (A score other than **Competent (3)** requires further comment/ documentation by the instructor)

1= Inadequate (Does not meet expected performance standards)

4= Exemplary (Meets or exceeds performance standards consistently)

2= Fair (Meets expected performance standards inconsistently)

3= Competent (Meets expected performance standards)

Program Outcomes and Performance Competencies	Score	Remarks
<p>PO1: Practice caring, compassionate, and culturally competent and evidence based practices. In the role of the Baccalaureate Nursing using the nursing process.</p> <p>Competencies:</p> <ul style="list-style-type: none"> • Demonstrate accountability for nursing care given by self and/or delegated to others. • Serve as a positive role model for the nursing profession within health care settings and the community at large. • Demonstrate practice that is consistent with standards for nursing practice and nurse practice act. • Delegate appropriate client care. • Demonstrate the ability to meet deadlines. • Demonstrate accountability for delegated nursing activities. 		
<p>PO2: Use a broad base of techniques to effectively communicate with clients, families, health care teams and communities.</p> <p>Competencies:</p> <ul style="list-style-type: none"> • Encourage input from the patient, family, significant others, and health care team members in the plan of care. 		

Exhibit 6.1.1b

Program Outcomes and Performance Competencies	Score	Remarks
<ul style="list-style-type: none"> • Communicate essential information throughout the nursing process. • Utilize effective, professional communication with peers, faculty, and other health care providers. 		
<p>PO3: Use critical thinking and decision making at the local, state, national and global policies, legislative concepts and health economics to effect quality health care and the evolving health care system.</p> <p>Competencies:</p> <ul style="list-style-type: none"> • Demonstrate the ability to prioritize client needs. • Adapt client care to changing settings and systems. • Follows policies and procedures. • Demonstrates problem-solving skills. • Incorporate critical thinking. 		
<p>PO4: Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety as required to provide health care.</p> <p>Competencies:</p> <ul style="list-style-type: none"> • Utilize teaching skills that provide the client with the information to make choices. • Achieve mutually identified learning outcomes • Perform nursing skills competently and in ways that protect and promote the dignity of the client • Maintain client physical and psychological safety. • Observe rules of safety and takes no unnecessary risks 		
<p>PO5: Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of health care environments.</p> <p>Competencies:</p> <ul style="list-style-type: none"> • Utilize therapeutic and professional communication skills and channels when interacting with clients and families to achieve positive client outcomes.. • Demonstrate compassion for the patient and maintains his/her confidentiality. • Facilitate continuity of care across various healthcare settings • Develop and follows plan of care 		

Exhibit 6.1.1b

Program Outcomes and Performance Competencies	Score	Remarks
<ul style="list-style-type: none"> • Utilize the nursing process to enhance quality of client wellness by planning and implementing care designed to promote health, maintain health, and prevent health problems • Accurate and correct medication administration. 		
<p>PO6: Practice professionalism including the inherent values of altruism autonomy, human dignity, integrity, and social justice.</p> <ul style="list-style-type: none"> • Consider the client’s values, customs, and culture in delivery of care. • Provide patient care competently • Manage patient in a way that fosters client self-esteem, dignity, safety, and comfort • Encourage effective team relationships. • Recognize the value of teamwork and functions well as a member of the team • Effectively and efficiently manage client care by coordinating the implementation of individualized care plans. • 		
<p>PO7: Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving health care environment</p> <p>Competencies:</p> <ul style="list-style-type: none"> • Encourage effective team relationships. • Practice within the ethical, legal, and regulatory frameworks of nursing and the professional standard of nursing practice • Understanding of the importance of continuous informal and formal education. 		
<p>PO8: Think critically, both conceptually and by using mathematical analysis; write and speak effectively; use basic computer applications; and understand human behavior in the context of the greater society in a culturally diverse world.</p> <p>Competencies:</p> <ul style="list-style-type: none"> • Perform accurate dosage calculations and parenteral IV rates. • Communicate relevant, accurate and complete information in a concise and clear manner. • Identify and honor the emotional, cultural, religious and spiritual influences on the client's health. • Accurate and correct medication administration. 		

Exhibit 6.1.1b

Program Outcomes and Performance Competencies	Score	Remarks
Average Score: <ul style="list-style-type: none"> • <u>(AVERAGE SCORE OF 3.0 REQUIRED)</u> 		
Additional Comments: <ul style="list-style-type: none"> • 		
		<input type="checkbox"/> Meets Standards <input type="checkbox"/> Does Not Meet Standards

Internship Instructor Name (printed) _____

Internship Instructor Signature _____

Date _____



HERZING UNIVERSITY
KENOSHA CAMPUS BSN PROGRAM
Clinical Performance Evaluation Tool
NU 448 Adult Health III

Student Name _____ Self-Evaluation _____ Instructor Evaluation _____

Instructor _____ Semester _____

S=Satisfactory; NI=Needs Improvement; U=Unsatisfactory

Student must obtain a satisfactory “S” grade in 90% of the competencies at the Final Evaluation to Pass

Core Competencies	Midterm			Final	
	S	NI	U	S	U
Expanding on previous nursing knowledge, focusing on complex health issues of adults in specialty settings, the student at the end of NB 447C should be able to:					
Patient Centered Care					
Integrate concepts from previous courses when designing care for individuals with complex medical problems					
Implement and modify the plan of care with a group of patients with multiple medical conditions					
Synthesize knowledge of pathophysiology related to patient conditions and identify associated pharmacological interventions					
Promote healing, health maintenance, disease prevention, and rehabilitation to clients across the lifespan and the continuum of health care environments					
Prioritize care for a group of patients					
Provide caring, compassionate, culturally competent, and evidence-based care while using the nursing process in a variety of health care settings					
Teamwork and Collaboration					
Delegate nursing care within the healthcare team according to their scope of practice					
Utilize a system of communication for patient care reports and transfer of care					
Accurately interpret physician/care provider orders and communicate to team					
Function as a member of the health care team in meeting the needs of patients and their families					
Use a broad base of techniques to effectively communicate with clients, families, health care teams, and communities					
Evidence-Based Practice					
Accurately discriminate clinical opinion from research evidence					
Utilize research evidence as the rationale for developing interventions in the plan of care					
Question policies and practices inconsistent with current evidence in practice					
Quality Improvement					
Use critical thinking and decision-making; local, state, national and global policies; and principles of health care economics to effect quality health care and the evolving health care system					
Participate in quality improvement projects in the health care setting					
Recognize the value of perpetual self-assessment and a commitment to excellence in practice					
Safety					
Demonstrate safe medication administration					
Perform skills and procedures correctly					
Adhere to National Patient Safety guidelines					
Assess the patient care environment and recognize patient safety needs					
Communicate using SBAR with the interdisciplinary team					
Informatics					
Document patient admission and shift assessments in the EMR (where applicable in the clinical setting)					

Protect the confidentiality of patient health records					
Utilize bar codes for patient identification when present					
Use the internet appropriately as a resource to enhance knowledge of medications and procedures					
Professionalism					
Practice the core professional values of altruism, autonomy, human dignity, integrity, and social justice					
Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving health care environment					
Act in accordance with the Nursing Code of Ethics, Standards of Practice, and policies and procedures of the clinical agency and Herzing University					
Assume responsibility for own learning and accept constructive criticism					
Assume expanded personal responsibility and accountability for nursing interventions, treatment outcomes, and recognition of changes in patient condition					
Interact with team members, faculty, and fellow students in a positive, professional manner					

Midterm Comments (Strengths and Weaknesses)

Instructor:

Student:

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Remediation strategy for any unsatisfactory areas:

Final Comments

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Table 6.1.1d Grades

BSN Grades Spring 2019

Course	A	B	C	F	W	Total
NU105	0	12	1	0	0	13
NU206	5	33	5	5	4	52
NU208	26	28	3	2	0	59
NU209	22	34	6	0	1	63
NU211	15	39	6	0	1	61
NU215	4	8	0	0	0	12
NU216	4	27	13	4	0	48
NU217	4	43	13	0	0	60
NU220	32	27	2	1	3	65
NU225	2	8	0	0	0	10
NU302	6	30	6	4	0	46
NU309	1	7	1	1	0	10
NU400	1	4	2	0	0	7
NU402	1	15	7	1	0	24
NU412	6	16	1	1	0	24
NU430	0	6	0	0	2	8
NU448	3	13	0	0	0	16
NU449	6	6	1	2	0	15
NU450	2	11	2	0	0	15

BSN Grades Summer 2019

Course	A	B	C	F	W	Total
NU105	2	16	4	1	1	24
NU206	8	37	7	6	4	62
NU208	53	21	1	1	0	76
NU209	24	20	0	1	0	45
NU211	17	26	3	1	1	48
NU215	1	14	2	0	0	17
NU216	10	34	15	6	0	65
NU217	8	28	9	0	0	45
NU220	30	17	3	0	0	50
NU225	0	4	2	0	0	6
NU302	4	43	11	1	0	59

Table 6.1.1d Grades

NU309	12	27	3	4	0	46
NU400	2	2	2	0	1	7
NU402	0	12	3	7	1	23
NU412	10	17	3	0	0	30
NU430	3	5	0	0	0	8
NU448	13	10	0	0	0	23
NU449	18	8	0	0	0	26
NU450	3	16	3	0	0	22

BSN Grades Fall 2019

Course	A	B	C	F	W	Total
NU105	1	14	2	0	1	18
NU206	8	35	14	8	1	66
NU208	23	30	1	0	2	56
NU209	24	24	4	0	2	59
NU211	16	32	6	0	2	56
NU216	5	27	14	2	1	49
NU217	11	36	6	4	2	59
NU220	20	30	3	0	2	55
NU225	0	3	1	0	0	4
NU302	31	31	10	1	1	74
NU309	13	44	15	0	1	73
NU400	0	3	1	0	0	4
NU402	11	40	9	5	1	66
NU412	19	27	5	0	0	51
NU430	1	0	0	0	0	1
NU448	2	17	2	0	0	21
NU449	13	6	2	0	0	21
NU450	11	17	4	1	0	33

BSN Grades Spring 2020

Course	A	B	C	F	W	Total
NU105	0	2	2	1	0	5
NU206	2	19	10	1	0	32
NU208	32	33	6	2	5	78

Table 6.1.1d Grades

NU209	16	32	3	1	1	53
NU211	3	39	7	1	4	54
NU216	1	26	20	11	0	58
NU217	3	39	8	3	1	54
NU220	6	27	10	5	3	51
NU225	5	4	0	0	0	9
NU302	7	34	13	11	0	65
NU309	12	36	8	10	0	66
NU400	3	0	0	0	0	3
NU402	12	53	22	9	0	96
NU412	14	40	19	8	0	81
NU430	8	4	0	0	0	12
NU448	18	39	4	1	0	62
NU449	39	11	11	1	0	62
NU450	4	50	8	2	2	66

NCLEX Pass Rates - Board Approved RN Schools

School	All RN Takers (Including Repeaters)	All PN Takers (Including Repeaters)	1 Percentage of all RN candidates who passed the NCLEX regardless of times taking the test. 2 Percentage of all PN candidates who passed the NCLEX regardless of times taking the test.
	2019 % Passed (1)	2019 % Passed (2)	
Alverno College			
US50509100	94%		
Bellin College			
US50502200	100%		
Blackhawk Tech College			
US50407700	97%		
US50100000		100%	
Bryant and Stratton College (COMBINED)			
US50510500 / US50400200	94%		
Cardinal Stritch University (COMBINED)			
US50502700 / US50408300	89%		
Carroll University			
US50500000	99%		
Carthage College of Nursing			
US50510400	85%		
Chippewa Valley Tech College			
US50408100	97%		
US50109700		99%	
Col. of Menominee Nation			
US50402500	50%		
Columbia-Mt. Mary			
US50502000	100%		
Concordia University			
US50509400	93%		
Edgewood College			
US50507500	99%		

NCLEX Pass Rates - Board Approved RN Schools

School	All RN Takers (Including Repeaters)	All PN Takers (Including Repeaters)	1 Percentage of all RN candidates who passed the NCLEX regardless of times taking the test. 2 Percentage of all PN candidates who passed the NCLEX regardless of times taking the test.
	2019 % Passed (1)	2019 % Passed (2)	
Fox Valley Tech College			
US50407000	99%		
US50105700		100%	
Gateway Tech College			
US50407800	92%		
US50105900		99%	
George Williams College of Aurora			
US50510600	100%		
Herzing College - Madison (COMBINED)			
US50405500 / US50510300	88%		
Herzing University - Brookfield			
US50500200	88%		
Herzing University - Kenosha			
US50509900	86%		
Lakeshore Tech College			
US50407600	100%		
US50109800		100%	
Madison Area Tech College			
US50407900	97%		
US50105600		100%	
Maranatha Baptist Bible Col.			
US50500100	100%		
Marian University			
US50503900	95%		
Marquette University (COMBINED)			
US50509700 / US50509000	98%		
Mid State Tech College			

NCLEX Pass Rates - Board Approved RN Schools

School	All RN Takers (Including Repeaters)	All PN Takers (Including Repeaters)	1 Percentage of all RN candidates who passed the NCLEX regardless of times taking the test. 2 Percentage of all PN candidates who passed the NCLEX regardless of times taking the test.
	2019 % Passed (1)	2019 % Passed (2)	
US50400000	100%		
US50101000		100%	
Milwaukee Area Tech College			
US50408000	100%		
US50105800		97%	
Milw School of Engineering			
US50504400	97%		
Moraine Park Tech College			
US50408200	98%		
US50105300		100%	
Nicolet Area Tech College			
US50400100	97%		
US50100100		100%	
North Central Tech College			
US50407500	98%		
US50100500		96%	
Northeast WI Tech College			
US50407300	97%		
US50105200		96%	
Rasmussen - Green Bay (COMBINED)			
US50510000 / US50408500	88%		
Rasmussen - Wausau (COMBINED)			
US50510100 / US50400400	95%		
Silver Lake College			
US50510200	94%		
Southwest WI Tech College			
US50407100	93%		

NCLEX Pass Rates - Board Approved RN Schools

School	All RN Takers (Including Repeaters)	All PN Takers (Including Repeaters)	1 Percentage of all RN candidates who passed the NCLEX regardless of times taking the test. 2 Percentage of all PN candidates who passed the NCLEX regardless of times taking the test.
	2019 % Passed (1)	2019 % Passed (2)	
US50109600		100%	
UW-Eau Claire			
US50508400	100%		
UW-Milwaukee			
US50508300	89%		
UW-Madison			
US50509500	99%		
UW-Oshkosh			
US50508100	98%		
Viterbo College			
US50508200	94%		
Waukesha County Tech			
US50407400	100%		
US50109900		100%	
Western Tech College			
US50408400	95%		
US50109500		100%	
WI Indianhead Tech College			
US50407200	95%		
US50100300		100%	
WI Lutheran College			
US50500500	100%		

Congruency of the Mission and Outcomes and AACN Essentials of Baccalaureate Education

University Mission	Program Mission	Program (Learning) Outcomes	AACN Essentials of Baccalaureate Education
Provide high quality undergraduate... degrees and... programs...in healthcare	Provide quality nursing education that prepares graduates...as entry level practitioners	1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.	Essential III: Scholarship for EBP Essential IX: Baccalaureate Generalist Nursing Practice
To prepare a diverse and geographically distributed student population to meet the needs of employers in... healthcare	to function in a caring, competent, ethical manner as entry-level practitioners to enhance the health of persons within communities and the larger global environment	4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required to provide healthcare.	Essential II: Basic Organizational and Systems Leadership Essential V: Healthcare Policy
		5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.	Essential VII: Clinical Prevention and Population Health Essential IV: Information Management and Technology
degree programs include a complementary and integrated general education curriculum	quality nursing education that prepares graduates to function in a caring, competent, ethical manner	2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.	Essential VI: Interprofessional Communication & Collaboration
		3. Use critical thinking and decision making, local, state, national and global policies, legislative concepts, and healthcare economics to effect quality healthcare and the evolving healthcare system.	Essential V: Health Care Policy, Finance, and Regulatory Environment Essential II: Basic Organizational and Systems Leadership Essential VII: Clinical Prevention and Population Health
		8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.	Essential I: Liberal Education Essential III: Scholarship and Evidence Based Practice
to stimulate students' intellectual growth, to contribute to their personal development, and to enhance their potential for career advancement	...quality nursing education that prepares graduates to function in a caring, competent, ethical manner ... as professional nurses and lifelong learners.	6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.	Essential VIII: Professionalism and Professional Values
		7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.	Essential III: Scholarship and Evidence Based Practice Essential IV: Information Management and Technology Essential VIII: Professionalism and Professional Values

Table 6.8.1a ATI Assessment Data

BSN Cohort	ATI Comprehensive Predictor Mean
Spring 2019	73%
Summer 2019	86%
Fall 2019	84%
Spring 2020	86%

Table 6.6.1a Graduate Surveys

Spring 2019

	More than satisfied	Satisfied	Not Satisfied	Response Total
How would you describe your overall satisfaction with Herzing University?	28.57%	57.14%	14.29%	42
How would you rate your satisfaction with Herzing University's interest in your professional well-being?	35.71%	52.38%	11.91%	42
How would you rate your satisfaction with the P.R.I.C.E. of Success model and its role in preparing you for employment in your field of study?	42.86%	57.14%	0%	42
Would you say that your Herzing education positively impacted your career?	Yes: 90.48%	No: 9.52%		42

Summer 2019

	More than satisfied	Satisfied	Not Satisfied	Response Total
How would you describe your overall satisfaction with Herzing University?	28.3%	60.38%	11.32%	53
How would you rate your satisfaction with Herzing University's interest in your professional well-being?	28.3%	62.26%	9.43%	53
How would you rate your satisfaction with the P.R.I.C.E. of Success model and its role in preparing you for employment in your field of study?	28.3%	69.81%	1.89%	53
Would you say that your Herzing education positively impacted your career?	Yes: 94.34%	No: 5.66%		53

Table 6.6.1a Graduate Surveys

Fall 2019

	More than satisfied	Satisfied	Not Satisfied	Response Total
How would you describe your overall satisfaction with Herzing University?	24.59%	65.57%	9.84%	61
How would you rate your satisfaction with Herzing University's interest in your professional well-being?	34.43%	59.02%	6.56%	61
How would you rate your satisfaction with the P.R.I.C.E. of Success model and its role in preparing you for employment in your field of study?	34.43%	59.02%	6.56%	61
Would you say that your Herzing education positively impacted your career?	Yes: 86.89%	No: 13.12%		61

Spring 2020

	More than satisfied	Satisfied	Not Satisfied	Response Total
How would you describe your overall satisfaction with Herzing University?	18.92%	58.11%	22.97%	74
How would you rate your satisfaction with Herzing University's interest in your professional well-being?	18.92%	64.87%	16.22%	74
How would you rate your satisfaction with the P.R.I.C.E. of Success model and its role in preparing you for employment in your field of study?	22.97%	64.87%	12.16%	74
Would you say that your Herzing education positively impacted your career?	Yes: 77.03%	No: 22.97%		74

Course Title: Growth and Development

Course Code: NU105 Credit hours: 2

Course Description:

This course focuses on the review of human growth and development across the life span with an emphasis on cognitive, psychological, social, physical, and moral/spiritual development. Major theories will be discussed and significant milestones, developmental tasks, adjustments, and common health problems will be explored. Students will use case studies and debate to enhance learning.

Program: Undergraduate Nursing

Program Outcomes:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decisions making; local, state, national, and global policies; legislative concepts; and healthcare economics to effect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic

computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Course Learning Objectives:

1. Explain the concept of lifespan development.
2. Discuss major theories and theorists in developmental psychology.
3. Examine the biological, psychological, cognitive, and social changes that occur across the lifespan.
4. Explore moral and spiritual development.
5. Debate proposed policy solutions to health care issues across the lifespan.
6. Summarize techniques and strategies for caring for clients/patients across the lifespan.
7. Explain how economics, genetics, and other environmental factors may affect the individual across the life span.
8. Complete a self-assessment and plan to identify health and potential health problems and establish health goals.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Theories of Development • Course Overview, • Review of Course Syllabus & Student resources • Student signature on Syllabus Review Acknowledgement • Time Management Discussion <p>Overview:</p> <ul style="list-style-type: none"> • Why are behavioral theories useful in health education? • Self-Assessment assignment • Marjory Gordon’s Framework <p>Reading: (Leifer & Fleck) Chapter 5</p>	1,2,7	

	<p>Discussions:</p> <ul style="list-style-type: none"> • What is a theory and what is the focus of developmental theories? • Five theories of development and what do they describe? <p>In Class Practice: Learn about and begin thinking about selected components for required “Self- Assessment” paper; Gordon’s “Functional Health Patterns” Chart.</p> <p>Assessment: NA</p>		
2	<p>Topic(s): Prenatal Influences on Health and Development</p> <p>Reading: (Leifer & Fleck) Chapter 6</p> <p>Discussions:</p> <ul style="list-style-type: none"> • How does Erikson’s Stages of Parenting Behaviors apply to you and your parents and/or you and your children? • Why is it necessary for nurses, health care workers, and educators to understand the various theories of development? • Main developmental tasks of the neonate and how does the newborn initiate environmental support? <p>Assignment(s): NA</p> <p>Assessment(s): NA</p>	1,2,7	
3	<p>Topic(s): The Infant and Early Childhood</p> <p>Reading: (Leifer & Fleck) Chapter 7: The Infant View Video: Life’s Greatest Miracle: In the beginning-Newborns & their environment.</p> <p>Discussions:</p> <ul style="list-style-type: none"> • Discuss orderly process of growth and development of the infant • Erikson’s trust versus mistrust crisis in infancy <p>Assignment(s): NA</p> <p>Assessment(s): Exam 1 – Chapters 5 & 6</p>	1,2,7	Exam 1 150 points

4	<p>Topic(s): Early Childhood</p> <p>Reading: (Leifer & Fleck) Chapter 8: Early Childhood.</p> <p>View Video: History of Parenting</p> <p>Discussions:</p> <ul style="list-style-type: none"> • What tasks should be mastered during early childhood? • Techniques of discipline, • Piaget and Erikson stages, • Age appropriate toys for early childhood, • What information should you provide to a parent who is concerned about their toddler or preschooler lying and/or cheating? <p>Assignment(s): NA</p> <p>Assessment(s): NA</p>	1,2,3,8	
5	<p>Topic(s): Middle Childhood</p> <p>Reading: (Leifer & Fleck) Chapter 9: Middle Childhood.</p> <p>Discussions:</p> <ul style="list-style-type: none"> • Developmental tasks that should be achieved for the school aged child? • Safety measures for parents and latchkey children <p>Assignment(s): NA</p> <p>Assessment(s): NA</p>	1,2,6,8	
6	<p>Topic(s): Adolescence</p> <p>Reading: (Leifer & Fleck) Chapter 10: Adolescence</p> <p>Discussions:</p> <ul style="list-style-type: none"> • How can an adolescent achieve a sense of their own identity? • Erikson’s task of adolescence • Questions and Answers: Self-Assessment Paper <p>Assignment(s): Select Debate Topic for Debate</p> <p>Assessment(s): Exam 2 Chapters 7, 8, & 9</p>	1,5	Exam 2 150 points

7	<p>Topic(s): Young Adulthood</p> <p>Reading: (Leifer & Fleck) Chapter 11: Young Adulthood</p> <p>Discussions:</p> <ul style="list-style-type: none"> • Developmental tasks and challenges during young adult years. Different cultures regarding the developmental process from adolescence to adulthood. Signs of intimate partner abuse, Piaget, Erikson & Levinson. • Questions/Answers: Self-Assessment Paper • Midterm Reflection: <i>“What have I learned thus far about lifespan growth & development and the implications for professional nursing practice?”</i> <p>Assignment(s): NA</p> <p>Assessment(s): NA</p>	1,2,6	
8	<p>Topic(s): Middle Adulthood</p> <p>Reading:</p> <ul style="list-style-type: none"> • (Leifer & Fleck) Chapter 12: Middle Adulthood • View Adults: Age Specific Care (Library Films on Demand) <p>Discussions:</p> <ul style="list-style-type: none"> • Health Screenings • How does the lack of generativity in middle adulthood effect the adult moving towards older adulthood? <p>Assignment(s): Midterm evaluations</p> <p>Assessment(s): NA</p>	1,2	
9	<p>Topic(s): Late Adulthood</p> <p>Reading:</p> <ul style="list-style-type: none"> • (Leifer & Fleck) Chapter 13: Late Adulthood <p>View Adults: Age Specific Care (Library Films on Demand)</p>	1,7,8	

	<p>Discussions:</p> <ul style="list-style-type: none"> • Begin discussion/preparation for class debate session. • ANA Code of Ethics position statements (Potential topics for debate session). WWW.NURSINGWORLD.ORG. <p>Assignment(s): Self-Assessment Paper Due Assessment(s): NA</p>		<p>Self-Assessment Paper 100 points</p>
10	<p>Topic(s): Advanced Old Age & Geriatrics Reading: (Leifer & Fleck) Chapter 14: Advanced Old Age & Geriatrics Discussions:</p> <ul style="list-style-type: none"> • Video: The Forgetting • Designing software for middles ages and older non-experts • Video: Experience 12 minutes in Alzheimer’s Dementia (YouTube) • Questions and Answers: Self-Assessment Paper <p>Assignment(s): NA Assessment(s): Exam 3 – Chapters 10, 11, 12 & 13</p>	1,2,7,8	<p>Exam 3 150 points</p>
11	<p>Topic(s): Planning for End of Life Reading: (Leifer & Fleck) Chapter 15 Discussions:</p> <ul style="list-style-type: none"> • Video: What are the health-care workers responsibilities with ethical issues concerning death? • Debate: Guest Speaker <p>Assignment(s): NA Assessment(s): NA</p>	1,2,4,8	
12	<p>Topic(s): Loss, Grief, and Bereavement Reading: (Leifer & Fleck) Chapter 16 Discussions: The cost of holding in grief for the sake of one’s partner Assignment(s): Assessment(s):</p>		

13	Topic(s): Loss, Grief, and Bereavement Reading: (Leifer & Fleck) Chapter 16 Discussions: View/ Discuss in Class: <ul style="list-style-type: none"> • Nurse shares 30 years of spiritual experiences with the Death & Dying (YouTube) • Randy Pausch – The Last Lecture Reprised (YouTube) Assignment(s): Debate Pre-selected topics Assessment(s): Exam 4 – Chapters 14, 15 & 16	1,3,5	Exam 4 150 points
14	Topic(s): Debate Reading: NA Discussions: NA Assignment(s): NA Assessment: NA		Debate 100 points
15	Topics: Student led review for Final Reading: NA Discussions: NA Assignment(s): NA	1,2,7	
16	Topic(s): Cumulative Final Exam Reading: NA Discussions: NA Assignment(s): NA Assessment: Cumulative Final Exam	1,2,3,4,5, 6,7,8	Final Exam 200 points

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00% - 100.00%
B	80.00% - 89.99%
C	76.00% - 79.99%
F	0.00% - 75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Debate	100	10%	Points
Exams (4 x 150 points)	600	60%	Points
Final Exam	200	20%	Points
Self-Assessment Paper	100	10%	Rubric
Total	1000	100%	

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

HERZING[®]

— UNIVERSITY —

Course Syllabus

Course Title: Introduction to Professional Nursing

Course Code: NU206 **Credit Hours:** 3.0

Course Description:

This course will present an overview of the profession of nursing including historical, theoretical, political, social, and economic impact. The student will be introduced to nursing roles, ethics, health promotion, evidence-based practice, standards of practice, and professional accountability and responsibility. The nurse as a leader in the healthcare system will also be explored.

Program: Nursing

Program Outcomes:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decision making, local, state, national, and global policies, legislative concepts, and healthcare economics to effect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.

7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Course Learning Objectives:

1. Describe the relationship between key historical events and the development of nursing
2. Analyze the theoretical and licensure characteristics of nursing
3. Explain how nursing practice relates to the overall healthcare system
4. Examine how the metaparadigm of nursing relates to professional nursing practice
5. Formulate a philosophy of nursing practice as a foundation for critical thinking
6. Recognize the use of therapeutic communication within the patient-nurse relationship
7. Relate standards of practice to implications for safety and quality of patient care
8. Define how major ethical principles relate to nursing practice and patient care
9. Compare key elements of health promotion, disease prevention, and patient care models to the delivery of patient care
10. Describe the essentials of baccalaureate nursing education as they are implemented within Herzing University's nursing program

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	<p>Topic(s): Orientation to Class; Transformation, History and Social Context, and Professionalism</p> <p>Reading: Chapters 1 and 2</p> <p>Review Syllabus</p> <p>Student signature on Syllabus Review</p> <p>Acknowledgement</p> <p>Review Assignment requirements</p>	1, 5, 9, 10	
2	<p>Topic(s): Education of Nursing and Conceptual & Philosophical Bases</p> <p>Reading: Chapters 3 and 4</p>	2, 4, 10	
3	<p>Topic(s): Conceptual & Philosophical Bases of Nursing Practice</p> <p>Reading: Chapter 8</p> <p>Assessment(s): NA</p>	2, 3, 7, 10	
4	<p>Topic(s): Nursing Theory</p> <p>Reading: Chapter 9</p> <p>Assessment(s): Exam 1 (Chapters 1, 2, 3, 4, and 8)</p> <p>ATI: HIPPA</p>	2, 3, 7, 10	<p>Exam 1 150 points</p> <p>ATI 20 points</p>
5	<p>Topic(s): Health Care in US and Legal Aspects of Nursing</p> <p>Reading: Chapters 14, 16</p>	2, 3, 7, 10	
6	<p>Topic(s): Political Activism in Nursing</p> <p>Reading: Chapter 15</p> <p>Discuss philosophy paper requirements</p>	3, 7, 9, 10	
7	<p>Assessment(s): Exam 2 (Chapters 6, 9, 14, 15)</p> <p>Work on Philosophy Paper</p> <p>Mid-course connections</p>	2, 3, 7, 9, 10	<p>Exam 2 150 points</p>
8	<p>Topic(s): Ethics & Becoming a Professional Nurse</p> <p>Reading: Chapters 5, 7</p> <p>ATI: Nurse Logic 2.0 Nursing Concepts</p>	5, 7, 8	<p>ATI 20 points</p>

9	Topic(s): Communication and Collaboration, Nursing Judgement, & Critical Thinking Reading: Chapter 11,12 Assessment: Nursing Philosophy Papers Due ATI: Health Fraud	4, 5, 7, 8	Philosophy Paper 100 points ATI 20 points
10	Topic(s): Illness, Culture and Caring, Science & EBP, Nursing's Challenges Reading: Chapters 13 Assessment(s): EXAM 3 on Chapters 5,7,11,12 ATI: Nurse Logic 2.0 Knowledge Clinical Judgement	2, 4, 5, 6, 7, 8	Exam 3 150 points ATI 20 points
11	Topic(s): Science & EBP, Nursing's Challenges Reading: Chapters 10 and 16 ATI: Nurse Logic 2.0 Knowledge Priority Setting Framework	3, 4, 5, 6	ATI 20 points
12	Assessment(s): EXAM 4 will cover Chapters 10, 13, 16 Student Check-Ins	2, 4, 5, 6, 7, 8	Exam 4 150 points
13	Assignment(s): Student Led Exam Review	1,2,4,5,10	
14	Topic(s): Final Exam Review	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
15	Discuss: Portfolio Requirements		
16	Assessment(s): Final EXAM – Cumulative	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Final Exam 200 points

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Exams (4 x 150 points)	600	60%	Points
Nursing Philosophy Paper	100	10%	Rubric
Final Exam	200	20%	Points
ATI Modules (5 x 20 pts) Students must pass each module or an “F” will be awarded for the course. Students need to spend a minimum of one hour in each module and obtain at least 80% or above for each module. <ul style="list-style-type: none"> • HIPPA • Healthcare Fraud • Nurse Concepts • Clinical Judgement • Priority Setting Framework 	100	100	
Total	1000	100%	

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

HERZING[®]

— UNIVERSITY —

Course Syllabus

Course Title: Pathophysiology **Course Code:** NU208 **Credit hours:** 4.0

Course Description:

This course examines the pathophysiological bases for disease process throughout the lifespan, with an emphasis on nursing clinical applications. The content builds upon previous understanding of anatomy, physiology, microbiology, basic chemistry, and the manifestations of disease. Alterations in pathophysiological functions of body systems are discussed. Physiological theory and treatment implications are explored.

Program: Nursing

Program Outcomes:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decision making, local, state, national, and global policies, legislative concepts, and healthcare economics to affect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic

computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Course Learning Objectives:

1. Characterize disease process in terms of etiology, pathogenesis, morphology, clinical manifestations, and prognosis.
2. Propose ways in which evidence-based practice and/or guidelines can be used to improve health care.
3. Discuss how developmental changes across the lifespan influence health care needs.
4. Explore the influence of environmental and genetic factors on altered function and/or structure.
5. Explain the physiological basis of disease and treatment modalities.
6. Identify nursing interventions based on physiological changes throughout the lifespan.

Topics & Learning Activities

Unit		Topics and Learning Activities	Course Learning Outcomes Supported	Points Possible
1	Week 1	Syllabus Review: Student signature on Syllabus Review Acknowledgement Topic(s): Normal Cell function, inherited disorders, Cell adaptations Reading: Text Chapters 1,2, and 4	1, 4, 5	
	Week 2	Topic(s): Fluid/electrolyte/pH imbalances. Reading: Text chapter 5	1, 4, and 5	
	Week 3	Topic(s): Finish fluid/lytes/pH imbalances, innate and adaptive immunity Reading: Chapters 6 and 7	1,4, and 5	
2	Week 4	EXAM 1 COVERING CHAPTERS 1, 2, 4, 5, 6 AND 7 AFTER EXAM: Topic(s): Infection, the stress response and disease. Reading: Chapters 8 and 9	1,4, and 5	Exam 1 150 points

	Week 5	Topic(s): Cancer, MSK and Derm disorders. Reading: chapters 10, 11, 39 and 41 Reading: Chapters 10, 11, 39 and 41	1,4, and 5	
3	Week 6	EXAM 2 COVERING CHAPTERS 8, 9, 10, 11, 39 AND 41 Topic: sensory neuro disorders Reading: Chapter 14	1 - 8	Exam 2 150 points
	Week 7	Topic: Neuro disorders Reading: Chapters 15, 16, and 17	1-8	
4	Week 8	Topic: Endocrine disorders Reading: Chapter 19	1-8	
	Week 9	Exam 3 COVERING CHAPTERS 14, 15, 16, 17, and 19 After exam start hematological disorders Reading: Chapter 21	1-8	Exam 3 150 points
5	Week 10	Topic: Cardiac disorders Reading: Chapter 24 Presentations Group A Case Studies Group B	1-8	Presentations or Case studies 100 points
	Week 11	Topic(s): Pulmonary disorders Reading: Chapter 27	1-8	
	Week 12	Exam 4 COVERING CHAPTERS 21, 24, and 27 Topic: After exam start renal pathology Reading: Chapter 30	1-8	Exam 4 150 points
6	Week 13	Topic(s): GU disorders, start GI disorders Reading: text chapters: 33, 34, and 36 Presentations Group B Case Studies Group A	1-8	Presentations or Case Studies 100 points each
	Week 14	Topic: GI disorders, chapter 36	1-8	
	Week 15	Final exam Covers all chapters/units with more questions on Renal, GU and GI content (Chapters 31, 33, 34 and 36)	1-8	Final Exam 200 points

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 points	Method of Scoring Points Rubric
Group Disease Presentation	100	10%	Rubric
Case Study	100	10%	Rubric
Exams (4 x 150 each)	600	60%	Points
Final Exam	200	20%	Points
Total	1000	100%	

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

Policies

University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

Note: In some cases, program and/or course specific information may be appended to the syllabus. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.

HERZING[®]

— UNIVERSITY —

Course Syllabus

Course Title: Health Assessment **Course Code:** NU209/L **Credit hours:** 3.0

Course Description:

This course presents an overview of assessment of the adult. Emphasis will be placed on communication and interviewing skills to promote collection of the health history, critical thinking, clinical reasoning, and clinical decision-making. Systems review of normal variations and the most common abnormalities that will occur. Students will make beginning nursing diagnoses. The student will practice interviewing, systems assessment, and documentation of findings from the health history and physical examination as well as have virtual simulation practice opportunities. To successfully complete the course, the student will demonstrate a comprehensive health examination and history. The course builds on information from anatomy and physiology and growth and development.

Program: Nursing

Program Outcomes:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decision making, local, state, national, and global policies, legislative concepts, and healthcare economics to effect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.

7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Course Learning Objectives:

1. Integrate knowledge from liberal arts and sciences when assessing patients and interpreting health assessment data, including physiological, psychological, lifespan, cultural, economic, and environmental factors
2. Contrast techniques used in data gathering and physical assessment
3. Identify normal, normal variations, and limited signs and symptoms of common abnormalities through history and physical assessment techniques
4. Demonstrate effective and systematic data collection skills when performing a health history and physical assessment, including interviewing, observation, physical examination approaches, and clinical documentation that are age appropriate.
5. Use techniques appropriate to data collection including therapeutic communication, interviewing, client education, and skills in the performance of the health assessment
6. Relate the role of the nurse in assessment and information sharing within the health care team
7. Relate nursing assessment findings to nursing diagnosis

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	<p>Topic(s): Welcome-Syllabus review-Communication, interviewing, Health History</p> <p>Reading(s):</p> <ul style="list-style-type: none"> • Fundamentals of Nursing (9th ed.) [Textbook] <ul style="list-style-type: none"> ○ Chapter 24 • Physical Examination and Health Assessment (7th ed.) [Textbook] <ul style="list-style-type: none"> ○ Chapters 3 and 4 <p>Assignment(s):</p> <ul style="list-style-type: none"> • Register for Shadow Health • Unit 1 Assignment – DCE – Shadow Health Orientation <p>Lab:</p> <ul style="list-style-type: none"> • Review lab rules • Review ATI and Shadow Health applications • Lab expectations 	CLO# 1, CLO# 2, CLO# 3, CLO# 4, CLO# 5, CLO# 6, CLO# 7	<p style="text-align: center;">DCE Shadow Health Orientation: 10 points</p>
2	<p>Topic(s): Continue Health History</p> <p>Reading(s):</p> <ul style="list-style-type: none"> • Physical Examination and Health Assessment (7th ed.) [Textbook] <ul style="list-style-type: none"> ○ Chapter 4 <p>Assignment(s): Unit 2 Assignment – DCE - Conversation Concept lab</p> <p>Lab: Skill: Health History taking</p>	CLO# 1, CLO# 2, CLO# 3, CLO# 4, CLO# 5, CLO# 6, CLO# 7	<p style="text-align: center;">DCE Conversation Concept Lab: 10 points</p>

3	<p>Topic(s): Assessment Techniques General Survey, Pain Assessment, and documentation</p> <p>Reading(s):</p> <ul style="list-style-type: none"> • Physical Examination and Health Assessment (7th ed.) [Textbook] <ul style="list-style-type: none"> ○ Chapters 8, 9/pp. 127-132, and 10 • Fundamentals for Nursing: Review Module (9th ed.) [Textbook] <ul style="list-style-type: none"> ○ Chapter 26 pp. 361-366 (guidelines to acuity) • ATI Fundamentals [Textbook] <ul style="list-style-type: none"> ○ Table 26-1 ATI: Chapter 26 <p>Assignment(s): Unit 3 – DCE - Health History</p> <p>Lab:</p> <ul style="list-style-type: none"> • General Survey, Height and Weight, Documentation practice 	CLO# 1, CLO# 2, CLO# 3, CLO# 4, CLO# 5, CLO# 6, CLO# 7	<p>DCE Health History: 40 points</p>
4	<p>Topic(s): Skin/Hair/Nails and Head/Face/Neck</p> <p>Reading(s):</p> <ul style="list-style-type: none"> • Physical Examination and Health Assessment (7th ed.) [Textbook] <ul style="list-style-type: none"> ○ Chapters 12 and 13 • ATI Fundamentals [Textbook] <ul style="list-style-type: none"> ○ Chapter 28 <p>Lab: Skin, Hair, Nails Head face and neck practice</p> <p>Assignment(s): Unit 4 Assignment – DCE - Skin Hair and Nails</p> <p>Assessment(s): Unit 4 Exam 1 covering weeks 1-3 material ATI, Jarvis, Potter, and DCE.</p>	CLO# 1, CLO# 2, CLO# 3, CLO# 4, CLO# 5, CLO# 6, CLO# 7	<p>DCE Skin Hair and Nails: 10 Points</p> <p>Exam 1 150 points</p>

5	<p>Topic(s): Eyes/Ears/Nose/Mouth and Throat</p> <p>Reading(s):</p> <ul style="list-style-type: none"> • Physical Examination and Health Assessment (7th ed.) [Textbook] <ul style="list-style-type: none"> ○ Chapters 14, 15, and 16 • ATI Fundamentals [Textbook] <ul style="list-style-type: none"> ○ Chapter 28 <p>Assignment(s): Unit 5 Assignment – DCE - HEENT</p> <p>Lab:</p> <ul style="list-style-type: none"> • Practice eyes, ears, nose, mouth and throat Skill check off on Skin, Hair and Nails (peer), Head Face and Neck (peer) • Unit 5 Lab Assignment – Skill (Skin/Head) 	CLO# 1, CLO# 2, CLO# 3, CLO# 4, CLO# 5, CLO# 6, CLO# 7	<p>DCE HEENT: 10 Points</p> <p>Skill (Skin/Head): Pass/Fail (Peer check offs)</p>
6	<p>Topic(s): Neurological</p> <p>Reading(s):</p> <ul style="list-style-type: none"> • Physical Examination and Health Assessment (7th ed.) [Textbook] <ul style="list-style-type: none"> ○ Chapter 23 • ATI Fundamentals [Textbook] <ul style="list-style-type: none"> ○ Chapter 31 (Neuro section) <p>Assignment(s): Unit 6 Assignment – DCE - Neurological</p> <p>Lab:</p> <ul style="list-style-type: none"> • Practice Neuro • Unit 6 Lab Assignment – Skill (EENT) 	CLO# 1, CLO# 2, CLO# 3, CLO# 4, CLO# 5, CLO# 6, CLO# 7	<p>DCE Neurological: 10 Points</p> <p>Skill (EENT): Pass/Fail (Peer check offs)</p>
7	<p>Topic(s): Musculoskeletal</p> <p>Reading(s):</p> <ul style="list-style-type: none"> • Physical Examination and Health Assessment (7th ed.) [Textbook] <ul style="list-style-type: none"> ○ Chapter 22 • ATI Fundamentals [Textbook] <ul style="list-style-type: none"> ○ Chapter 31 (Musculoskeletal section) 	CLO# 1, CLO# 2, CLO# 3, CLO# 4, CLO# 5, CLO# 6, CLO# 7	<p>Skill (Neuro): Pass/Fail (instructor check off)</p>

	<p>Lab:</p> <ul style="list-style-type: none"> Practice Musculoskeletal Unit 7 Lab Assignment – Skill Neuro <p>Assignment(s): Unit 7 Assignment – DCE - Musculoskeletal</p> <p>Assessment(s): Unit 7 Exam 2 weeks 4-6 material ATI and Jarvis</p>		<p>DCE Musculoskeletal: 10 Points</p> <p>Exam 2 150 points</p>
8	<p>Topic(s): Heart and Neck Vessels, Peripheral Vascular, Lymphatics</p> <p>Reading(s):</p> <ul style="list-style-type: none"> Physical Examination and Health Assessment (7th ed.) [Textbook] <ul style="list-style-type: none"> Chapter 19 and 20 ATI Fundamentals [Textbook] <ul style="list-style-type: none"> Chapter 29 (heart) and Chapter 30 (peripheral vascular systems) <p>Lab:</p> <ul style="list-style-type: none"> Practice Cardiovascular & Lymph Unit 9 Lab Assignment – Skill (MSK) <p>Assignment(s):</p> <ul style="list-style-type: none"> Unit 9 Assignment - DCE - Cardiovascular 	<p>CLO# 1, CLO# 2, CLO# 3, CLO# 4, CLO# 5, CLO# 6, CLO# 7</p>	<p>DCE Cardiovascular Concept Lab: 10 points</p> <p>DCE Cardiovascular: 10 Points</p> <p>Skill (MSK): Pass/Fail (instructor)</p>
9	<p>Topic(s): Thorax and Lungs</p> <p>Reading(s):</p> <ul style="list-style-type: none"> Physical Examination and Health Assessment (7th ed.) [Textbook] <ul style="list-style-type: none"> Chapter 18 ATI Fundamentals [Textbook] <ul style="list-style-type: none"> Chapter 29 <p>Lab:</p> <ul style="list-style-type: none"> Unit 9 Lab Assignment – Skill (Cardiovascular) <p>Assignment(s):</p> <ul style="list-style-type: none"> Unit 9 Assignment - DCE – Respiratory Concept Lab 	<p>CLO# 1, CLO# 2, CLO# 3, CLO# 4, CLO# 5, CLO# 6, CLO# 7</p>	<p>DCE Respiratory Concept Lab: 10 Points</p> <p>DCE Respiratory: 10 Points</p> <p>Skill (CV): Pass/Fail (instructor) Lymph (peer)</p>

	<ul style="list-style-type: none"> Unit 9 Assignment – DCE - Respiratory 		
10	<p>Topic(s): Abdomen</p> <p>Reading(s):</p> <ul style="list-style-type: none"> Physical Examination and Health Assessment (7th ed.) [Textbook] <ul style="list-style-type: none"> Chapter 21 ATI Fundamentals [Textbook] <ul style="list-style-type: none"> Chapter 29 <p>Lab:</p> <ul style="list-style-type: none"> Practice Abdominal Unit 10 Lab Assignment – Skill (Respiratory) <p>Assignment(s):</p> <ul style="list-style-type: none"> Unit 10 Assignment – DCE - Abdominal Concept Lab Unit 10 Assignment – DCE - Abdominal 	CLO# 1, CLO# 2, CLO# 3, CLO# 4, CLO# 5, CLO# 6, CLO# 7	<p>DCE Abdominal Concept Lab: 10 Points</p> <p>DCE Abdominal: 10 Points</p> <p>Skill (Respiratory) Pass Fail (Instructor)</p>
11	<p>Topic(s): GU, Anus, Rectum, Prostate</p> <p>Reading(s):</p> <ul style="list-style-type: none"> Physical Examination and Health Assessment (7th ed.) [Textbook] <ul style="list-style-type: none"> Chapter 24, 25, and 26 <p>Lab:</p> <ul style="list-style-type: none"> Practice GU <p>Assessment(s): Unit 11 Exam 3 weeks 7-10 materials Jarvis and ATI</p>	CLO# 1, CLO# 2, CLO# 3, CLO# 4, CLO# 5, CLO# 6, CLO# 7	<p>Skills (Abdominal) Pass/Fail (instructor)</p> <p>Exam 3 150 points</p>
12	<p>Topic(s): Head to toe Final</p> <p>Reading(s):</p> <ul style="list-style-type: none"> Physical Examination and Health Assessment (7th ed.) [Textbook] <ul style="list-style-type: none"> Chapter 27 and 29 <p>Lab:</p> <ul style="list-style-type: none"> Practice Head to Toe assessment Skills check of GU (peer) Unit 12 Lab Assignment – Skill (GU) 	CLO# 1, CLO# 2, CLO# 3, CLO# 4, CLO# 5, CLO# 6, CLO# 7	<p>Skill (GU) Pass/Fail (peer)</p> <p>DCE Comprehensive Assessment: 40 Points</p>

	Assignment(s): Unit 12 Assignment – DCE - Comprehensive Assessment		
13	Topic(s): Special Assessments: Mental Status, Substance Abuse, Domestic Reading(s): <ul style="list-style-type: none"> • Physical Examination and Health Assessment (7th ed.) [Textbook] <ul style="list-style-type: none"> ○ Chapters 5, 6, and 7 Lab: Practice Head to Toe assessments	CLO# 1, CLO# 2, CLO# 3, CLO# 4, CLO# 5, CLO# 6, CLO# 7	
14	Topic(s): Review and Skills check off. Reading: Review for final Lab: Unit 14 Lab Assignment – Skill (Head to Toe) Assessment(s): Unit 14 Exam 4 weeks 11-14 material Jarvis and ATI	CLO# 1, CLO# 2, CLO# 3, CLO# 4, CLO# 5, CLO# 6, CLO# 7	Skill: Head to Toe Pass/Fail (instructor) Exam 4 150 points
15	Assessment(s): Unit 15 Final Exam and finish Head to Toe skill check offs if needed	CLO# 1, CLO# 2, CLO# 3, CLO# 4, CLO# 5, CLO# 6, CLO# 7	Final Exam 200 points
16			

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Lecture Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Exams (4 @ 150 points)	600	60%	Points

Final Exam	200	20%	Points
DCE Health History	40	4%	Points
Shadow Health DCE (12 @ 10 points each)	120	12%	Points
Shadow Health Comprehensive Assessment	40	4%	Points
System Assessments (peer & instructor)	Pass/Fail		
Final Head to Toe History Documentation and Physical Exam	Pass/Fail		
Total	1000	100%	

POLICIES

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*Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.

HERZING[®]

— UNIVERSITY —

Course Syllabus

Course Title: Introduction to Nursing with Lab **Course Code:** NU211

Credit hours: 4.0

Course Description: This course focuses on concepts basic to nursing and foundational psychomotor skills of the professional nurse. The nursing process is introduced along with the communication process, client safety, and evidence-based practice. Emphasis is placed on the nurse's role in providing safe, caring, compassionate, holistic, and culturally competent care across the life span. Pharmacodynamics, economics of healthcare, and beginning leadership skills will be addressed. Students will use the simulated and actual clinical environment in this course.

Program: Nursing

Program Outcomes:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decision making, local, state, national, and global policies, legislative concepts, and healthcare economics to affect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.

8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Course Learning Objectives:

1. Explore concepts and theories basic to the nursing care of clients across the lifespan.
2. Examine the nursing process and its relationship to critical thinking and clinical decision-making in the provision of nursing care.
3. Distinguish effective communicative techniques for use with patients, clients, families, communities, and members of the healthcare team
4. Apply nursing research to evidence-based care decisions.
5. Identify concepts surrounding complementary and alternative therapies.
6. Discuss growth and development, culture, and economics and their impact on healthcare decisions and healthcare outcomes.
7. Examine safety, safe practices, and beginning pharmacodynamics in nursing care.
8. Demonstrate mastery of specified nursing skills including critical decision-making, safety, performance and integration of the nursing process.

Topics & Learning Activities

Topics & Activities		Learning Objective Supported	Points Possible	Due Date	
Unit 1	Week 1	<p>Topic(s): Intro to class Review Syllabus and course requirements Review EBP, Hygiene, Immobility and Activity</p> <p>Reading: Potter: Ch 5, 28, 39 and 40 Review Syllabus/Blackboard</p> <p>Lab readings and assignments: Perry Ch 11,12,14,18 and 19. ATI videos (tutorial) HIPAA, Healthcare Fraud, Waste and Abuse and Personal Hygiene and Ambulation</p> <p>Assignment: Review Buchholz Med Math Chapter 1. (Self-Study)</p> <p>Lab Practice: Hygiene, hand hygiene, transfer techniques, Splints, immobilizers, TED hose, SCD Review lab rules Begin skill practice</p> <p>Lab Assignment: ATI Tutorial Skills module Infection Control (hand washing video). Personal Hygiene: Turn in posttest in lab</p>	1, 4, 7, 8		
	Week 2	<p>Topic(s): Culture, Safety, Infection Control, and Vitals</p> <p>Reading: Potter Ch 9, 27, 29, and 30</p> <p>Lab readings and assignments: No new assignments, same as week 1</p> <p>Assignment: Review Buchholz Med Math Chapter 2 (Self Study)</p> <p>Lab Practice: Review of week 1 skills</p>	1, 2, 6, 7, 8	Pass/Fail	

		Skill check off: Ambulation and Transfer techniques (in class) Hand Hygiene ATI: Ambulation Turn in posttest in lab			
Unit 2	Week 3	Topic(s): Nursing Process Part 1 Reading: Potter Ch 15-18 Exam 1: Covers week 1 and 2 (Potter chapters 5,9, 27,28, 29, 30, 39, and 40) Lab readings and assignments: ATI: Vital Signs Lab Practice: Demo and practice Vital signs ATI: Vital Signs Turn in posttest in lab	1, 2, 4, 7, 8	Exam #1 150 points	
	Week 4	Topic(s): Nursing Process Part 2 Reading: Potter Ch 19-20 In class activity: Group Care plan #1 Lab readings and assignments: Perry Ch 7 ATI: specimen collection Lab Practice: Specimen collection, Blood Glucose Assignment: Review Buchholz Med Math Chapter 3 (self-study) Skill check off: Vital signs, BGM ATI Turn in Specimen collection post test	1, 2, 4, 7, 8	Care Plan #1 Complete/ Incomplete	
Unit 3	Week 5	Topic(s): Health Assessment, Pain Management, Sensory Alterations and Alternative therapies Reading: Potter Ch 31, 33, 44, and 49 Lab readings and assignments: Buchholz Ch 9 and 10 ATI: medication administration videos Lab Practice: Dosage calculations and medication administration Skill check off: Vital signs, BGM	1, 2, 3, 5, 7, 8	Pass/Fail Pass/Fail	

		ATI: Medication administration 1 posttest.			
	Week 6	Topic(s): Medication administration and TRIP presentations Reading: Potter Ch 32 Lab readings and assignments: Perry Ch 20 and 21. Buchholz Ch 4. ATI: medication administration videos Lab Practice: Dosage calculations and medication administration Skill check off: Medication Dosage Calc (must have 80% to pass) ATI: Medication Administration 2 posttest	1, 4, 6, 7, 8	TRIP 100 points Pass/Fail	
Unit 4	Week 7	Topic(s): Urinary and Bowel Elimination Reading: Potter Ch 46 and 47 Exam 2: Covers weeks 3, 4, 5, and 6- Potter chapters 15-20, 31-33, 44 and 49 Lab readings and assignments: Perry Ch 20 and 21. Buchholz Ch 5 & 6. Lab Practice: Med Administration and dose calculation Skill check off: Medication Administration,	1, 6, 7, 8	Exam #2 150 points Pass/Fail	
	Week 8	Topic(s): Ethics/Legal, Patient Education, and Documentation Reading: Potter Ch 22, 23, 25, and 26 Lab readings and assignments: Perry Ch 9. ATI: infection control Lab Practice: Isolation Skill check off: ATI: Infection control: turn in posttest in lab	1, 3, 6, 7, 8	Pass/Fail	
Unit 5	Week 9	Topic(s): psychosocial Reading: Potter Ch 34-38	1, 2, 3, 6, 8	Care Plan #2 100 points	

		<p>Lab readings and assignments: Perry Ch 10 and 34 ATI: Foley insertion</p> <p>Assignment: Care Plan #2</p> <p>Lab Practice: Foley insertion, sterile gloving and sterile field</p> <p>Skill check off: Isolation</p> <p>ATI: Urinary Catheter Care: turn in posttest in lab</p>		Pass/Fail	
	Week 10	<p>Topic(s): Care of the surgical patient and oxygenation</p> <p>Reading: Potter Ch 41 and 50</p> <p>Lab readings and assignments: Perry Ch 10, 23, and 34 ATI: Foley insertion</p> <p>Lab Practice: Foley insertion, sterile gloving and sterile field, oxygen</p> <p>Assignment in class: SBARR report</p> <p>Skill check off: Foley insertion, sterile gloving, sterile field</p>	1, 2, 7, 8	Pass/Fail	
Unit 6	Week 11	<p>Topic(s): Nutrition, Skin, and Sleep</p> <p>Reading: Potter Ch 43, 45, and 48</p> <p>Exam 3: covers weeks 7, 8, 9, and 10 Potter chapters 22, 23, 25, 26, 34-38, 41, 46, 47 and 50</p> <p>Lab readings and assignments: Perry Ch 39, 40, 41, and 42. ATI: Wound care</p> <p>Lab Practice: wound assessment and wound dressing</p> <p>Skill check off: Foley insertion, sterile gloving, sterile field ATI: wound care: turn in posttest in lab</p>	1, 2, 6, 7, 8	Exam #3 150 points Pass/Fail	
	Week 12	<p>Topic(s): Fluid, Electrolytes, and acid Base</p> <p>Reading: Potter Ch 42</p> <p>Lab readings and assignments: Perry Ch 31, 32, and 35 ATI: enteral feeding, NG insertion</p>	1, 2, 7, 8	Pass/Fail	

		Lab Practice: NG insertion, Tube feeding, meds via tube, fecal impaction, enema Skill check off: Oxygen, wound assessment/dressing ATI: Nasogastric tube: turn in posttest in lab			
Unit 7	Week 13	Topic(s): Caring and Wellness Reading: Potter Ch 6, 7, 8, and 10 Exam 4: includes weeks 11 and 12 Potter Chapters 42, 43, 45 and 48 Lab Practice: NG, Tube feeding Skill check off: NG, tube feeding, meds via tube	1, 2, 3, 6, 8	Exam #4 150 points	
	Week 14	Topic(s): Course Review Final lab check offs Skill check off: NG, tube feeding, meds via tube	1, 2, 3, 4, 5, 6, 7, 8	Pass/Fail	
Unit 8	Week 15	Topic(s): Final Exam will also include week 13 material Potter Chapters 6-8, and 10 Assignment(s): Final evaluations of course Final lab check offs continued Skill check off: NG, tube feeding, meds via tube	1, 2, 3, 4, 5, 6, 7, 8	Final Exam 200 points Pass/Fail	

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Exams (4 @150 points)	600	60%	
Final Exam	200	20%	
TRIP	100	10%	
Care Plan #1	Complete/Incomplete		
Care Plan #2	100	10%	
Lab skill check-offs	P/F		
Dosage calculation Need an 80% . May repeat 1 additional time. Two attempts maximum	P/F		
Total	1000	100%	

POLICIES

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Course Syllabus

Course Title: Transitions to RN Practice

Course Code: NU215

Credit hours: 6.0

Prerequisites: SC 246 Anatomy and Physiology II

Course Description: This course is designed to introduce concepts related to professional nursing care. Emphasis will be placed on the scope of practice of the registered nurse, and integration of professional competencies. A nursing process approach is utilized to emphasize evidence-based practice, critical thinking, teaching and learning, professional behaviors, communication, collaboration, care management, technology, quality, and safety. Nursing skills, medication administration, and health assessment are integrated and applied in the nursing laboratory. Upon successful completion, the student will be prepared to provide quality nursing care, incorporating the concepts identified in this course.

Program: Nursing

Program Outcomes:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decisions making; local, state, national, and global policies; legislative concepts; and healthcare economics effect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.

7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Course Learning Objectives:

1. Utilize the nursing process to plan individual-centered care for diverse populations experiencing alteration in wellness.
2. Apply National Patient-Safety goals to maintain a safe environment for all patients
3. Competently and safely perform caring interventions related to patient's well-being.
4. Accurately document all aspects of nursing care provided utilizing information technology, as appropriate.
5. Conduct comprehensive and focused health assessments developmentally and culturally appropriate approaches.
6. Demonstrate effective communication skills appropriate for interactions with patients, families, and members of the healthcare team.
7. Develop individualized teaching plans.
8. Identify quality and safety initiatives based on evidence-based practice.
9. Use critical thinking to make decisions within the ethical and legal framework of safe nursing practice.
10. Demonstrate comprehensive and focused health assessment techniques.
11. Verbalize therapeutic communication for the individual and families.
12. Describe patient-centered, evidence-based care that reflects an understanding of nursing management across the lifespan.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	Review Syllabus: Student signature on Syllabus Review Acknowledgement Topic(s): Professional, Legal and Ethical Behaviors Assignment(s): Discussion Board	1, 3, 4, 5	5 points
2	Topic(s): Introduction to Assessment and Fundamentals of an RN Assignment(s): Discussion Board	1, 2, 3, 4, 5	5 points
3	Topic(s): Pharmacokinetics and Medication Administration Assignment(s): Discussion Board Assessment(s): Dosage Calculation Exam Practice, ATI Fundamental Practice A	1, 3	5 points Pass/Fail
4	Topic(s): Comfort and Pain Assessment Assignment(s): Discussion Board, Unit 4 Skills Check-Off Assessment: Exam 1	1, 2, 3	5 points Pass/Fail 150 points
5	Topic(s): Sensory Perception Assignment(s): Discussion Board Assessment: Dosage Calculation Exam A Unit Skills Check-Off	1, 3	5 points Pass/Fail (if needed)
6	Topic(s): Mobility and Fractures Assignment(s): Discussion Board Unit 6 Skills Check-Off	1, 3	5 points Pass/Fail
7	Topic(s): Integumentary Assignment(s): Discussion Board Unit 7 Skills Check-Off Assessment(s): Exam 2	1, 2, 3, 4, 5	5 points Pass/Fail 150 points

8	Topic(s): Nutrition Assignment(s): Discussion Board ATI Fundamentals Practice B Unit 8 Skills Check-Off	1, 4, 7, 3	5 points 10 points Pass/Fail
9	Topic(s): Oxygen and Acid-Base Balance Assignment(s): Discussion Board Unit 9 Skills Check-Off Assessment(s): Exam 3	4, 2	5 points Pass/Fail 150 points
10	Topic(s): Cardiac Assignment(s): Discussion Board Unit 10 Skills Check-Off	7, 2, 4, 5	5 points Pass/Fail
11	Topic(s): GI and GU Fluid Balance Assignment(s): Discussion Board Unit 11 Skills Check-Off Assessment(s): Exam 4	4, 6, 5	5 points Pass/fail 150 points
12	Topic(s): Endocrine Assignment(s): Discussion Board Unit 12 Skills Check-Off	6, 2, 3	5 points Pass/Fail
13	Topic(s): Cognition Assignment(s): Discussion Board Unit 13 Skills Check-Off ATI Proctored Fundamentals	7, 1, 3	5 points Pass/Fail 100 Points
14	Topic(s): Mental Health Assignment(s): Discussion Board	3	5 points
15	Lab: Final Head to Toe Assessment Assignment(s): Discussion Board Assessment(s): Final Exam	7	P/F 5 points 150 points
16	Assignment(s): Discussion Board	1, 2, 3, 4, 5, 6, 7	5 points

*Pass rates may vary by program requirement- Refer to the University Catalog

Nursing- NU

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Head to Toe Assessment	P/F	P/F	
Discussion Board	80	8%	Points
ATI Fundamental Practice A (1 attempt)	10	1%	Points
ATI Fundamental Practice B (1 attempt)	10	1%	Points
ATI Proctored Fundamentals Exams (4 x 150 pts)	100	10%	Points
Final Exam	600	60%	Points
Dosage Calculation Exams (90% to pass) – max two attempts	150	20%	Points
Learning Content	P/F	P/F	Points
Comprehensive Knowledge Check	40	4%	Points
	10	1%	Points
Total	1000	100%	

****Dosage Calculation Exams:** Students will be given two opportunities to pass the dosage calculation exam with a grade of 90% or better. Students who fail to achieve 90% on their first attempt of the dosage exam will be required to engage in remediation. Students unable to pass the dosage exam with 90% will be awarded an “F” for the course and will be required to repeat the course in order to satisfy program requirements.

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*



Course Syllabus

Course Title: Adult Health I

Course Code: NU216

Credit hours: 6.0

Prerequisites: NU 209 Health Assessment | NU 209L Health Assessment Lab, NU 211 - Introduction to Clinical Nursing, and NU 220 Pharmacology

Course Description: This course is the first in a series of three adult health courses. In this course, learners will explore the application of the nursing process to meet the holistic health needs of the adult client in tertiary care settings.

Emphasis is placed on nursing interventions in the safe and effective care of diverse clients with chronic conditions including those related to nutrition, fluid and electrolyte balance, respiratory function, select cardiovascular conditions, the nervous system, the sensory system, the musculoskeletal system, the gastrointestinal system, select endocrine problems, select hematological problems, and the renal/urinary system. Chronic illness and developmental theory, healthcare economics, and related concepts that impact client and family outcomes will be explored.

Program: Nursing

Program Outcomes:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decisions making; local, state, national, and global policies; legislative concepts; and healthcare economics to affect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.

5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Course Learning Objectives:

1. Apply critical thinking skills to the nursing process and participate in ethical and professional interdisciplinary approaches to monitor and manage the nursing care of acutely and chronically ill adult clients.
2. Analyze and communicate assessment and evaluation findings using nursing informatics, proper terminology, and communication strategies to appropriate members of the health care team.
3. Integrate nursing theory, standards of practice, policies, and evidence-based practice into the planning and care of the acutely and chronically ill adult clients.
4. Synthesize and relate knowledge of the life sciences, pathophysiological processes, nutrition, development, and sociocultural needs in planning nursing care for acutely and chronically ill adult clients.
5. Identify specific environmental factors affecting the nursing care of adult clients with chronic and acute illnesses.
6. Examine the learning needs of clients and families. Using effective therapeutic communication techniques; formulate and implement an appropriate teaching plan.
7. Incorporate pharmacologic and diagnostic testing principles while utilizing the nursing process to assess, plan, implement and evaluate nursing care of adult clients.
8. Integrate health promotion, risk reduction, and disease prevention into the application of the nursing process while employing legal and ethical accountability and standards; in the care of clients and families with health care needs.

Topics & Learning Activities

		Topics & Activities	Learning Objective Supported	Points Possible
Unit 1	Week 1	<p>Review Syllabus: Student signature on Syllabus Review Acknowledgement</p> <p>Topic(s): Health Disparities, Patient Teaching, Stress, & Sleep Disorders</p> <p>Reading Material as assigned in RealizeIT Learning Map</p> <p>Discussion(s): Health Disparities, Cultural Competence, Patient Teaching, Stress and Sleep Disorders</p> <p>Assignment(s): Knowledge Checks</p> <p>Assessment(s): Unit 1 Dose Calculation Exam</p>	1, 3, 6, 7	Dose Calc Exam: P/F
	Week 2	<p>Topic(s): Chronic Illness, Palliative Care & Hospice, Pain & Pain Management, Sexually Transmitted Infections</p> <p>Reading Material as assigned in RealizeIT Learning Map</p> <p>Discussions: Chronic Illness, Palliative Care & Hospice, Pain & Pain Management, Sexually Transmitted Infections</p> <p>Assignment(s): Knowledge Checks</p> <p>Assessment(s): Dosage Calculation Exam if needed</p>	1, 2, 3, 4, 5, 6, 7	Dose Calc Exam: P/F if needed
Unit 2	Week 3	<p>Topic(s): Visual & Auditory, Integumentary Problems- Skin abnormalities: Skin Cancer</p> <p>Reading Material as assigned in RealizeIT Learning Map</p> <p>Discussions: Visual & Auditory, Integumentary Problems- Skin abnormalities: Skin Cancer</p> <p>Assignment(s): Knowledge Checks</p> <p>Assessment(s):</p>	1, 4, 5	

	Week 4	<p>Topic(s): Altered immune responses, Types of immunity, and infection, and Human immunodeficiency Virus infection</p> <p>Reading Material as assigned in RealizeIT Learning Map</p> <p>Discussions: Altered immune responses, Types of immunity, and infection, and Human immunodeficiency Virus infection</p> <p>Assignment(s): Fundamentals A Practice Assessment with remediation; Knowledge Checks</p> <p>Assessment(s): Exam 1 – Week 1-3 Material</p>	1, 2, 3, 4, 5, 6, 7, 8	<p>ATI Fundamental Practice A & Remediation</p> <p>25 points</p> <p>Exam 1</p> <p>150 points</p>
	Week 5	<p>Topic(s): inflammation and wound healing. Pressure injuries, Wound Care Supplies</p> <p>Reading Material as assigned in RealizeIT Learning Map</p> <p>Discussions: inflammation and wound healing. Pressure injuries, Wound Care Supplies</p> <p>Assignment(s): Knowledge Checks</p> <p>Assessment(s):</p>	1, 2, 5	
Unit 3	Week 6	<p>Topic(s): Endocrine Overview, Fluid & Electrolyte, Fluid Management, Acid-Base balance</p> <p>Reading Material as assigned in RealizeIT Learning Map</p> <p>Discussions: Endocrine Overview, Fluid & Electrolyte, Fluid Management, Acid-Base balance.</p> <p>Assignment(s): Knowledge Checks</p> <p>Assessment(s):</p>	1, 2, 3, 4, 6, 8	

Unit 4	Week 7	<p>Topic(s): Diabetes & Diabetic Ketoacidosis</p> <p>Reading Material as assigned in RealizeIT Learning Map</p> <p>Discussions: Diabetes, Diabetic Ketoacidosis</p> <p>Assessment(s): Exam 2 Week 4-6 Material</p>	1, 2, 3, 5, 6, 7, 8	Exam 2 150 points
	Week 8	<p>Topic(s): Upper Respiratory Problems- influenza, pharyngitis, sinusitis, trach care, suctioning and complications. Lower Respiratory problems- Bronchitis, Pneumonia & Tuberculosis</p> <p>Reading Material as assigned in RealizeIT Learning Map</p> <p>Discussions: Upper Respiratory Problems- influenza, pharyngitis, sinusitis, trach care, suctioning and complications. Lower Respiratory problems- Bronchitis, Pneumonia & Tuberculosis</p> <p>Assignment(s): ATI Fundamentals B with Remediation; Knowledge Checks</p> <p>Assessment(s): ATI Fundamentals B</p>	1, 2, 5, 6, 8	Fundamentals Practice B & Remediation 25 points
Unit 5	Week 9	<p>Topic(s): Chronic Obstructive Pulmonary Disease and Hypertension</p> <p>Reading Material as assigned in RealizeIT Learning Map</p> <p>Discussions: Chronic Obstructive Pulmonary Disease and Hypertension</p> <p>Assignment(s): Care Plan 3; Knowledge Checks</p> <p>Assessment(s):</p>	1, 4, 5	

	Week 10	<p>Topic(s): Coronary Artery disease, Myocardial infarction, Acute Coronary Syndrome, Angina & Heart Failure Reading Material as assigned in RealizeIT Learning Map</p> <p>Discussions: Coronary Artery disease, Myocardial infarction, Acute Coronary Syndrome, Angina & Heart Failure</p> <p>Assignment(s): Knowledge Checks</p> <p>Assessment(s): Exam 3 Week 7-9 Material</p>	1, 2, 3, 5, 6, 7, 8	Exam 3 150 points
Unit 6	Week 11	<p>Topic(s): Nutritional Problems, Obesity, Upper Gastrointestinal problems- Nausea/ Vomiting, Gastroesophageal reflux disease, Upper gastrointestinal bleeding, Peptic ulcer Disease, & Gastritis.</p> <p>Reading Material as assigned in RealizeIT Learning Map</p> <p>Discussions: Nutritional Problems, Obesity, Upper Gastrointestinal problems-Nausea/ Vomiting, Gastroesophageal reflux disease, Upper gastrointestinal bleeding, Peptic ulcer Disease, & Gastritis. Lower Gastrointestinal Problems- Constipation, Diarrhea, Irritable bowel syndrome, Inflammatory bowel disease, Colon Cancer, & Celiac disease</p> <p>Assignment(s): Knowledge Checks</p> <p>Assessment(s):</p>	1, 2, 3, 4, 5	
	Week 12	<p>Topic(s): Lower Gastrointestinal Problems- Constipation, Diarrhea, Irritable bowel syndrome, Inflammatory bowel disease, Colon Cancer, & Celiac disease</p> <p>Reading Material as assigned in RealizeIT Learning Map</p> <p>Assignment(s):</p> <p>Assessment(s):</p>		

Unit 7	Week 13	<p>Topic(s): Renal & Urologic Problems- Urinary Tract infections, Pyelonephritis, Glomerulonephritis, Renal Calculi, Polycystic kidney disease, Urinary incontinence, & Urinary surgeries and diversions</p> <p>Reading Material as assigned in RealizeIT Learning Map</p> <p>Discussions: Renal & Urologic Problems- Urinary Tract infections, Pyelonephritis, Glomerulonephritis, Renal Calculi, Polycystic kidney disease, Urinary incontinence, & Urinary surgeries and diversions</p> <p>Assignment(s): Knowledge Checks</p> <p>Assessment(s): Exam 4 Week 10-12 Material</p>	1, 2, 3, 4, 5, 6, 7, 8	Exam 4 150 points
	Week 14	<p>Topic(s): Stroke, Meningitis, Arthritis- Osteoarthritis vs Rheumatoid arthritis, Lyme disease, systemic Lupus Erythematosus, Systemic sclerosis, Sjogren’s Syndrome, & Fibromyalgia</p> <p>Reading Material as assigned in RealizeIT Learning Map</p> <p>Discussions: Stroke, Meningitis, Arthritis- Osteoarthritis vs Rheumatoid arthritis, Lyme disease, systemic Lupus Erythematosus, Systemic sclerosis, Sjogren’s Syndrome, & Fibromyalgia</p> <p>Assignment(s): Knowledge Checks</p> <p>Assessment(s): PROCTORED ATI: Fundamentals with remediation</p>	1, 2, 5, 6, 7, 8	ATI-Proctored Fundamental Exam 100 points
Unit 8	Week 15	Review for Final Exam	1, 3, 5, 6, 7, 8	
	Week 16	Final Cumulative Exam – Cumulative plus Week 13-14 Material	1, 3, 5, 6, 7, 8	Final Exam 200 points

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 points	Method of Scoring Points Rubric
Exams (4 x 150 each)	600	60%	Points
Final Exam	200	20%	Points
ATI Practice A & Remediation (1 attempt only)	25	2.5%	Points
ATI Practice B & Remediation (1 attempt only)	25	2.5%	Points
ATI Fundamentals Proctored Exam	100	10%	Points
Check Your Knowledge <ul style="list-style-type: none"> • Students will earn points each week, for on-time completion of all knowledge checks for the assigned unit as determined in the course. Up to a total of 40 points will be awarded for the course. • Students will receive a comprehensive knowledge grade based on the mastery and completion of all topics in the course. Up to 10 points will be awarded. 	40	4%	Points
Dosage Calculation Exam** (90% to pass)	P/F	P/F	
Clinical	P/F	P/F	
Lab	P/F	P/F	
Totals	1000	100%	

****Dosage Calculation Exams:** Students will be given two opportunities to pass the dosage calculation exam with a grade of 90% or better. Students who fail to achieve 90% on their first attempt of the dosage exam will be required to engage in remediation. Students unable to pass the dosage exam with 90% on the second attempt will be awarded an “F” for the course and will be required to repeat the course in order to satisfy program requirements.

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

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**Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

HERZING[®]

— UNIVERSITY —

Course Syllabus

Course Title: Gerontological Nursing Course Code: NU217 Credit hours: 4.0

Course Description:

This course provides an opportunity to explore healthcare needs and issues in gerontological nursing. Healthy aging processes and the risk factors that affect the health and functioning of older adults will be explored as well as nursing approaches to managing those needs and risks. Students will have the opportunity to provide care to older adults in community and home settings. The student will design care and implement a project during this experience. Ethical, legal, and economic issues will be addressed.

Program: Nursing

Program Outcomes:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decisions making; local, state, national, and global policies; legislative concepts; and healthcare economics to effect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Course Learning Objectives:

1. Discuss facts, myths of aging, and safe transitions across the continuum of care.
2. Recognize critical thinking in interactions of acute and chronic comorbid physical and mental conditions, as well as associated treatments common to older adults.

3. Develop safe and effective care approaches including education and transitions across levels of care for older adults and their families.
4. Understanding theories of health, illness, and wellness, addressing the biological, psychosocial, moral/spiritual, and cultural theories of aging.
5. Use valid and reliable screening tools used to guide nursing practice decisions for older adults.
6. Identify the barriers for older adults in receiving and understanding information.
7. Discuss the basics of pharmacodynamics in the older adult.
8. Give examples of environmental, economic, and ethical influences on health outcomes for the older adults.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	<p>Topic(s): Orientation to Course/Clinical</p> <p>Reading(s): Chapter 1 in Nursing for wellness in older adults (7th ed). [Textbook]</p> <p>Discussion(s): N/A</p> <p>Assignment(s): In-Class Case Study</p> <p>Assessment(s): Assign Presentation</p>	1, 3, 4, 7	
2	<p>Topic(s): Illness and Pain</p> <p>Reading(s):</p> <ul style="list-style-type: none"> • Chapters 27 & 28 in Nursing for wellness in older adults (7th ed). [Textbook] • Hartford Institute for Geriatric Nursing: <ul style="list-style-type: none"> ○ Issues 7, 14, Specialty 1, Dementia <p>Discussion(s): N/A</p> <p>Assignment(s): Shadow Health Pain</p>	2, 3, 4, 6, 7, 8	25
3	<p>Topic(s): Cardiovascular and Respiratory Function</p> <p>Reading(s): Chapters 20 & 21 in Nursing for Wellness in Older Adults. [Textbook]</p> <p>Discussion(s): N/A</p>	2, 3, 4, 5, 8	
4	<p>Topic(s): Delirium, Dementia, and Depression</p> <p>Reading(s):</p> <ul style="list-style-type: none"> • Chapters 14 & 15 in Nursing for Wellness in Older Adults. [Textbook] • Hartford Institute for Geriatric Nursing <ul style="list-style-type: none"> ○ Issues 4, 13, 25 ○ Dementia 5, 7, 8 <p>Discussion(s): N/A</p> <p>Assignment(s):</p> <ul style="list-style-type: none"> • In-Class Case Study • Shadow Health Cognition <p>Assessment(s): Exam 1</p>	1, 2, 3, 4, 5, 6, 7, 8	<p>Shadow Health: Cognition: 25</p> <p>Exam: 150</p>
5	<p>Topic(s): Cognitive and Psychosocial Function</p> <p>Reading(s): Chapters 11, 12 & 13 in Nursing for Wellness in Older Adults. [Textbook]</p> <p>Discussion(s): N/A</p> <p>Assignment(s): N/A</p>	1, 2, 3, 4, 5, 6, 8	
6	<p>Topic(s): Diversity, Promoting Wellness, and Aging Well</p>	1, 3, 4	25

	<p>Reading(s): Chapters 2, 3 & 4 in Nursing for Wellness in Older Adults [Textbook] Discussion(s): N/A Assignment(s): Shadow Health Infection</p>		
7	<p>Topic(s): Assessment of Health/Functioning and Health Promotion Reading(s): Chapters 5 & 7 in Nursing for Wellness in Older Adults [Textbook] Hartford Institute for Geriatric Nursing: Issues 1, 3, 23 Discussion(s): N/A Assignment(s): Exam 2</p>	1, 2, 3, 4, 5, 8	150
8	<p>Topic(s): Mobility, Safety, Integument Reading(s): <ul style="list-style-type: none"> • Chapters 22 & 23 in Nursing for Wellness in Older Adults [Textbook] • Hartford Institute for Geriatric Nursing: Issues 5, 8, 29 Discussion(s): N/A Assignment(s): In-Class Health History</p>	1, 2, 3, 4, 5, 7, 8	
9	<p>Topic(s): Medications Reading(s): <ul style="list-style-type: none"> • Chapter 8 in Nursing for Wellness in Older Adults. [Textbook] • Hartford Institute for Geriatric Nursing: Issue 16 Discussion(s): N/A Assignment(s): In-Class Case Study on Medication</p>	2, 3, 6, 7, 8	
10	<p>Topic(s): Digestion, Nutrition, and Urinary Function Reading(s): <ul style="list-style-type: none"> • Chapters 18 & 19 in Nursing for Wellness in Older Adults. [Textbook] • Hartford Institute for Geriatric Nursing: Issues 9, 11.1, 11.2, 20 Discussion(s): N/A Assignment(s): In-Class Case Study Assessment(s): Exam 3</p>	1, 2, 3, 4, 5, 6, 7, 8	150
11	<p>Topic(s): Hearing and Vision Reading(s): Chapters 16 & 17 in Nursing for Wellness in Older Adults. [Textbook] Discussion(s): N/A Assignment(s): N/A</p>	2, 3, 4, 5, 6, 7, 8	

12	Topic(s): Sleep and Rest, Thermoregulation, and Sexual Function Reading(s): Chapters 24, 25 & 26 in Nursing for Wellness in Older Adults. [Textbook] Discussion(s): N/A Assignment(s): N/A	1, 2, 3, 4, 5, 7	
13	Topic(s): Health Care Settings, Legal and Ethical, Elder Abuse and Neglect Reading(s): <ul style="list-style-type: none"> Chapters 6, 9 & 10 in Nursing for Wellness in Older Adults. [Textbook] Hartford Institute for Geriatric Nursing: Issues 14, 15 & 26 Discussion(s): N/A Assignment(s): Shadow Health End of Life Assessment: Exam 4	1, 3, 4, 6, 8	Shadow Health: End of Life: 25 Exam: 150
14	Topic(s): End of Life Reading(s): Chapter 29 in Nursing for Wellness in Older Adults Discussion(s): N/A Assignment(s): N/A	1, 2, 3, 4, 5, 7, 8	
15	Topic(s): N/A Reading(s): N/A Discussion(s): N/A Assignment(s): Final Cumulative Exam	1, 2, 3, 4, 5, 6, 7, 8	200
16	Topic(s): N/A Reading(s): N/A Discussion(s): N/A Assignment(s): N/A		

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Discussion(s)			
Shadow Health Assignment(s)	100	10%	Points
Exams	600	60%	Points
Final Exam	200	20%	Points
In-Depth Study Care Plan	100	10%	Points
Other: Dosage calculation Need a 80%. May repeat 1 additional time. Two attempts maximum	P/F		
Total	1000	100%	

Shadow Health Assessments Scoring

DCE* Score	Percentage of Score	Points received (10 pt assessment)	Points received (20 pt assessment)	Points received (25 pt assessment)
Above 84	100%	10	20	25
80-83	95%	9.5	19	23.75
76-79	90%	9	18	22.5
72-75	85%	8.5	17	21.25
68-71	80%	8	16	20
64-67	75%	7.5	15	18.75
60-63	70%	7	14	17.5
56-59	65%	6.5	13	16.25
50-55	60%	6	12	15
45-49	55%	5.5	11	13.75
Less than 44	50%	5	10	12.5

*DCE: DIGITAL CLINICAL EXPERIENCE

POLICIES

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HERZING[®]

— UNIVERSITY —

Course Syllabus

Course Title: Pharmacology Course Code: NU220 Credit hours: 3.0

Course Description:

This course introduces the student to the role of pharmacotherapeutic agents in the treatment of illness and also in the promotion, maintenance, and restoration of wellness in patients throughout the lifespan. These concepts provide the basis for the study of drug actions, indications, side effects, nursing implications, and patient education.

Program: Nursing

Program Outcomes:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decisions making; local, state, national, and global policies; legislative concepts; and healthcare economics to affect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic

computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Course Learning Objectives:

1. Explain pharmacokinetics and pharmacodynamics of drugs.
2. Describe ethical, legal, and professional considerations when administering medications.
3. Recognize the expected actions of pharmaceutical agents commonly encountered in client care.
4. Examine indications, administration, response, contraindications, and adverse events associated with pharmacologic therapy.
5. Utilize the nursing process to safely administer drugs and assess and evaluate client responses.
6. Design client education modalities to promote safe and effective use of drugs in client treatment.
7. Evaluate the economic impact of drug therapy on the development of new drugs, healthcare costs, and client cost and use.
8. Examine the effects of pharmacologic treatments on clients across the lifespan.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	<p>Review Syllabus: Student signature on Syllabus Review Acknowledgement</p> <p>Topic(s): Introduction, Drug Regulation, Pharmacokinetics, Pharmacodynamics, Interactions and Adverse Reactions (overview), Variations in Pharmacokinetics, Special Populations</p> <p>Reading(s): Chapter 1-11 in Lehne’s Pharmacology for Nursing Care (9th ed). [Textbook]. Group work on drug classes</p> <p>Discussion(s): N/A</p> <p>Assignment(s): N/A</p>	1, 2, 3, 4, 5, 6, 7, 8	

2	<p>Topic(s): Opioid and Opiates, Headache Meds, Immunomodulating Drugs Including Glucocorticoids and NSAIDs, Acetaminophen</p> <p>Reading(s): Chapters 28, 30, 67, 69, 71, 72 in Lehne’s Pharmacology for Nursing Care (9th ed). [Textbook]</p> <p>Discussion(s): Small Group Case Study Analysis</p> <p>Assignment(s): N/A</p>	1, 2, 6, 7, 8	
3	<p>Topic(s): Finish topics from Unit 2 and Unit 1 Review</p> <p>Reading(s): N/A</p> <p>Discussion(s): Small group med name exercises and case study analysis</p> <p>Assignment(s): Drug Cards and Exercise/Case Study</p>	1, 2, 6, 7, 8	<p>Exercise (Case Study) 20 points</p> <p>2 drug card 10 pts each</p>
4	<p>Topic(s): After exam, start Antibiotic Lecture</p> <p>Reading(s): Chapters 83-86 in Lehne’s Pharmacology for Nursing Care (9th ed). [Textbook]</p> <p>Discussion(s): N/A</p> <p>Assignment(s): N/A</p> <p>Assessment(s): Exam 1 Lehne Chapters 1-11, 28, 30, 67, 69, 71 and 72</p>	1, 2, 6, 7, 8	<p>Exam 1 150 points</p>
5	<p>Topic(s): Antibiotics, Antifungals, Antivirals, Lipid-Lowering Medications</p> <p>Reading(s): Chapters 50, 87 – 94. In Chapter 90, read to page 1081 (stop at leprosy meds.) in Lehne’s Pharmacology for Nursing Care (9th ed). [Textbook]</p> <p>Discussion(s): N/A</p> <p>Assignment(s): N/A</p>	1, 2,6, 7, 8	

6	<p>Topic(s): Endocrine Medications Reading(s): Chapters 57-58, 61-62 in Lehne’s Pharmacology for Nursing Care (9th ed). [Textbook] Discussion(s): N/A Assignment(s): Drug Cards and Exercise/Case Study</p>	1,2, 6, 7, 8	<p>Exercise (Case Study) 20 points</p> <p>2 drug card 10 pts each</p>
7	<p>Topic(s): Meds and the ANS, Anxiety, Sleep RXs Reading(s): Chapters 12-14, 17-20, 34-35 in Lehne’s Pharmacology for Nursing Care (9th ed). [Textbook] Discussion(s): ANS meds in -class exercises Assignment(s): How medications affect the ANS Assessment: Exam 2 Lehne Chapters 50, 57, 58, 61, 62, 83-94 , Chapter 90 up to page 1081</p>	1, 2, 6, 7, 8	<p>Exam 2 150 points</p>
8	<p>Topic(s): Epilepsy, Depression, Bipolar Disorder Meds Reading(s): Chapters 24, 32-33 in Lehne’s Pharmacology for Nursing Care (9th ed). [Textbook] Discussion(s): N/A Assignment(s): N/A</p>	1, 2,6, 7, 8	
9	<p>Topic(s): Epilepsy, Depression, Bipolar Disorder Meds Reading(s): Chapters 21, 22, 31 in Lehne’s Pharmacology for Nursing Care (9th ed). [Textbook] Discussion(s): Drug Cards and Exercise/Case Study Assignment(s): N/A</p>	1, 2, 6, 7, 8	<p>Exercise (Case Study) 20 points</p> <p>2 drug card 10 pts each</p>

10	<p>Topic(s): Antihypertensive Meds, HF Meds Reading(s): Chapters 41-47 in Lehne's Pharmacology for Nursing Care (9th ed). [Textbook] Discussion(s): N/A Assignment(s): After exam start Unit 4 Assessment: Exam 3 Lehne Chapters 12-14, 17-22, 24, 31-35</p>	1, 2, 6, 7, 8	Exam 3 150 points
11	<p>Topic(s): Meds CAD, MI, Shock and Meds, Antiarrhythmic Meds, Review Reading(s): Chapters 48-49, 51-53 in Lehne's Pharmacology for Nursing Care (9th ed). [Textbook] Discussion(s): N/A Assignment(s): N/A</p>	1, 2, 6, 7, 8	
12	<p>Topic(s): Meds CAD, MI, Shock and Meds, Antiarrhythmic Meds, Review Reading(s): Chapters 48-49, 51-53 in Lehne's Pharmacology for Nursing Care (9th ed). [Textbook] Discussion(s): N/A Assignment(s): Drug Cards and Exercise/Case Study</p>	1, 6, 7, 8	Exercise (Case Study) 20 points 2 drug card 10 pts each
13	<p>Topic(s): Start Pulmonary, MSK Meds after Exam Reading(s): Chapters 73-76, 104-106 in Lehne's Pharmacology for Nursing Care (9th ed). [Textbook] Discussion(s): N/A Assignment(s): N/A Assessments(s): Exam 4 Lehne Chapters 41-49, 51-53</p>		Exam 4 150 points

14	Topic(s): GI Meds, Chemotherapy, and Review Reading(s): Chapters 78-80, and 101-103 in Lehne's Pharmacology for Nursing Care (9 th ed). [Textbook] Discussion(s): N/A Assignment(s): Drug Cards and Exercise/Case Study	1, 2, 6, 7, 8	Exercise (Case Study) 20 points 2 drug card 10 pts each
15	Topic(s): Review Reading(s): N/A Discussion(s): N/A Assignment(s): N/A	1,2,6, 7, 8	
16	Topic(s): Final Exam Reading(s): N/A Discussion(s): N/A Assignment(s): FINAL EXAM – comprehensive so all the above chapters plus Lehne chapters 73-76, 78-80, 101-106	1, 2, 6, 7, 8	Final Exam 200 points

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
MED/RX Cards (10 x 10 points)	100	10%	Points
Exams (4 x 150 points)	600	60%	Points
Final Exam	200	20%	Points
Case Studies/Exercises (10 x 10 points)	100	10%	
Total	1000	100%	

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

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Course Syllabus

Course Title: Nursing Informatics Course Code: NU225 Credit hours: 3.0

Course Description:

This course is designed to examine computers, electronic technologies, and selected computer applications of data management through information systems and telecommunications. The impact of these technologies on nursing practice, administration, teaching, and research will be examined.

Program: Nursing

Program Outcomes:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decisions making; local, state, national, and global policies; legislative concepts; and healthcare economics to effect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Course Learning Objectives:

1. Utilize computer functions and applications software.
2. Recognize the nursing role in the use of information systems and communication devices in improving patient care outcomes and creating a safe care environment.
3. Apply theory related to computer-human interfaces, ethics, confidentiality, privacy, caring, ergonomics, and nursing informatics to nursing practice.
4. Discuss the dynamics of combining computer technologies with nursing practice, applying safeguards and decision-making support tools embedded inpatient care to support a safe-practice environment for patients and healthcare workers.
5. Examine future implications for electronic databases.
6. Examine opportunities to develop client education for culturally diverse populations by utilizing selected computer applications.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	Review Syllabus: Student signature on Syllabus Review Acknowledgement Topic(s): Informatics Basics, Essential Computer and Software Concepts, Basic Computer Network Concepts Reading(s): Chapters 1 and 2 Discussion(s): N/A Assignment(s): N/A	3, 7	
2	Topic(s): Basic computer concepts and Social and Professional Networking Reading(s): Chapters 3 and 4 Discussion(s): Introductions; Describe Nursing Informatics and benefits, Computer operating systems and computing Assignment(s): N/A	2, 3	50 Points

<p>3</p>	<p>Topic(s): Computer Applications for the Scholarly documents and slide presentations Reading(s): Chapters 5 & 6 Discussion(s): Scholarly papers and Poster presentations for Academic vs Clinical settings Assignment(s): Patient Education and website (due week 4)</p>	<p>1, 2, 4, 5</p>	<p>50 Points</p>
<p>4</p>	<p>Topic(s): Spreadsheets in Healthcare and Utilizing databases for Improving Nursing Care Reading(s): Chapters 7 & 8 Discussion(s): N/A Assignment(s): Present Patient Education Tool in class</p>		<p>Patient Education Tool Assessment and presentation 150 points</p>
<p>5</p>	<p>Topic(s): Information Literacy: Evidenced Based Practice and Digital Library Information Reading(s): Chapters 9 & 10 Discussion(s): Information Literacy and Evidence-Based Practice in Healthcare Assignment(s): Self-Inventory Evaluation and Plan (due week 6)</p>		<p>50 Points</p>
<p>6</p>	<p>Topic(s): Health Information Technology Reading(s): Chapters 11 & 12 Discussion(s): N/A Assignment(s): Present Self Inventories in Class</p>	<p>2, 4, 5</p>	<p>Self-Inventory Assessment and presentation 150 points</p>
<p>7</p>	<p>Topic(s): Technology in Nursing Reading(s): Chapters 13 & 14 Discussion(s): Technology in Nursing Assignment(s): N/A</p>	<p>1, 6</p>	<p>50 Points</p>
<p>8</p>	<p>Topic(s): Interoperability, Nursing Documentation in age of EHR Reading(s): Chapters 15 and 16</p>		

	Discussion(s): N/A Assignment(s): N/A		
9	Topic(s): Nursing Informatics: Theory, Education Program and profession Reading(s): Chapters 17 Discussion(s): Nursing Informatics- Professions and Theory Assignment(s): N/A	1, 6	50 Points
10	Topic(s): Electronic Health Records and Incentives for use Reading(s): Chapters 18 Discussion(s): Electronic Health Record and Incentives for use in Healthcare Assignment(s): E.H.R. Assignment and Presentation (due week 13)	1, 4	50 Points
11	Topic(s): Healthcare Information Systems Reading(s): Chapters 19 Discussion(s): N/A Assignment(s): N/A	1, 4, 5, 6	
12	Topic(s): Educational Informatics, SIM Reading(s): Chapter 23 Discussion(s): Education Informatics: e learning and Simulation Assignment(s): N/A		50 Points
13	Topic(s): Evolving Telehealth Trends Reading(s): Chapter 22 Discussion(s): N/A Assignment(s): E.H.R. Presentations		E.H.R. Assignment and presentation 150 Points
14	Topic(s): Quality Measures and Specialized Electronic Health Information and Issues Reading(s): Chapter 21 & 22 Discussion(s): Informatics in Management and Quality Improvement Assignment(s): N/A	1, 2, 3, 4, 5, 6	50 Points
15	Topic(s): Legal and Ethical Issues Reading(s): Chapter 25	4, 5, 6	

	Discussion(s): N/A Assignment(s): Ethical Case Study (due week 16) Course Survey		
16	Topic(s):): Informatics in Management and Quality Improvement Reading(s): Chapter 24 Discussion(s): N/A Assignment: Ethical Case Study Presentation		Ethical Case Study and presentation 150 points

*Pass rates may vary by program requirement- Refer to the University Catalog

Undergraduate Grade Scale

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 points	Method of Scoring Points Rubric
Patient Education Tool Assessment, and presentation	150	15%	Rubric
Self-Inventory Assessment and presentation	150	15%	Rubric
EHR Assignment, and presentation	150	15%	Rubric
Ethical Case Study and presentation	150	15%	Rubric
Discussions (50 x 8)	400	40%	Rubric
Total	1000	100%	

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Course Syllabus

Course Title: Adult Health II Course Code: NU302 Credit hours: 6.0

Course Description:

This course is the second in a series of three adult health classes. The course expands the knowledge base of learners with continued application of the nursing process to holistic care in the role of health promotion, risk reduction, and disease prevention. Emphasis is on the complexity of the healthcare needs of acutely ill patients, clients, and families. Use of critical thinking skills, evidence-based nursing interventions, and cost-wise planning will be stressed as care is provided to clients across the life span. The student will participate in delegation of tasks, supervision of non-licensed staff, and management of patient groups in specialty settings.

Program: Nursing

Program Outcomes:

1. Utilize the nursing process, critical thinking skills, and evidence-based practice to monitor, manage, and provide nursing care, and teach acute and chronically ill adult clients and their families.
2. Critique communication methods used in the healthcare setting.
3. Synthesize knowledge from nursing foundations and the general education core to enhance healthcare outcomes
4. Integrate psychosocial and cultural impacts into planning, providing, and evaluating care for acute and chronically ill clients.
5. Evaluate the implications of healthcare policy on practice, safety, equity, and cost.
6. Integrate pharmacologic and diagnostic testing principles into planning and evaluating care of acutely and chronically ill adult clients.
7. Use case study to integrate evidence, clinical judgment, individual patient/client needs, and interprofessional perspectives in planning, implementing, and evaluating care outcomes.
8. Access information and document care using the electronic medical record (EMR) or other documentation systems.

9. Assume responsibility and accountability for client/patient outcomes related to delegation and supervision and members of the healthcare team.
10. Practice professionalism, ethical behaviors, and nursing standards while reflecting on professional practice and identification of growth areas.

Course Learning Objectives:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decision making, local, state, national, and global policies, legislative concepts, and healthcare economics to effect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	<p>Topic(s): ORIENTATION TO CLASS; Review math practice questions</p> <p>RESPIRATORY DISORDERS</p> <p>Reading: Lewis: Chapters 27 & 28; ATI: unit 3</p> <p>Assignment: practice math questions for math test; ATI TARGETED MED-SURG Respiratory</p>	1,2,3,4,7	ATI Targeted 10 points
2	<p>Topic(s): FLUID, ELECTROLYTE, and ACID-BASE IMBALANCES</p> <p>Reading: Lewis: Chapters 16; ATI: unit 6</p> <p>Assignment: ATI TARGETED MED-SURG - Fluid, Electrolyte, and Acid-Base</p> <p>Assessment: MATH TEST</p>	1,3,4,6,7	ATI Targeted 10 points
3	<p>Topic(s): HEMATOLOGIC PROBLEMS</p> <p>Reading: Lewis: Chapters 29 & 30; ATI: unit 5</p> <p>Assignment(s): supplemental questions-hematologic</p> <p>Assessment: RE-TAKE MATH TEST</p>	2,3,4,6,7	
4	<p>Topic(s): CARDIOVASCULAR part 1</p> <p>Reading: Lewis: Chapters 34 & 35; ATI: unit 4</p> <p>Assignment: supplemental questions-cardiovascular CARE PLAN #1</p> <p>Assessment: EXAM #1-respiratory; fluid, electrolyte and acid base imbalances; hematologic</p>	3,4,6,7	Care Plan #1 P/F Exam 1 150 points
5	<p>Topic(s): CARDIOVASCULAR part 2</p> <p>Reading: Lewis: Chapters 36 & 37; ATI: unit 4</p> <p>Assignment: ATI TARGETED MED-SURG - Cardiovascular</p>	3,4,6,7	ATI Targeted 20 points
6	<p>Topic(s): GASTROINTESTINAL</p>	1,2,3,4,5,6,7	Case Study/

	Reading: Lewis: Chapters 42 & 43; ATI: unit 7 Assignment: supplemental questions-GI Assignment: CASE STUDY/CARE PLAN PAPER		Care Plan Paper 100 points
7	Topic(s): URINARY PROBLEMS & REPRODUCTIVE SYSTEM Reading: Lewis: Chapters 44, 46; ATI: unit 8 Assignments: CARE PLAN #2 ATI TARGETED MED-SURG -renal & urinary supplemental questions-renal & urinary Assessment: EXAM #2 -cardiovascular, gastrointestinal	1,2,3,4,5,6,7	Care Plan #2 P/F Exam 2 150 points
8	Topic(s): REPRODUCTIVE SYSTEM Reading: Lewis: Chapters 50, 51, 53 & 54; ATI: unit 9 Assignments: <ul style="list-style-type: none"> ATI TARGETED MED-SURG -renal & urinary 	1,2,3,4,5,6,7	ATI Targeted 20 points
9	Topic(s): ENDOCRINE PROBLEMS Reading: Lewis: Chapter 50; ATI: unit 12 Assignment: ATI TARGETED MED-SURG - Endocrine	1,3,4,6,7	ATI Targeted 20 points
10	Topic(s): CHRONIC NEUROLOGIC PROBLEMS Reading: Lewis: Chapters 55, 56 & 58 ATI: unit 2 Assignments: CARE PLAN #3- supplemental questions-neuro-sensory Assessment: EXAM # 3 -urinary; reproductive; endocrine	1,2,3,4,6	Care Plan #3 P/F Exam 3 150 points
11	Topic(s): PREOPERATIVE, INTRAOPERATIVE, and POSTOPERATIVE CARE-	1,3,4,5,6,7	ATI Targeted

	Reading: Lewis: Chapters 17, 18 & 19; ATI: unit 14 Assignment: ATI TARGETED MED-SURG - Perioperative		20 points
12	Topic(s): MUSCULOSKELETAL PROBLEMS Reading: Lewis: Chapters 61, 62, 63 & 64; ATI: unit 10 Assignment: CARE PLAN #4	1,2,3,4,7	Care Plan #4 P/F
13	Assessment: EXAM #4 –neuro;preoperative, intraoperative & postoperative; musculoskeletal problems	1,3,4,6,7,9	Exam 4 150 points
14	REVIEW FOR THE FINAL EXAM- Student-led review	1,3,4,6,7,9	
15	FINAL EXAM-comprehensive	1,3,4,6,7,9	Final Exam 200 points

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Undergraduate Grade Scale

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Discussion(s)			
ATI Targeted Med-Surg	100	10%	
Case Study/Care Plan Paper	100	10%	
Exam(s)	600	60%	
Final Exam	200	20%	
Care Plans	C/I		
Other:			
Dosage calculation Need a 90%. May repeat 1 additional time. Two attempts maximum			
Total	1000	100%	

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HERZING[®]

— UNIVERSITY —

Course Syllabus

Course Title: Mental Health Nursing **Course Code:** NU309 **Credit hours:** 5.0

Course Description: This course addresses mental health issues within a holistic nursing context, emphasizing adaptive and maladaptive behaviors. The clinical experiences are focused on the application of theoretical principles and the development of responsibility and accountability for providing safe, effective mental health nursing care to individuals, families, and groups. The student will learn how to therapeutically use self to develop nurse-patient relationships to stabilize and promote recovery. Concepts relevant to mental health and psychiatric nursing practice will be emphasized.

Program: Nursing

Program Outcomes:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decisions making; local, state, national, and global policies; legislative concepts; and healthcare economics to affect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic

computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Course Learning Objectives:

1. Design, compose, implement, and evaluate a collaborative and holistic plan of care for clients with psychiatric or psychosocial problems using evidence-based practice while identifying resources to promote health and wellness.
2. Evaluate personal resources and skills necessary to provide care to clients with psychiatric and psychosocial struggles.
3. Distinguish between various psychotropic medication regimes in correlation with a psychiatric diagnosis, normal brain and neurological function, and other treatment modalities of care.
4. Critically think strategies to integrate safe and responsible care to the client with mental illness challenges using assessment, a theoretical basis of development, and case-management tools.
5. Summarize “support and caring” concepts in providing nursing care to culturally, spiritually, and racially divergent vulnerable individuals.
6. Employ appropriate techniques to communicate and teach the client, family, and members of the healthcare team.
7. Demonstrate competence and accountability for personal actions, and conduct with clients within the legal and ethical standards of professional nursing practice.
8. Maintain a professional demeanor, ethical behavior, and standards of nursing practice.

Topics & Learning Activities

TOPICS AND LEARNING ACTIVITIES		Course Learning Objective Supported	Points Possible
1	<p>Topic(s): Review of course syllabus and course expectations, Overview of ATI (learning system RN, tutorials, practice assessments, active learning templates), Introduction to Psychiatric Mental Health Nursing,</p> <p>Reading:</p> <ul style="list-style-type: none"> • Halter: Chapters 1 & 4 • Appendix (NANDA nursing diagnoses) <p>Discussions:</p> <ul style="list-style-type: none"> • Factors that influence Mental Health and Mental Illness • Treatment Settings for Psychiatric care • Stigma 	2	
2	<p>Topic(s): Relevant theories for nursing practice, cultural implications, clinical readiness skills</p> <p>Reading:</p> <ul style="list-style-type: none"> • Halter: Chapters 2 & 5 • ATI RN Content Mastery chap.7 <p>Discussions:</p> <ul style="list-style-type: none"> • Compare and contrast assumptions of selected nursing theorists applied to psychiatric nursing (Theories and Therapies) • Cultural Implications 	2, 5, 6	
3	<p>Topic(s): Biological basis: psychotropic drugs</p> <p>Reading: Halter Chapter 3</p> <p>Discussions:</p> <ul style="list-style-type: none"> • Major functions of brain and targets of psychotropic drugs, neurotransmission (Psychobiology and Psychopharmacology) 	2, 3, 4, 5, 6	
4	<p>Topic(s): Legal/ethical issues and standards of psychiatric nursing practice</p> <p>Reading:</p> <ul style="list-style-type: none"> • Halter Chapter 6 & 7 • ATI RN Content Mastery Chap 2 • Review web links: American Psychiatric 	7, 8	

	<p>Nurses Association Seclusion Restraint Policy http://www.apna.org/i4a/pages/index.cfm?pageid=3504</p> <p>Discussions:</p> <ul style="list-style-type: none"> • Legal and Ethical Considerations • The Nursing Process and Standards of Care <p>Assignment(s):</p> <ul style="list-style-type: none"> • ATI Learning System RN Practice Tests: Mental Health #1 (submit screen shot of score) <p>Assessment (s): Exam 1 on Halter Chapters 1, 2, 3, 4, and 5 + content from weeks 1-3.</p>		Exam 1 150 points
5	<p>Topic(s): Therapeutic relationships, communication, & groups</p> <p>Reading:</p> <ul style="list-style-type: none"> • Halter: Chapters 8 & 9, 34 • ATI RN Content Mastery chap. 3 & 5, chap 8: p41-42 <p>Discussions:</p> <ul style="list-style-type: none"> • Social vs. Therapeutic relationships, therapeutic communication, boundaries, nurse-patient relationship, therapeutic group factors. 	2, 4, 5, 6, 7, 8	
6	<p>Topic(s): Nursing interventions for stress response and management, anxiety and Obsessive-compulsive disorders, ego defense mechanisms</p> <p>Reading:</p> <ul style="list-style-type: none"> • Halter: Chapters 10 & 15 • ATI RN Content Mastery Chapters 4,9,11 <p>Discussions:</p> <ul style="list-style-type: none"> • Progressive muscle relaxation Role play in class: Benson’s technique, self stress inventory scale, • Case Study and Nursing Care plan in class on Anxiety to be completed 	1, 2, 3, 4, 6	
7	<p>Topic(s): Affective Disorders: nursing process applied to major depressive and bipolar disorders, psychopharmacology</p>	1, 3, 4, 6	316

	<p>Reading:</p> <ul style="list-style-type: none"> • Halter chapter 13 & 14 • ATI RN Content Mastery chap. 13, 14, 23, 22 <p>Discussions:</p> <ul style="list-style-type: none"> • Discuss links between the stress model & biological model of depression. • Identify behaviors in a client with depression. • Describe cycle and symptoms of bipolar disorder. Identify important areas of teaching for clients with mood disorders. <p>Assignment(s):</p> <ul style="list-style-type: none"> • In class: Practice with Mood disorder questionnaire. • ATI Learning System RN Practice test: Mental Health #2 <p>Assessment(s): Exam 2 on chapters 6, 7, 8, 9, 10,15, and 34 + content from weeks 4, 5, and 6</p>		<p>Exam 2 150 points</p>
8	<p>Topic(s): Schizophrenia, Substance use disorders</p> <p>Readings: Halter Chapters 12 & 22</p> <p>Discussions:</p> <ul style="list-style-type: none"> • Differentiate among disorders on schizophrenia spectrum, positive and negative symptoms. • Substance use disorders, tolerance, withdrawal syndromes. • Neurobiological component of addiction and treatment strategies • Impact of serious mental illness on daily functioning. • In class Interactive online modules on hallucinations and drugs of abuse <p>Assignment(s):</p> <ul style="list-style-type: none"> • ATI practice assessment A • Mid-Term Connection 	1, 2, 3, 4, 5, 6, 8	<p>ATI practice assessment A (up to 10 points)</p>
9	<p>Topic(s): Crisis intervention, suicide prevention and intervention</p>	1,2,4,5,6,7,8	<p>317</p>

	<p>Reading:</p> <ul style="list-style-type: none"> • Halter: Chapters 25 and 26 • ATI RN Content Mastery chap 29 & 30 <p>Discussions:</p> <ul style="list-style-type: none"> • Impact of various types of crisis on individuals and populations, local resources for suicide prevention, suicide risk screening tools • Video: C-SSRS • Suicide risk screening tools, analyze suicide risk in case study <p>Assignment(s):</p> <ul style="list-style-type: none"> • ATI Remediation due 		<p>ATI Practice A Remediation (up to 10 points)</p>
10	<p>Topic(s): Neurobiology of trauma, assessment and intervention dissociative symptoms, eating disorders</p> <p>Reading:</p> <ul style="list-style-type: none"> • Halter: Chapters 16 & 18 • ATI RN Content Mastery chap 12 & 19 <p>Discussions:</p> <ul style="list-style-type: none"> • Traumatic stress, trauma informed care, dissociation, resilience, • Eating disorders: anorexia & bulimia nervosa <p>Assignment(s):</p> <ul style="list-style-type: none"> • In class: Practice grounding techniques to use with clients suffering dissociation or trauma flashbacks. • ATI Learning System RN: Mental Health Final Test (submit screenshot of score) <p>Assessment(s): Exam 3 on chapters 12, 13, 14, 22, 25, 26, + content from weeks 7, 8, and 9</p>	1, 2, 3, 4, 5, 6, 7, 8,	<p>Exam 3 150 points</p>
11	<p>Topic(s): Somatic symptom, Sleep, and Personality disorders</p> <p>Reading:</p> <ul style="list-style-type: none"> • Halter Chapters 17, 19, 24 • ATI RN Content Mastery chap16 & 20 	1, 2, 3, 4, 5, 6	<p>318</p>

	<p>Discussions:</p> <ul style="list-style-type: none"> • Interventions for somatic symptom disorders • Types of sleep disorders • Strategies for communicating with clients with personality disorders 		
12	<p>Topic(s): Anger & Violence, Child abuse, domestic violence, older adult abuse, Sexual assault</p> <p>Reading:</p> <ul style="list-style-type: none"> • Halter: Chapters 27, 28, 29 • ATI RN content mastery chap. 31, 32, 33 <p>Discussions:</p> <ul style="list-style-type: none"> • Abuse across the lifespan: characteristics of victims and perpetrators, cycle of violence. • Community Mental Health Resources presentations <p>Assignment(s):</p> <ul style="list-style-type: none"> • ATI Practice Assessment B • Interpersonal Process Recording due 	1, 2, 4, 5, 6, 7, 8	<p>ATI Practice Assessment B (up to 10 points)</p> <p>IPR 100 points</p>
13	<p>Topic(s): Child and adolescent mental health concerns, family interventions</p> <p>Reading:</p> <ul style="list-style-type: none"> • Halter: Chapters 11, 21, & 35 • ATI RN Content Mastery Chapter 8 p. 42-44, chap 25, 28 <p>Discussions:</p> <ul style="list-style-type: none"> • Impulse Control • Child/Adolescent • Family Therapy <p>Assignment(s):</p> <ul style="list-style-type: none"> • ATI Practice B Remediation <p>Assessment(s): Exam 4 on chapters 16, 17, 18, 19, 24, 27, 28, and 29, + content from weeks 10, 11, and 12</p>	1, 2, 3, 4, 5, 6, 7, 8	<p>ATI Practice B Remediation (up to 10 points)</p> <p>Exam 4 150 points</p>
14	<p>Topic(s): ATI Proctored Assessment</p> <p>Assessment(s): ATI Proctored Assessment</p>		<p>ATI Proctored Assessment Up to 60 points</p>

15	Topic(s): Comprehensive review of mental health concepts Student-led review		
16	Topic(s): Final Exam (10% new material: Chapters 11, 21, and 35)		Final Exam 200 points

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Exams (4 @ 150 points)	600		
Final Exam	200		
Interpersonal Process Recording (IPR)	100		
Proctored ATI: Mental Health	60		Points
ATI Practice Assessment A with remediation	20		
ATI Practice Assessment with remediation	20		
Dosage calculation Test (Must meet required percentage for pass; Two attempts maximum)	P/F		
Total	1000	100%	

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*



Course Syllabus

Course Title: National and Global Health and Policy Course Code: NU400

Credit hours: 3.0

Course Description:

This course is an intensive overview of national and global health issues as well as the national and global effects of disease. Students will examine select diseases and other global health issues. Health care policy development, healthcare systems, and the role of national and global healthcare agencies are examined. A course project is required for completion of this course. Details for the course project are given in the syllabus and in the course site.

Program: Nursing

Program Outcomes:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decision making, local, state, national, and global policies, legislative concepts, and healthcare economics to effect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer

applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Course Learning Objectives:

1. Discuss major issues (economics, demographics, technological forces, etc.) related to public and global health issues relevant to nursing practice.
2. Compare the roles of major agencies responsible for national and world health issues and policy.
3. Evaluate major global health threats identified by the CDC and WHO.
4. Analyze the extent to which health agencies can intervene in health crises in various countries.
5. Evaluate the epidemiology of selected health threats and diseases.
6. Discuss the differences between the impact of diseases and health threats on developed and developing countries.
7. Analyze the impact of politics, religion, and socioeconomic factors on the prevention and treatment of diseases and health threats.
8. Examine the UN Millennium Development Goals and progress toward meeting the goals.
9. Relate how issues involve global research to support evidence-based nursing practice.

Topics & Learning Activities

Unit	Weeks	Topics & Activities	Learning Objective Supported	Points Possible
1	1	Review Syllabus: Student signature on Syllabus Review Acknowledgement Topic(s): Course Introduction, Syllabus Review, Global Health: An Introduction Reading: Holtz, C. Global Health Care: Issues and Policies: Chapter 1 & 2 Assignment(s): Discuss WHO Assignment: 1 Page Paper Synopsis of crisis or event and present next week	5, 7	

	2	<p>Topic(s): Global Health in Developed Societies & Countries</p> <p>Reading: Holtz, C. Global Health Care: Issues and Policies Chapter: 3</p> <p>Watch: Transforming Global Health: A New Vision for the Future https://www.youtube.com/watch?v=XaAxNBUB2-4</p> <p>Assignment(s): WHO paper and presentation DUE;</p>	1, 2, 3	WHO Paper 100 points
	3	<p>Topic(s): Global Perspectives on Economics and Health Care</p> <p>Reading: Holtz, C. Global Health Care: Issues and Policies Chapter 4</p> <p>Assessment(s): Exam #1 (Chapters: 1, 2, 3)</p>	1, 7, 9	Exam 1 50 points
2	4	<p>Topic(s): Social Determinants of Health</p> <p>Reading: Holtz, C. Global Health Care: Issues and Policies Chapter 6:</p> <p>Watch:</p> <ul style="list-style-type: none"> • Unnatural Causes • Affordable Care Act https://www.youtube.com/watch?v=AG36BqB4Dec • USA Health Care Reform Facts http://www.youtube.com/watch?v=3-llc5xK2_E <p>Assignment(s): Worksheet #1</p>	1, 7, 9	Video Worksheet #1 20 points
3	5	<p>Topic(s): Human Trafficking: The Pandemic of Modern Slavery</p> <p>Reading: Holtz, C. Global Health Care: Issues and Policies Chapter 5</p> <p>Watch:</p> <ul style="list-style-type: none"> • Modern Day Slavery https://www.youtube.com/watch?v=ieIKBf5Jp6E 	1, 2, 3, 5, 7, 9	

		<ul style="list-style-type: none"> • Passion Freedom Film on Human Trafficking and Modern-Day Slavery https://www.youtube.com/watch?v=rPpT6cS1SvU <p>Assignment(s): Worksheet #2</p>		<p>Video Worksheet #2 20 points</p>
	6	<p>Topic(s): Global Perspectives on Mental Health</p> <p>Reading: Holtz, C. Global Health Care: Issues and Policies Chapter 7</p> <p>Watch:</p> <ul style="list-style-type: none"> • Research Around the World • The Guatemala Experiment https://www.youtube.com/watch?v=PFbn2bol7us • Guatemala Syphilis Experiments, Dr. Roberta Ness https://www.youtube.com/watch?v=VAERfgH1Sus <p>Assessment(s): Exam #2 (CHs: 4, 5, 6)</p> <p>Assignment(s): Worksheet #3 (Research only)</p>	2, 7, 9	<p>Exam 2 50 points</p> <p>Video Worksheet #3 20 points</p>
4	7	<p>Topic(s): Global Perspectives on Selected Chronic Cardiovascular Diseases</p> <p>Reading: Holtz, C. Global Health Care: Issues and Policies: Chapter 8</p> <p>Watch: Global Hearts: Confronting the Cardiovascular Disease Crisis https://www.youtube.com/watch?v=hzSAUnUxCh4</p> <p>Assignment(s): Case Study Project</p>	1, 3, 5, 6, 7	<p>Case Study 200 points</p>
	8	<p>Topic(s): Infectious Diseases from a Global Perspective</p> <p>Reading: Holtz, C. Global Health Care: Issues and Policies Chapter 9</p> <p>Watch: Vaccine: RX for Survival</p>	1, 2, 3, 5, 7, 9	

		A New View of an Old-World Problem: BC Tuberculosis Perspectives https://www.youtube.com/watch?v=DvrHL9dNILO Assignment(s): Worksheet #4		Video Worksheet #4 20 points
5	9	Topic(s): HIV/AIDS, Stigma, and Disclosure: A Need for a Human Rights Perspective Reading: Holtz, C. Global Health Care: Issues and Policies Chapter: 10 Watch: HIV in Zimbabwe https://www.youtube.com/watch?v=KWXWxZjGmsl Assessment(s): Exam #3: (Chapters: 7, 8, 9) Assignment(s):	1, 2, 3, 5, 7, 9	Exam 3 50 points
	10	Topic(s): Global Perspective on Violence, Injury, and Occupational Health Reading: Holtz, C. Global Health Care: Issues and Policies: Chapter 13 Watch: Oren Yakobovich: Hidden cameras that film injustice in the world's most dangerous places http://www.ted.com/talks/oren_yakobovich_hidden_cameras_that_film_injustice_in_the_world_s_most_dangerous_places Assignment(s):	1, 2, 3, 5, 7, 9	
6	11	Topic(s): Global Perspectives on Nutrition Reading: Holtz, C. Global Health Care: Issues and Policies Chapter: 14 Watch: Nutrition – RX for Survival Assignment(s): Worksheet #5	1, 2, 3, 5, 7, 9	Video Worksheet #5 20 points
	12	Topic(s): International Social Work Practice in Health Care Reading: Holtz, C. Global Health Care: Issues and Policies Chapter: 16 Assessment(s): Exam #4: (Chaps.: 10, 13, 14)	1, 2, 3, 5, 7, 9	Exam 4 50 points

7	13	<p>Topic(s): Global Perspectives on Environmental Health</p> <p>Reading: Holtz, C. Global Health Care: Issues and Policies Chapter: 15</p> <p>Watch: Global Environmental Issues https://www.youtube.com/watch?v=EVyXjxLceBg</p> <p>Assignment(s): Analyze your carbon footprint and suggest ways to decrease it. Present to class. Use this website https://sustainabledevelopment.un.org/</p>	1, 2, 3, 5, 7, 9	Carbon Footprint 50 points
	14	<p>Topic(s): Global Perspectives on Diabetes, Respiratory Diseases, and Orthopedic Chronic Diseases</p> <p>Reading: Holtz, C. Global Health Care: Issues and Policies Chapter: 12</p> <p>Assignment(s): Non-profit Organization Analysis</p>	1, 2, 3, 5, 7, 9	Non-profit Org. Analysis 100 points
8	15	<p>Topic(s): Global Use of Complementary and Integrative Health Approaches</p> <p>Reading: Holtz, C. Global Health Care: Issues and Policies Chapter: 11</p> <p>Assessment(s): Exam #5: (Chapters: 12, 15, 16)</p>	1, 2, 3, 5, 7, 9	Exam 5 50 points
	16	<p>Topic(s): Evaluations</p> <p>Assessment(s): Final Comprehensive Exam</p>		Final Exam 200 points

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Exams (5 x 50 points each)	250	25%	Points
Final Exam	200	20%	Points
WHO paper	100	10%	Rubric
Video worksheets - student to choose 5 to complete. (5 x 20 points each)	100	20%	Points
Carbon Footprint	50	5%	
Non-profit Organization Analysis	100	10%	
Case Study Project	200	10%	
Total	1000	100%	

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

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HERZING[®]

-UNIVERSITY-

Course Syllabus

Course Title: Family Nursing **Course Code:** NU402 **Credit hours:** 6

Course Description:

This course focuses on nursing care as it relates to the function and structure of the childbearing and childrearing family, including the specific experiences of pregnancy, childbirth, postpartum experiences, and the care of newborns and children. It explores the nurse's role in promoting and maintaining family health. Cultural and lifespan developmental considerations within a family context will be included. Students will provide care to childbearing and childrearing families in home, community, and acute care settings with emphasis on specialty area skills, communication, client and family education, pharmacotherapeutics, and care design from preconception through twenty-one years of age.

Program: Nursing

Program Outcomes:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to effectively communicate with clients, families, healthcare teams, and communities.
3. Use critical thinking and decision making, local, state, national and global policies, legislative concepts, and healthcare economics to affect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety as required to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes life-long learning and continuous professional development in an ever-evolving healthcare environment.

8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Course Learning Objectives:

1. Explore historical perspectives and epidemiology in childbearing and childrearing
2. Appraise physiologic and emotional changes occurring in the childrearing and childbearing family.
3. Differentiate between normal and abnormal events in childbearing
4. Distinguish disease processes in the pediatric population.
5. Discuss the implications of environment, culture, and genetics for the childbearing and childrearing family
6. Explore current research in childbearing and childrearing.
7. Design care for childbearing and childrearing families based on developmental theory, cultural assessment, and evidence-based findings.
8. Formulate teaching plans appropriate to developmental and healthcare needs
9. Demonstrate effective communication and safe performance of assessment, skills, and pharmacotherapeutics in caring for the childbearing and childrearing family

Unit	Topics & Activities	Learning Objectives Supported	Points Possible
1	<p>MATERNAL-NEWBORN</p> <p>Topics(s): Trends & Issues, Ethics & Standards of Practice, Genetics, Conception, Fetal Development, and Reproductive Technology</p> <p>Reading(s): Durham/Chapman</p> <ul style="list-style-type: none"> • Chapter 01: Trends & Issues • Chapter 02: Ethics & Standards of Practice • Chapter 03: Genetics, Conception, Fetal Development, and Reproductive Technology <p>OB ATI:</p> <ul style="list-style-type: none"> • Chapters 01 & 02 <p>Assignment(s): Additional Activities as Assigned</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • Pediatric/OB Medication Dosage Calculation Exam 	1, 2, 3, 4, 5, 6, 7, 8, 9	Pass/Fail
2	<p>MATERNAL-NEWBORN</p> <p>Topics(s): Physiological, Psychosocial, & Cultural Aspects of the Antepartum Period, Well-Woman's Health, & Alterations in Women's Health</p> <p>Reading(s): Durham/Chapman</p> <ul style="list-style-type: none"> • Chapter 04: Physiological Aspects of Antepartum Care • Chapter 05: The Psychosocial Cultural Aspects of the Antepartum Period • Chapter 18: Well Woman's Care • Chapter 19: Alterations in Women's Health <p>OB ATI:</p> <ul style="list-style-type: none"> • Chapters 03, 04, 05, & 06 <p>Assignment(s): Additional Activities as Assigned</p>	1, 2, 4, 5, 6, 7, 8, 9	

	<p>Assessment(s):</p> <ul style="list-style-type: none"> Pediatric/OB Medication Dosage Calculation Exam 		Pass/Fail
3	<p>MATERNAL-NEWBORN</p> <p>Topics(s): Intrapartum Assessments & Interventions, Fetal Heart Rate Assessments, High-Risk Labor and Birth, Intrapartum and Postpartum Care of Cesarean Birth</p> <p>Reading(s): Durham/Chapman</p> <ul style="list-style-type: none"> Chapter 08: Intrapartum Assessments & Interventions Chapter 09: Fetal Heart Rate Assessment Chapter 11: Intrapartum and Postpartum Care of Cesarean Birth Families <p>OB ATI:</p> <ul style="list-style-type: none"> Chapters 11, 12, 13, 14, & 15 <p>Assignment(s): Additional Activities as Assigned</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> OB Practice “A” and Remediation 	1, 2, 4, 5, 6, 7, 8, 9	OB ATI Practice A with Remediation 25 points
4	<p>MATERNAL-NEWBORN</p> <p>Topics(s): Postpartum Physiological Assessments & Nursing Care, Transition to Parenthood</p> <p>Reading(s): Durham/Chapman</p> <ul style="list-style-type: none"> Chapter 12: Postpartum Physiological Assessment & Nursing Care Chapter 13: Transition to Parenthood <p>OB ATI:</p>	1, 2, 4, 5, 6, 7, 8, 9	

	<ul style="list-style-type: none"> Chapters 07, 08, 09, 10, 18, 19, & 27 <p>Assignment(s): Additional Activities as Assigned</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> OB Exam 1: Chapters 01, 02, 03, 04, 05, 08, 09, 11, 18, & 19 		OB Exam 1 150 Points
5	<p>MATERNAL-NEWBORN</p> <p>Topics(s): Physiological and Behavioral Responses of the Neonate & Discharge Planning and Teaching</p> <p>Reading(s): Durham/Chapman</p> <ul style="list-style-type: none"> Chapter 15: Physiological & Behavioral Responses of the Neonate Chapter 16: Discharge Planning & Teaching Chapter 17: High-Risk Neonatal Nursing Care <p>OB ATI:</p> <ul style="list-style-type: none"> Chapters 07, 08, 09, 10, 23, 24, 26, & 27 <p>Assignment(s): Additional Activities as Assigned</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> OB ATI Practice Exam “B” with Remediation 	1, 2, 4, 5, 6, 7, 8, 9	OB ATI Practice Exam B with Remediation 25 points
6	<p>MATERNAL-NEWBORN</p> <p>Topics(s): Antepartal Testing & High-Risk Antepartal Nursing Care</p> <p>Reading(s): Durham/Chapman</p> <ul style="list-style-type: none"> Chapter 06: Antepartal Testing Chapter 07: High-Risk Antepartal Nursing Care <p>OB ATI:</p> <ul style="list-style-type: none"> Chapters 16, 25, 20, & 21 	1, 2, 4, 5, 6, 7, 8, 9	

	<p>Assignment(s): Additional Activities as Assigned</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> OB Proctored Assessment 		OB ATI Proctored Assessment 50 Points
7	<p>MATERNAL-NEWBORN</p> <p>Topics(s): High-Risk Labor and Birth, High-Risk Postpartum Nursing Care</p> <p>Reading(s): Durham/Chapman</p> <ul style="list-style-type: none"> Chapter 10: High-Risk Labor & Birth Chapter 14: High-Risk Postpartum Nursing Care <p>Assignment(s): Additional Activities as Assigned</p>	1, 2, 3, 5, 6, 7, 8, 9	
8	<p>CHILDREN & FAMILIES</p> <p>Topics(s): Resources for Child & Family, Communication, Assessment, Psychosocial, Cultural, & Pain Management</p> <p>Reading(s): Rudd/Kocisko</p> <ul style="list-style-type: none"> Chapter 03: Family Dynamics & Communicating with Children & Families Chapter 04: Cultural, Spiritual, & Environmental Influences on the Child <p>PEDIATRIC ATI:</p> <ul style="list-style-type: none"> Chapters 01, 02, 08, 09, 10, & 11 <p>Assignment(s): Additional Activities as Assigned</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> OB Exam 2 Chapters: 06, 07, 10, 12, 13, 14, 15, 16, & 17 	1, 2, 4, 5, 6, 7, 8, 9	OB Exam 2 150 Points
	<p>CHILDREN & FAMILIES</p> <p>Topics(s): Developmental Framework for</p>	1, 2, 4, 5, 6, 7, 8, 9	

<p>9</p>	<p>Health Promotion, Infant, Toddler, Preschooler Health Promotion, Health Promotion for School-Age & Adolescent</p> <p>Reading(s): Rudd/Kocisko</p> <ul style="list-style-type: none"> • Chapter 06: Growth and Development Principles • Chapter 07: Growth and Development: Newborn & Infants • Chapter 08: Growth and Development: Toddler & Preschoolers • Chapter 09: Growth & Development: School-Aged Children <p>PEDIATRIC ATI:</p> <ul style="list-style-type: none"> • Chapters 03, 04, 05, 06, 07, 23 - Cleft Lip & Palate PG 139, 42, 43 – Drowning PG 286; Apparent life-threatening event PG 286; SIDS PG 287; Poisoning PG 287, & 44 – Failure to Thrive PG 294; Maltreatment of Infants & Children PG 295; Bullying PG 297 <p>Assignment(s): Additional Activities as Assigned</p>		
<p>10</p>	<p>CHILDREN & FAMILIES</p> <p>Topics(s): Genetic Conditions & Special Needs, Communicable Diseases, Reaction to Illness & Hospitalization, Pediatric Interventions</p> <p>Reading(s): Rudd/Kocisko</p> <ul style="list-style-type: none"> • Chapter 10: Growth and Development Adolescents • Chapter 18, Pages 413-425 – Adolescents • Chapter 22: Communicable Diseases • Chapter 21, Pages 513-521 – Immunizations & Growth/Development <p>PEDIATRIC ATI:</p> <ul style="list-style-type: none"> • Chapters 35 & 36 <p>Assignment(s): Additional Activities as Assigned</p>	<p>1, 2, 4, 5, 6, 7, 8, 9</p>	

	<p>Assessment(s):</p> <ul style="list-style-type: none"> Pediatric ATI Practice Exam “A” with Remediation 		<p>Pediatric ATI Practice Exam A with Remediation 25 points</p>
11	<p>CHILDREN & FAMILIES</p> <p>Topics(s): Nursing Management – Children with Respiratory Dysfunction, Nursing Management – Children with Gastrointestinal Dysfunction</p> <p>Reading(s): Rudd/Kocisko</p> <ul style="list-style-type: none"> Chapter 11: Respiratory Disorders Chapter 15: Gastrointestinal Disorders Chapter 18: Reproductive & Genetic Disorders <p>PEDIATRIC ATI:</p> <ul style="list-style-type: none"> Chapters 16, 17, 18, 19, 37, 22, & 23 <p>Assignment(s): Additional Activities as Assigned</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> Pediatric Exam 1: Chapters 03, 04, 05, 06, 07, 08, 09, 10, 18 (pages 413-425), & 21 (pages 513-521) 	1, 2, 3, 5, 6, 7, 8, 9	<p>Pediatric Exam 1 150 Points</p>
12	<p>CHILDREN & FAMILIES</p> <p>Topics(s): Nursing Management – Child with Cardiovascular Dysfunction, Nursing Management – Child with Hematologic or Immunologic Dysfunction</p> <p>Reading(s): Rudd/Kocisko</p> <ul style="list-style-type: none"> Chapter 12: Cardiovascular Disorders Chapter 19: Hematologic, Immunologic, & Neoplastic Disorders <p>PEDIATRIC ATI:</p> <ul style="list-style-type: none"> Chapters 20, 21, 38, 39, 40, & 41 <p>Assignment(s): Additional Activities as Assigned</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> Pediatric ATI Practice Exam “B”: with 	1, 2, 3, 5, 6, 7, 8, 9	<p>Pediatric ATI Practice</p>

	Remediation		Exam B with remediation 25 points
13	<p>CHILDREN & FAMILIES</p> <p>Topics(s): Chronic Renal Disease & Glomerulonephritis, Hypothyroidism, Hyperthyroidism, Growth Hormone Deficiency, Hypoparathyroidism</p> <p>Reading(s): Rudd/Kocisko</p> <ul style="list-style-type: none"> • Chapter 16: Renal Disorders • Chapter 17: Endocrine Disorders • Chapter 21: Dermatologic <p>PEDIATRIC ATI:</p> <ul style="list-style-type: none"> • Chapters 24. 25. 26. 30. 31. 32. 33, & 34 <p>Assignment(s): Additional Activities as Assigned</p>	1, 2, 4, 5, 6, 7, 8, 9	
14	<p>CHILDREN & FAMILIES</p> <p>Topics(s): Nursing Management of Child with Musculoskeletal or Neuromuscular Dysfunction, Cerebral Dysfunction</p> <p>Reading(s): Rudd/Kucisko</p> <ul style="list-style-type: none"> • Chapter 13: Neurological & Sensory Disorders • Chapter 14: Mental Health Disorders • Chapter 20: Musculoskeletal Disorders <p>PEDIATRIC ATI:</p> <ul style="list-style-type: none"> • Chapters 41, 27, 28, 29, 12, 13, 14, 15, 44 – Depression PG 291; Posttraumatic Stress Disorder PG 292; Attention Deficit/Hyperactivity Disorder PG 292; Autism Spectrum Disorder PG 293; Cognitive Impairment PG 294 <p>Assignment(s): Additional Activities as Assigned</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • Pediatric Exam 2: Chapters 11, 12, 15, 16, 17, 18 (pages 425-439), 19, 21, 22 	1, 2, 4, 5, 6, 7, 8, 9	Pediatric Exam 2 150 Points

	(pages 521-538)		
15	MATERNAL-NEWBORN PEDIATRIC ATI: <ul style="list-style-type: none"> Pediatric Proctored ATI Assessment 	1, 2, 3, 4, 5, 6, 7, 8, 9	Pediatric ATI Proctored Assessment 50 Points
16	Assessment(s): Unit 16 Family Nursing Final Exam: Cumulative plus Chapters 13, 14, & 20 (Rudd/Kucisko)	1, 2, 3, 4, 5, 6, 7, 8, 9	Family Nursing Final Exam 200 Points

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Exams (4@ 150 points)	600	60%	Points
Final Exam	200	20%	Points
Proctored ATI (2@ 50 points) <ul style="list-style-type: none"> Maternal-Newborn (OB) Nursing Care of Children (Peds) 	100	10%	Points
Maternal-Newborn (OB) <ul style="list-style-type: none"> ATI Practice A & Remediation (1 attempt) ATI Practice B & Remediation (1 attempt) 	50	5%	Points
Nursing Care of Children (Peds) <ul style="list-style-type: none"> ATI Practice A & Remediation (1 attempt) ATI Practice B & Remediation (1 attempt) 	50	5%	Points
Dosage Calculation Exam** (90% to pass)	P/F	P/F	
Clinical (OB and PEDS)	P/F	P/F	337

Total	1000	100%	
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****Dosage Calculation Exams:** Students will be given two opportunities to pass the dosage calculation exam with a grade of 90% or better. Students who fail to achieve 90% on their first attempt of the dosage exam will be required to engage in remediation. Students unable to pass the dosage exam with 90% on the second attempt will be awarded an "F" for the course and will be required to repeat the course in order to satisfy program requirements.

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

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HERZING[®]

— UNIVERSITY —

Course Syllabus

Course Title: Community Nursing

Course Code: NU412

Credit hours: 5

Prerequisites: NU 209 Health Assessment | NU 209L Health Assessment Lab, NU 211 Introduction to Clinical Nursing, and NU 220 Pharmacology or NU 215 Transition to RN Practice with Lab.

Course Description:

This course focuses on the roles of the nurse in the community and public health setting. The student will critically assess the role and core competencies of the nurse in the community in promoting health, preventing disease, restoring health, and planning. Emphasis is placed on examination of concepts, theories, evidence-based practice and research, economics, and epidemiology related to the role. The student will explore and plan for population-based needs including disaster response and training. Skills related to community and population assessment, planning, and evaluation will be refined.

Program: Nursing

Program Outcomes:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decisions making; local, state, national, and global policies; legislative concepts; and healthcare economics to effect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.

- Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Course Learning Objectives:

- Analyze the moral-ethical, social, cultural and economic issues related to health practices, health care delivery, and health policy.
- Define the history and scope of public health nursing including the core functions.
- Relate the epidemiological model to primary, secondary, and tertiary health care in the study of communicable and chronic disease, as well behavioral health, and life style issues.
- Incorporate evidence-based practices into the nursing process to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan for diverse populations.
- Collaborate with others to develop an intervention plan that takes into account determinants of health, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death.
- Develop a comprehensive assessment of a community in relation to its health needs, health policies, and resources; include health care consumers in that community within or outside the health care delivery system.
- Use evaluation results to influence the delivery of care, deployment of resources, and provide input into the development of policies to promote health and prevent disease.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	<p>Review Syllabus: Student signature on Syllabus Review Acknowledgement</p> <p>Topic(s): Introduction to community health and population-focused nursing. Introduction to community assessment.</p>	2, 5, 6, 7	341

	<p>Reading: Stanhope – Ch 1, 2, & 18</p> <p>ATI</p> <p>Chapter 1</p> <p>Overview of Community Health Nursing</p> <p>Chapter 4 Practice Settings and Aggregates</p> <p>Assessment(s): Dosage Calculation Exam</p>		<p>Dosage Calc. Exam P/F</p>
2	<p>Topic(s): Health care systems - nationally and internationally. Health care economics.</p> <p>Reading: Stanhope – Ch 3, 5</p> <p>ATI- Chapter 2- Factors influencing Community Health</p> <p>Assessment(s): Dosage Calculation Exam</p> <p>RETAKE</p>	1, 4	
3	<p>Topic(s): Ethics and Public Health</p> <p>Reading: Stanhope – Ch 6 and 8</p>	1	
4	<p>Topic(s): Population-based public health nursing with application of the intervention wheel. Environmental health</p> <p>Reading: Stanhope – Ch 9 and 10</p> <p>Assessment(s): Exam 1 Chapters 1, 18, 2, 3, 5,6,8,</p>	1, 2, 4	<p>Exam 1 150 pts</p>
5	<p>Topic(s): Introduction to the field of genomics and its influence on population health. Epidemiology</p> <p>Reading: Stanhope – Ch 11 and 12</p>	3	
6	<p>Topic(s): Infectious and communicable disease</p> <p>Reading: Stanhope – Ch 4, 13, and 14, ATI- Chapter 6 Communicable Diseases</p>	3, 6	
7	<p>Topic(s): Evidence-based practice. Program and quality management</p> <p>Reading: Stanhope – Ch 15, 25, & 26, Review Posted Resources</p> <p>ATI- Ch 1, CH. 3 Program Planning</p> <p>Assessment(s): Exam 2 Chapters 4,9,10,11,12,13,14</p>	3, 4	<p>Exam 2 150 pts</p>
8	<p>Topic(s): Health education. Promotion of healthy communities.</p> <p>Reading: Stanhope – Ch 16 and 17</p>	1, 3, 4	
9	<p>Topic(s): Public health and community health nursing in rural and urban environments.</p>		<p>342</p>

	Promotion of healthy cities. Reading: Stanhope – Ch 19,20 and 21	1, 3, 4	
10	Topic(s): Case management Reading: Stanhope – Ch 22 ATI Pharm Practice A with Remediation Assignment(s): Community Assessment: Windshield Survey	1, 3, 4	ATI Pharm Practice A 50 pts P/F
11	Topic(s): PH nursing and the disaster management cycle. PH surveillance and outbreak surveillance. ATI Ch 6 Reading: Stanhope – Ch 23 and 24 Assessment(s): Exam 3 Chapters. 16, 17,19,20,21,22, 25,26,	1, 3, 4	Exam 3 150 pts
12	Topic(s): Family development and family nursing assessments. Special needs population. Reading: Stanhope –30, 31 ATI Pharm Practice B with Remediation	1, 3, 4	ATI Pharm Practice B 50 pts
13	Topic(s): School Nursing. Occupational Nursing. Faith Community Nursing Reading: Ch, 42, 43, and 45 Assessment (s): ATI Proctored Pharmacology Exam	1, 3, 4, 5, 6, 7	ATI Pharm Proctored Exam 100 points
14	Topic(s): Vulnerable populations. Poverty and homelessness Reading: Stanhope – Ch 32, 33, 34, 37, 38, Assessment(s): Exam 4 Chapters 23, 24, 30, 31, 42, 43, 45	1,2,3,4, 5,6,7,	Exam 4 150 pts
15	Student-led Exam Review		
16	Final Exam Cumulative and Chapters 32, 33, 34, 37, and 38	1, 2, 3, 4, 5, 6, 7	Final Exam 200 pts

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 points	Method of Scoring Points Rubric
ATI Pharmacology Practice A with Remediation (1 attempt)	50	5%	Points
ATI Pharmacology Practice B with Remediation (1 attempt)	50	5%	Points
ATI Pharmacology Proctored Exam	100	10%	Points
Exams (4 x 150 pts)	600	60%	Points
Final Exam	200	20%	Points
Clinical	P/F	P/F	
Community Assessment Project	P/F	P/F	Rubric
Dosage Calculation Exam** (90% to pass)	P/F	P/F	
Total	1000	100%	

****Dosage Calculation Exams:** Students will be given two opportunities to pass the dosage calculation exam with a grade of 90% or better. Students who fail to achieve 90% on their first attempt of the dosage exam will be required to engage in remediation. Students unable to pass the dosage exam with 90% on the second attempt will be awarded an “F” for the course and will be required to repeat the course in order to satisfy program requirements.

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HERZING[®]

— UNIVERSITY —

Course Syllabus

Course Title: Evidence-Based Nursing Research and Practice

Course Code: NU430 **Credit hours:** 3

Course Description:

This course examines theory and technique related to development of evidence-based nursing practice. The student will overview the research process, ethics in research, research design, and dissemination. The student will learn to critique nursing research and implement evidence based change in the practice setting. The course will culminate with the development of a research proposal and presentation.

Program: Nursing

Program Outcomes:

1. Practice using caring, compassionate, and culturally competent and evidence based practices in the roles of the baccalaureate nurse using the nursing process to provide patient centered care in a variety of settings. 3, 6, 7
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decision-making, local state, national, and global policies, legislative concepts, and health care economics to effect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.
8. Think critically at a conceptual level and by using mathematical analysis as well as scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the great society in a culturally diverse world.

Course Learning Objectives:

1. Develop a proposal for a project that will resolve a problem in a professional work area.
2. Integrate knowledge from other disciplines when utilizing the research process.
3. Articulate the role of nursing research within clinical practice, and explore the components of the research process.
4. Apply critical thinking when relating nursing research to practice.
5. Differentiate between quantitative and qualitative research.
6. Recognize the value and relevance of research in nursing to the development of one's own professional practice and to the quality of patient care.
7. Demonstrate ethical practice in nursing research.
8. Critically analyze research findings.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	<p>Topic(s): Integrating Research-Evidence Based Practice and QI Processes</p> <p>Reading(s): LoBiondo-Wood & Haber Ch 1 & 2</p> <p>PPT: LoBiondo-Wood & Haber Ch 1 & 2</p> <p>In Class Activities: Go over syllabus, assignments, and rubric, including research project. How to formulate a researchable question. Small group practice with PICOT process. Researchable hypothesis questions Discussion(s): NA Assignment(s): NA</p>	1, 2, 3	
2	<p>Topic(s): Nursing Ethics Gathering and Appraising the Literature</p> <p>Reading(s): LoBiondo-Wood & Haber Ch 3 & 13</p> <p>PPT: LoBiondo-Wood & Haber Chapters 3 & 13</p> <p>In class Video on Ethics Library Videos</p> <p>In class activities: Ethical Case Study- consent form Experience with databases and searching Learning to narrow the search</p>	3, 7 1, 2, 5	

	Discussion(s): NA Assignment(s): NA		
3	Topic(s): Theoretical Frameworks for Research Reading(s): LoBiondo-Wood & Haber Ch 4 McEwen & Wills Ch 2 & 18 In class activities: Quant vs Qual Assignment(s): Unit 3 Assignment 1: Choose Group Members, Team Roles and Duties (Due Unit 3)	2, 3, 4, 5, 8	Team Roles and Duties
4	Topic(s): Qualitative Approach to Research Reading(s): LoBiondo-Wood & Haber Ch 5 & 6 In Class Activities: Discuss article critiques, levels of evidence Assignment(s): Unit 4 Assignment 1: Exam #1	1, 2, 3, 4, 5, 8	Exam #1 150 points
5	Topic(s): Introduction to Quantitative Research and Experimental and Quasi-experimental Designs Reading(s): LoBiondo-Wood & Haber Ch 8 & 9 In Class Activities: NA Assessment(s): Unit 5 Assessment 1: Submit PICOT Development Tool Unit 5 Assessment 2: Article Review 1 Long and 1 short (Due Unit 5)	1, 2, 3, 4, 5, 6, 7, 8	PICOT Develop Tool Article Review- 1 long and 1 short

6	<p>Topic(s): Non-experimental Designs & Systematic Reviews and Clinical Practice Guidelines</p> <p>Reading(s): LoBiondo-Wood & Haber Ch 10 & 11</p> <p>In Class Activities: NA</p> <p>Assignment(s): Unit 6 Assignment 1: Review Qualitative or Quantitative Article Critique (Due Week 11)</p> <p>Assessment(s): Unit 6 Assessment 1: Exam #2</p>	1, 5, 8	Exam #2 150 Points
7	<p>Topic(s): Sampling and Data Collection Methods</p> <p>Reading: LoBiondo-Wood & Haber Ch. 12 & 14</p> <p>In Class Activities: NA</p> <p>Assignment(s): NA</p>	1, 5, 8	
8	<p>Topic(s): Reliability and Validity & Statistical Analysis: Descriptive and Inferential statistics</p> <p>Reading(s): LoBiondo-Wood & Haber Ch 15 & 16</p> <p>In Class Activities: Activity on Reliability and Validity</p> <p>Assignment(s):</p> <ul style="list-style-type: none"> • Unit 8 Assignment 1: Work on Literature Review in Class (Due Unit 9) • Unit 8 Assignment 2: Discuss Steps 3-4-5 (Due Unit 10) 	1, 4, 8	Exam #3 150 points

	<ul style="list-style-type: none"> Unit 8 Assignment 3: Exam #3 		
9	<p>Topic(s): Critique of Research Reports</p> <p>Reading(s): LoBiondo-Wood & Haber Ch. 7 & 18</p> <p>In Class Activities: Data Analysis Activity</p> <p>Assignment(s):</p> <ul style="list-style-type: none"> Work on Qual or Quant Critique Work on Gap Analysis Introduce Steps 6-7-8 <p>Assessment(s): Unit 9 Assessment 1: Review of Literature Summary Table</p>	8	Review of Lit Summary Table
10	<p>Topic(s): Understanding Research Findings and Developing an Evidence-Based Practice.</p> <p>Reading(s): LoBiondo-Wood & Haber Chapter 17 & 20</p> <p>In Class Activities: Work on Quant or Qual Critique (Due Week 11), Work on Action Plan and Theoretical Framework Due Week 11)</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> Unit 10 Assessment 1: Gap Analysis Due Unit 10 Assessment 2: Exam #4 	8	<p>Gap Analysis Due</p> <p>Exam #4 150 Points</p>
11	<p>Topic(s): Poster Preparation</p> <p>Assignment(s): Unit 11 Assignment 1: Conclusion/ Recommendations and Reference List Due Week 12</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> Unit 11 Assessment 1: EBP Project STEPS 6-7-8 	1, 2, 3, 4, 7, 8	<p>Qual or Quant Critique Due</p> <p>Steps 6-7-8 Due</p>

	<ul style="list-style-type: none"> Unit 11 Assessment 2: Quant or Qual Critique 		
12	Topic(s): Poster Preparation Assessment: Unit 12 Assessment 1: Reference List Due	1, 2, 3, 4, 7, 8	Reference List Due
13	Topic(s): Poster Due and Presentation Today Assignment(s): Unit 13 Assignment 1: Poster	1, 2, 3, 4, 7, 8	Poster Due
14	Topic(s): Final Exam Review & Q/A	1, 2, 3, 4, 5, 6, 7, 8	
15	Topic(s): Unit 15 Assessment: Final Exam		Final Exam 150 points

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A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Discussion(s)			
Assignment(s)	50		Rubric
Quiz(zes)			
Exam(s)	750		Points
Project(s)	200		Rubric
Other:			
Total	1000	100%	

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Course Syllabus

Course Title: Adult Health III

Course Code: NU448

Credit Hours: 5.0

Prerequisite: NU 302 Adult Health II

Course Description:

This course expands on previous nursing knowledge and skills to provide care to patients/clients that have complex health stressors with unpredictable outcomes. The focus is on caring for patients in specialty settings such as critical care, cardiovascular care, surgery, and emergency care. The student will demonstrate synthesis of the program objectives in both the classroom and clinical setting, readiness for beginning work as a nurse generalist. The clinical component in either a preceptor or advanced practicum setting.

Program: Nursing

Program Outcomes:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decision making, local, state, national, and global policies, legislative concepts, and healthcare economics to effect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.

8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Course Learning Objectives:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decision making, local, state, national, and global policies, legislative concepts, and healthcare economics to effect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.
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8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	<p>Topic(s): Review Syllabus, Discuss ATI Capstone/Virtual ATI, Clinicals. Start Respiratory: Acid-Base Balance Student signature on Syllabus Review Acknowledgement</p> <p>Reading(s): Reading Material as assigned in RealizeIT Learning Map</p> <p>Assignment(s): Med/Surg ATI book pg 294-385, 420-434; Knowledge Checks & Case Study</p> <p>Assessment(s): Dosage Calculations Exam</p>	CLO#1, CLO#2, CLO#3, CLO#4, CLO#5, CLO#6	Dosage Calc. Exam P/F
2	<p>Topic(s): Respiratory: Acute Respiratory Failure (ARF) and Acute Respiratory Distress Syndrome (ARDS)</p> <p>Reading(s): Reading Material as assigned in RealizeIT Learning Map</p> <p>Assignment(s): Knowledge Checks & Case Study</p> <p>Assessment(s): Dosage Calculations Exam RETAKE</p>	CLO#1, CLO#2, CLO#3, CLO#4, CLO#5, CLO#6	
3	<p>Topic(s): Critical Care Equipment</p> <p>Reading(s): Reading Material as assigned in RealizeIT Learning Map</p> <p>Assignment(s): Knowledge Checks & Case Study</p> <p>Discussions: Med/Surg ATI book pg 294-385, 420-434</p>	CLO#1, CLO#2, CLO#3, CLO#4, CLO#5, CLO#6	

<p>4</p>	<p>Topic(s): Cardiac: Vascular Disorders Reading(s): Reading Material as assigned in RealizeIT Learning Map Assignment(s): Leadership ATI book pg 94-108, Med/Surg ATI book pg 9-17; Knowledge Checks & Case Study Assessment(s): ATI Adult Med Surg Practice A with remediation Assessment(s): Unit 4 Exam: Week 1-3 Material</p>	<p>CLO#1, CLO#2, CLO#3, CLO#4, CLO#5, CLO#6</p>	<p>ATI Prac A with remediation 25 points Exam 1 150 points</p>
<p>5</p>	<p>Topic(s): Cardiac: Dysrhythmias Reading(s): Reading Material as assigned in RealizeIT Learning Map Assignment(s): Knowledge Checks & Case Study</p>	<p>CLO#1, CLO#2, CLO#3, CLO#4, CLO#5, CLO#6</p>	
<p>6</p>	<p>Topic(s): Cardiac: Dysrhythmias Continued Reading(s): Reading Material as assigned in RealizeIT Learning Map Assignment(s): Knowledge Checks & Case Study Discussions: Video Fire Storm, Med/Surg ATI book 145-178</p>	<p>CLO#1, CLO#2, CLO#3, CLO#4, CLO#5, CLO#6</p>	
<p>7</p>	<p>Topic(s): Emergency & Disaster Nursing Part 1 Reading(s): Reading Material as assigned in RealizeIT Learning Map Assignment(s): Knowledge Checks & Case Study Assessment(s): Unit 7 Exam: Week 4-6 Material</p>	<p>CLO#1, CLO#2, CLO#3, CLO#4, CLO#5, CLO#6</p>	<p>Exam 2 150 points</p>

8	<p>Topic(s): Emergency & Disaster Nursing Part 2 Reading(s): Reading Material as assigned in RealizeIT Learning Map Assignment(s): Knowledge Checks & Case Study Assessment(s): ATI Adult Med Surg Practice B with remediation</p>	CLO#1, CLO#2, CLO#3, CLO#4, CLO#5, CLO#6	<p>ATI Prac B with remediation 25 points</p>
9	<p>Topic(s): Intracranial Regulation Part I Reading(s): Reading Material as assigned in RealizeIT Learning Map Assignment(s): Knowledge Checks & Case Study Assessment(s): Unit 9 Exam: Week 7-8 Material</p>	CLO#1, CLO#2, CLO#3, CLO#4, CLO#5, CLO#6	<p>Exam 3 150 points</p>
10	<p>Topic(s): Intracranial Regulation Part 2 Reading(s): Reading Material as assigned in RealizeIT Learning Map Assignment(s): Knowledge Checks & Case Study</p>	CLO#1, CLO#2, CLO#3, CLO#4, CLO#5, CLO#6	
11	<p>Topic(s): Stroke Reading(s): Reading Material as assigned in RealizeIT Learning Map Assignment(s): Knowledge Checks & Case Study Assessment(s): Unit 11 Exam: Week 9-10 Material</p>	CLO#1, CLO#2, CLO#3, CLO#4, CLO#5, CLO#6	<p>Exam 4 150 points</p>

12	Topic(s): Burns Reading(s): Reading Material as assigned in RealizeIT Learning Map Assignment(s): Knowledge Checks & Case Study	CLO#1, CLO#2, CLO#3, CLO#4, CLO#5, CLO#6	
13	Topic(s): Shock, SRS, MODS Reading(s): Reading Material as assigned in RealizeIT Learning Map Assignment(s): Knowledge Checks & Case Study	CLO#1, CLO#2, CLO#3, CLO#4, CLO#5, CLO#6	
14	Topic(s): Mods, Sepsis Reading(s): Reading Material as assigned in RealizeIT Learning Map Assessment(s): Adult Med Surg ATI	CLO#1, CLO#2, CLO#3, CLO#4, CLO#5, CLO#6	Adult Med-Surg ATI 100 points
15	Topic(s): Review Final Exam Review	CLO#1, CLO#2, CLO#3, CLO#4, CLO#5, CLO#6, CLO#7, CLO#8	
16	Topic(s): Comprehensive and Week 11-14 Material Assessment(s): Final Exam		Final Exam 200 points

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Exams (4 x 150 points)	600	60%	Points
Final Exam	200	20%	Points
ATI Proctored Adult Medical-Surgical	100	10%	Rubric
ATI Practice A & Remediation (1 attempt)	25	2.5%	Rubric
ATI Practice B & Remediation (1 attempt)	25	2.5%	Rubric
Learning Map Case Studies • A weekly case study grade will be determined based on the number of case study questions answered correctly and on-time completion. Case studies cannot be completed until knowledge check questions are answered. Points will be awarded for the case study if a score of 76% or higher is achieved. A score lower than 76% will result in zero points awarded for the case study.	40	4%	Points
Knowledge Check • Students will receive a comprehensive knowledge grade based on the mastery and completion of all topics in the course. Up to 10 points will be awarded.	10	1%	
Clinical Case Study	P/F	P/F	Rubric
Clinical	P/F	P/F	
Dosage Calculation Exam** (100% to pass)	P/F	P/F	
Total	1000	100%	

****Dosage Calculation Exams:** Students will be given two opportunities to pass the dosage calculation exam with a grade of 100% or better. Students who fail to achieve 100% on their first attempt of the dosage exam will be required to engage in remediation. Students unable to pass the dosage exam with 100% on the second attempt will be awarded an “F” for the course and will be required to repeat the course in order to satisfy program requirements.

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

*Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.

HERZING[®]

— UNIVERSITY —

Course Syllabus

Course Title: Integration of Concepts **Course Code:** NU449 **Credit Hours:** 1.0

Course Description:

This course expands on previous nursing knowledge providing an opportunity for synthesis of essential nursing concepts as well as preparing the student for potential success on NCLEX-RN. The student will demonstrate a synthesis of the program objectives and prior learning with a guided review in a faculty-assisted laboratory component.

Program: Nursing

Program Outcomes:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to effectively communicate with clients, families, healthcare teams, and communities.
3. Use critical thinking and decision making, local, state, national and global policies, legislative concepts, and healthcare economics to affect quality healthcare and the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety as required to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of healthcare environments.
6. Practice professionalism including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes life-long learning and continuous professional development in an ever-evolving healthcare environment.
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

Course Learning Objectives:

1. Utilize remediation to increase understanding of essential nursing concepts.
2. Apply the nursing process for safe client care related to physiological integrity, safe and effective care environment, health promotion, maintenance, and psychosocial integrity.
3. Utilize various learning strategies to enhance clinical judgment including critical thinking, delegation, and prioritization.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	Topic(s): Review syllabus for NU449, Review Capstone and ATI Virtual program expectations. Student signature on Syllabus Review Acknowledgement Assessment(s): Pre-capstone Assessment test in the lab	CLO#1, CLO#2, CLO#3	
2	Assessment(s): Fundamentals Assessment in lab	CLO#1, CLO#2, CLO#3	25-35
3	Assessment(s): Pharmacology I in Lab, Pharmacology II at home	CLO#1, CLO#2, CLO#3	Pharm 1 25-35 Pharm 2 25-35
4	Assessment(s): Medical Surgical I at home, Medical Surgical II in Lab,	CLO#1, CLO#2, CLO#3	Med Surg II 25-35
5	Assessment(s): Maternal Newborn/Women's Health in Lab	CLO#1, CLO#2, CLO#3	25-35
6	Assessment(s): Nursing Care of Children in Lab	CLO#1, CLO#2, CLO#3	25-35
7	Assessment(s): Mental Health in Lab	CLO#1, CLO#2, CLO#3	25-35

8	Assessment(s): Leadership/Community Health in Lab Must attend ATI 3-day NCLEX Live Review on campus – Scheduled per campus	CLO#1, CLO#2, CLO#3	25-35
9	Assessment(s): ATI Capstone Comprehensive Form B in Lab	CLO#1, CLO#2, CLO#3	100-240
10	Virtual ATI Assessment(s): Practice A Comprehensive Predictor I in class	CLO#1, CLO#2, CLO#3	
11	Virtual ATI: Start Fundamentals Module in lab	CLO#1, CLO#2, CLO#3	
12	Virtual ATI: Start Pharmacology Module in lab, Practice B Comprehensive Predictor I in class	CLO#1, CLO#2, CLO#3	(25% Stage)
13	Virtual ATI: Start Med-Surg module in lab	CLO#1, CLO#2, CLO#3	(50% Stage)
14	Virtual ATI: Start Maternal Newborn module in lab	CLO#1, CLO#2, CLO#3	75% stage = 240 Virtual-ATI points to be awarded after completing 75% stage in week 14
15	Assessment(s): ATI Comprehensive Proctored Predictor Assessment	CLO#1, CLO#2, CLO#3	0-240

16	Virtual ATI: Continue progress to complete Virtual ATI	CLO#1, CLO#2, CLO#3	
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*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Assignments	280	28%	Points
Exams	720	72%	Points
Totals	1000	100%	Points

Points for ATI Capstone				
Capstone Assignments			Points Breakdown	
ATI Assessment Remediation due by Midnight to receive Capstone Assessment Points			ATI Capstone Score	Points
1	Pre-Capstone	Must complete - No Points	65% or greater	40
2	Fundamentals	25-40	64.9% or below	25
3	Pharmacology I	25-40		
4	Pharmacology II	25-40		
5	Medical/Surgical	25-40		
6	Maternal Newborn/Women's Health	25-40		
7	Nursing Care of Children	25-40		
8	Mental Health	25-40		
9	Leadership/Community Health	25-40		
Total Points Possible:			280	

Assessment(s) ATI Capstone Comprehensive Form B – Proctored		
ATI Capstone Comprehensive B Predictor Score	Probability of Passing NCLEX	Points
69.3% or greater	90% or greater	240
64.1% - 69.2%	77-89%	200
64.0% or below	76% or less	100
Total Points Possible:		240

Points for Virtual ATI Review		
Stages of Review/Points		
Stage	Test Taking Strategies Module	0
25% Stage	Fundamentals Module	0
25% Stage	Pharmacological Module	0
50% Stage	Med-Surg Module	0
75% Stage must be completed	Mental Health Module	240
<i>Note: Virtual-ATI points to be awarded after completing 75% stage in week 14</i>		
Total Points Possible:		240

ATI Comprehensive Proctored Predictor Assessment		
ATI Comprehensive Predictor Score	Probability of Passing NCLEX	Points
72% or >	90% or greater	240
68.7% - 71.3%	77-89%	200
64.7% - 68%	76% or less	150
64% or below		100
Total Points Possible:		240

ATI Live Review – Required. Must attend and participate all 3 days (Scheduled on campus during week 8)	Required
Total Points for ATI Capstone and Virtual ATI	1000 Points

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

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*Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.



September 29, 2020

Wisconsin Department of Safety and Professional Services Board of Nursing
PO Box 8366
Madison, WI 53705

RE: Herzing University Kenosha – Licensed Practical Nurse

To whom it may concern,

Herzing University Kenosha submitted and received approval to plan a Licensed Practical Nurse program and to admit students into that program on March 8, 2018. The Licensed Practical Nurse program admitted the first cohort in May 2018. We graduated 47 students in 2019 and have a reported all-time pass rate of 89%. In May 2020, we received permission to participate in the Candidacy process by the Accreditation Commission for Education in Nursing.

The attached packet is organized as follows:

- Form 3029 Nursing School Self-Evaluation Report for Initial Board of Nursing Approval
- Motion from the State Board of Nursing granting permission to admit students
- Form 1114 for faculty teaching in the program
- Form 1114 for Educational Administrator with CV
- ACEN Candidacy Approval to Proceed
- HLC Accreditation Status
- Systematic Plan for Evaluation with supporting documentation
- LPN Program Syllabi

Please accept this documentation and request to pursue Board of Nursing approval and be placed on the published “Approved Nursing Schools” listing.

Wisconsin Department of Safety and Professional Services

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Madison, WI 53705-8366
FAX #: (608) 266-2602
Phone #: (608) 266-2112

4822 Madison Yards Way
Madison, WI 53705-8366
E-Mail: dsps@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

NURSING SCHOOL SELF-EVALUATION REPORT FOR INITIAL BOARD OF NURSING APPROVAL

As indicated in Chapter N 1.05, a school of nursing may apply for approval of the school of nursing upon graduation of the first class or eligibility to sit for the NCLEX, but may not apply later than graduation of the third class. The school of nursing shall submit a self-evaluation report setting forth evidence of compliance with the standards in N 1.08 and an evaluation of the NCLEX success rate. This form #3029 must be completed as part of the self-evaluation report for initial Board of Nursing approval.

Directions for completing the Self-Evaluation Report: On the line next to each requirement, please indicate the date of compliance or anticipated compliance, or “NA” for not applicable. For each “NA” indicated, please explain why the requirement does not apply to the nursing school in the space provided on page six or on attached clearly labeled pages.

After receiving the Self-Evaluation Report, the Board may conduct a site survey of the school of nursing to verify compliance with Board standards.

Please submit this completed and signed report to dspsexaminationsoffice@wisconsin.gov.

Name of Nursing School: Herzing University Kenosha

Address: 5800 7th Ave

Kenosha, WI 53140

Program (ADN, BSN, Other): PN

An electronic version of Chapter N 1 is available at: https://docs.legis.wisconsin.gov/code/admin_code/n/1.pdf.

CHAPTER N 1.08(1) ORGANIZATION AND ADMINISTRATION

N 1.08 (1)(a) Governing Institution

NOTE: *The Board may examine administrative policies during a site survey to ensure Board standards are being met.*

1. YES Institution assumes legal responsibility for overall conduct of the school of nursing.
2. YES Institution has a designated educational administrator, established administrative policies and fiscal, human, physical, clinical and technical learning resources adequate to support school processes, security and outcomes.
3. YES Institution has maintained institutional accreditation; *attach evidence of accreditation to Self-evaluation Report.*
4. YES Institution has developed and maintained written school of nursing administrative policies which are in accord with the institution.

Wisconsin Department of Safety and Professional Services

5. YES Institution has written contracts in place between the school of nursing and institutions which offer associated academic study, clinical facilities and agencies for related services for students.

CHAPTER N 1.08(2)(a) EDUCATIONAL ADMINISTRATOR

6. YES Nursing school educational administrator holds a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
7. YES Nursing school educational administrator has evidence of a graduate degree with a major in nursing. A doctoral degree is required for a school of nursing offering a graduate degree nursing program.
8. YES Nursing school educational administrator has 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.
9. YES Educational administrator has current knowledge of nursing practice.
10. YES Institution must notify the board within 48 hours of the termination, resignation or retirement of an educational administrator and designate the interim educational administrator within 5 business days. The institution may request board approval of an interim educational administrator who does not meet the qualifications in N 1.08 (2)(a), but the interim educational administrator may serve no longer than 6 months. The institution may request an extension of time based upon hardship.

CHAPTER N 1.08(3) FACULTY

NOTE: Evidence of meeting faculty standards shall be noted on Form #1114 and kept on file in the School of Nursing office and the forms may be examined by the Board representative(s) during the survey.

11. YES School of nursing has evidence of the faculty meeting the standards in N 1.08 on file in the school of nursing office and available to the board upon request.
12. YES All faculty of the school of professional nursing hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
13. YES All faculty of the school of professional nursing have a graduate degree with a major in nursing. Interprofessional faculty teaching non-clinical nursing courses all have advanced preparation appropriate for the content being taught.
14. YES All faculty of the school of practical nursing hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
15. YES All faculty of the school of practical nursing have a baccalaureate degree with a major in nursing.
16. YES If faculty exceptions are utilized, all were requested for approval following requirements in N 1.08 (3)(d).

CHAPTER N 1.08(4)(a) CURRICULUM

17. YES Curriculum enables the student to develop the nursing knowledge, skills and abilities necessary for the level, scope and standards of competent nursing practice expected at the level of licensure.
18. YES Curriculum is developed by a faculty member with a graduate degree and is revised as necessary to maintain a program that reflects advances in health care and its delivery.

Wisconsin Department of Safety and Professional Services

19. The curriculum includes all of the following:

- (a) YES Evidence-based learning experiences and methods of instruction consistent with the written curriculum plan. *Note: Method of instruction may include distance education methods.*
- (b) YES Diverse, didactic and clinical learning experiences consistent with program outcomes.

20. Coursework includes all of the following:

- (a) YES Content in the biological, physical, social and behavioral sciences to provide a foundation for safe and effective nursing practice.
- (b) YES Content regarding professional responsibilities, legal and ethical issues, and history and trends in nursing and health care.
- (c) YES Didactic content and supervised clinical experiences in the prevention of illness and the promotion, restoration and maintenance of health in patients across the lifespan and from diverse cultural, ethnic, social and economic backgrounds.

CHAPTER N. 1.08(5) CLINICAL LEARNING EXPERIENCES

NOTE: *The Board may inspect clinical facilities during a site survey to ensure Board standards are being met.*

21. Patient experiences occur in a variety of clinical or simulated settings and include all of the following:

- (a) YES Integration of patient safety principles throughout the didactic and clinical coursework.
- (b) YES Implementation of evidence-based practice to integrate best research with clinical expertise and patient values for optimal care, including skills to identify and apply best practices to nursing care.
- (c) YES Provision of patient-centered culturally competent care that recognizes that the patient or designee is the source of control and full partner in providing coordinated care by doing the following:
- 1) X Respect of patient differences, values, preferences, and expressed needs.
 - 2) X Involvement of patients or designees in decision-making and care management.
 - 3) X Coordination and management of patient care across settings.
 - 4) X Explanation of appropriate and accessible interventions to patients and populations that may positively affect their ability to achieve healthy lifestyles.
- (d) YES Collaboration of interprofessional teams to foster open communication, mutual respect and shared decision-making in order to achieve quality patient care.
- (e) YES Participation in quality improvement processes to monitor patient care outcomes, identify possibility of hazards and errors and collaborate in the development and testing of changes that improve the quality and safety of health care systems.
- (f) YES Use of information technology to communicate, mitigate errors and support decision-making.

Wisconsin Department of Safety and Professional Services

22. YES All cooperating agencies selected for clinical experiences have standards which demonstrate concern for the patient and evidence of the skillful application of all measures of safe nursing practices.
23. YES All faculty teaching clinical or practicum courses are experienced in the clinical areas of the course and maintain clinical expertise.
24. YES Faculty-supervised clinical practice includes all of the following:
- (a) X Development of skills in direct patient care.
- (b) X Making clinical judgments.
- (c) X Care and management of both individuals and groups of patients across the lifespan.
- (d) X Delegation to and supervision of other health care providers.
25. YES Clinical experiences shall be supervised by qualified faculty.
26. YES All student clinical experiences, including those with preceptors, shall be directed by nursing faculty.

CHAPTER N 1.08(6) PRECEPTORS

27. YES Preceptors shall be approved by the faculty of the school of nursing:
28. YES School of nursing shall provide each preceptor with an orientation concerning the roles and responsibilities of the students, faculty and preceptors. The preceptor shall have clearly documented roles and responsibilities.
29. YES Clinical preceptors shall have an unencumbered license or privilege to practice in Wisconsin as a nurse at or above the licensure level for which the student is being prepared.
30. YES Preceptors shall demonstrate competencies related to the area of assigned clinical teaching responsibilities.

CHAPTER N 1.08(7) EVALUATION

31. YES Educational administrator shall implement a comprehensive, systematic plan for ongoing evaluation and evidence of implementation shall reflect progress toward or achievement of program outcomes.

CHAPTER N 1.09 NCLEX PASS RATES

IMPORTANT: School of nursing NCLEX pass rate includes all programs or tracks in the school of nursing. The Board shall consider both the registered nurse NCLEX and practical nurse NCLEX pass rates when evaluating a school of professional nursing that grants a certificate of completion for practical nursing.

32. YES Nursing school must provide a self-evaluation of NCLEX success rate, including any current steps being taken to improve NCLEX success rate or plans to implement steps in the near future.

Wisconsin Department of Safety and Professional Services

SELF-EVALUATION NOTES

For each "NA" indicated in this report, please provide an explanation as to why the rule does not apply to the specific nursing school in the space provided below. Please write the corresponding report item number for each explanation. Attach clearly labeled additional pages as necessary.

REPORT/FORM COMPLETED BY:

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Digitally signed by Dr. David P. Zapencki
DN: cn=Dr. David P. Zapencki, o=Herzing University Kenosha,
ou=Nursing Program Chair, email=dzapencki@herzing.edu, c=US
Date: 2020.09.14 10:14:13 -05'00'

Signature

262-679-1710

Telephone Number

Nursing Program Chair

Title

9/10/2020

Date

dzapencki@herzing.edu

Email Address

From: Williams, Dan - DSPS <Dan1.Williams@wisconsin.gov>
Sent: Friday, March 9, 2018 2:32 PM
To: Metzger, Michelle <mmetzger@herzing.edu>
Cc: Edwards, Pat <patriciae@herzing.edu>
Subject: BON Motion_Auth to Admit Herzing-Kenosha

Hi Michelle:

Here is the Motion from yesterday's meeting for your records. Dan

Herzing Request for Authorization to Admit

MOTION: Luann Skarlupka moved, seconded by Lillian Nolan, to acknowledge and thank Michelle Metzger and Dr. Pat Edwards of Herzing-Kenosha for their appearance before the Board. Motion carried unanimously.

MOTION: Luann Skarlupka moved, seconded by Lillian Nolan, to grant the authorization to admit to the LPN program of Herzing-Kenosha. Motion carried unanimously.

Dan Williams
Executive Director
Division of Policy Development
WI Department of Safety & Professional Services
dan1.williams@wisconsin.gov

NOTICE: This email and any attachments may contain information that is confidential, privileged and protected by the attorney-client or attorney work product privileges. Use and further disclosure of this information by the recipient must be consistent with applicable Wisconsin and federal law, regulations and agreements. If you received this email in error, please notify the sender; delete the email; and do not use, disclose or store the information it contains. The response given in this e-mail does not constitute a legal opinion by the Board or the Department. It is provided as a public service. The Department recommends that licensees and applicants refer to the Wisconsin statutes and administrative code provisions governing their profession and/or consult with their own attorney.

Wisconsin Department of Safety and Professional Services

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Madison, WI 53705-8366

4822 Madison Yards Way
Madison, WI 53705

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

E-Mail: dspsExaminationsOffice@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*): Brookshire, Nikkia WI RN License #: 239882

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: _____

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Capella University	Minneapolis, MN	06/2020	MSN	Nursing Education	
Olivet Nazarene University	Bourbonnais, IL	08/2015	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Signature

262-679-1710

Telephone Number

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DN: cn=Dr. David P. Zapencki, o=Herzing University
Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.14 10:07:16 -05'00'

Nursing Program Chair

Title

9/10/20

Date

dzapencki@herzing.edu

Email Address

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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*): Brown, Dakota WI RN License #: 170771-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 01/17/2020

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Maryville University	St. Louis, MO	12/2017	MSN	Gerontology	
Saint Xavier University	Chicago, IL	05/2008	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

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Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.14 10:08:08 -05'00'

Signature

262-679-1710

Telephone Number

Nursing Program Chair

Title

9/10/20

Date

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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*): Estorque, Lymann WI RN License #: 237611-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 07/23/2018

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Grand Canyon University	Phoenix, AZ	05/2020	MSN		
Grand Canyon University	Phoenix, AZ	05/2018	BSN		
Ambria College	Hoffman Estates, IL	05/104	ADN		
Omega Health Care Technical School	Evanston, IL	12/2009	PN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Signature

262-679-1710

Telephone Number

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ou=Nursing Program Chair, email=dzapencki@herzing.edu,
c=US
Date: 2020.09.14 10:09:13 -05'00'

Nursing Program Chair

Title

9/10/20

Date

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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*): Katchmar, Barbara WI RN License #: 219071-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 01/08/2020

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Capella University	Minneapolis, MN	09/2019	MSN		
Chamberlain College	Chicago, IL	10/2013	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Signature

262-679-1710

Telephone Number

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email=dzapencki@herzing.edu, c=US
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Nursing Program Chair

Title

9/10/20

Date

dzapencki@herzing.edu

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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*): Knuuti, Brianna WI RN License #: 194926-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 02/05/2019

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
UW-Milwaukee	Milwaukee, WI	05/2014	MSN		
UW-Parkside	Kenosha, WI	05/2008	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Signature

262-679-1710

Telephone Number

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Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.14 10:11:01 -05'00'

Nursing Program Chair

Title

9/10/20

Date

dzapencki@herzing.edu

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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*): Behm, Christine WI RN License #: 237076-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 12/20/2018

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Herzing University	Kenosha, WI	04/2017	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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
01/2019	Present	Part-time	Herzing University Kenosha	Kenosha, WI	LPN Faculty

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

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Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.14 10:06:11 -05'00'

Signature

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Telephone Number

Nursing Program Chair

Title

9/10/20

Date

dzapencki@herzing.edu

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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*): Metzger, Michelle WI RN License #: 187968-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 01/13/2014

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
American Sentinel University	Denver, CO	12/2019	DNP	Educational Leadership	
Holy Names University	Oakland, CA	5/2013	MSN, MBA		
Simpson University	Redding, CA	05/2010	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Signature

262-679-1710

Telephone Number

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DN: cn=Dr. David P. Zapencki, o=Herzing University
Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.14 10:11:56 -05'00'

Nursing Program Chair

Title

9/10/20

Date

dzapencki@herzing.edu

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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*): Misch, Lynn WI RN License #: 102559-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 1/2/2020

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
UW-Milwaukee	Milwaukee, WI	12/1997	MSN		
UW-Milwaukee	Milwaukee, WI	05/1989	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Signature

262-679-1710

Telephone Number

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Kenosha, ou=Nursing Program Chair,
email=dzapencki@herzing.edu, c=US
Date: 2020.09.14 10:12:51 -05'00'

Nursing Program Chair

Title

9/10/20

Date

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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*): Reardon, Vivian WI RN License #: 148801-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 12/20/2019

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Aspen University	Denver, CO	11/2019	MSN	Nursing Education	
City Colleges of Chicago	Chicago, IL	12/1989	ADN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Digitally signed by Dr. David P. Zapencki
DN: cn=Dr. David P. Zapencki, o=Herzing University Kenosha,
ou=Nursing Program Chair, email=dzapencki@herzing.edu, c=US
Date: 2020.09.14 10:03:50 -05'00'

Signature

262-679-1710

Telephone Number

Nursing Program Chair

Title

9/10/20

Date

dzapencki@herzing.edu

Email Address

Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366
Madison, WI 53705-8366

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

4822 Madison Yards Way
Madison, WI 53705

E-Mail: dspsExaminationsOffice@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*): Slowik, Delbert WI RN License #: 81662-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 12/17/2014

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

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Marquette University	Milwaukee, WI	05/2011	Post-MSN	Clinical Nurse Specialist	
UW-Milwaukee	Milwaukee, WI	12/2005	MSN	Family Nurse Practitioner	
UW-Milwaukee	Milwaukee, WI	05/1981	BSN		

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, current knowledge of nursing practice, and **either** educational preparation (master's degree in nurse education 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

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

Dr. David Zapencki

Educational Administrator

Dr. David P. Zapencki

Digitally signed by Dr. David P. Zapencki
DN: cn=Dr. David P. Zapencki, o=Herzing University Kenosha,
ou=Nursing Program Chair, email=dzapencki@herzing.edu,
c=US
Date: 2020.09.14 10:05:02 -05'00'

Signature

262-679-1710

Telephone Number

Nursing Program Chair

Title

9/10/20

Date

dzapencki@herzing.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

4822 Madison Yards Way
Madison, WI 53705

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*): Zapencki, David WI RN License #: 172866-30

School of Nursing Employed By: Herzing University Kenosha

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

Position: Educational Administrator Faculty

Appointment Effective Date: 06/22/2020

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

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, current knowledge of nursing practice, and **either** two years experience as an instructor in a nursing education program within the last 5 years, **or** one year experience as an instructor in a nursing education program within the last 5 years and the graduate degree included education preparation.

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
American Sentinel University	Denver CO	02/2020	DNP	Educational Leadership	
Western Governors University	Salt Lake City UT	2016	MSN	Nurse Educator	
Western Governors University	Salt Lake City UT	2014	BSN		
Gateway Technical College	Kenosha WI	2010	ADN		
Gateway Technical College	Kenosha WI	2006	LPN		

B. NURSING INSTRUCTION EXPERIENCE

From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title
02/2020	Present	Full Time	Herzing University	Kenosha WI	Interim Nursing Program Chair
10/2019	02/2020	Full Time	Herzing University	Kenosha WI	Lead Faculty
05/2016	10/2019	Full Time	Herzing University	Kenosha WI	Faculty

David P. Zapencki

Educational Administrator



Signature

262-649-1710

Telephone Number

Nursing Program Chair

Title

06/22/2020

Date

Dzapencki@herzing.edu

Email Address

David P. Zapencki, MSN/Ed, RN. CCRN CSC CMC

3917 18th Ave, Kenosha, Wisconsin, 53140

262-705-7445

dzapencki@herzing.edu

EDUCATION

Doctor of Nursing Practice in Educational Leadership	2020
American Sentinel University, Denver, CO. (Note – Degree is completed and will be awarded in February of 2020)	
MS in Nursing with Education Major	2016
Western Governor’s University, Salt Lake City, Utah	
BS in Nursing	2014
Western Governor’s University, Salt Lake City, Utah	
AS in Nursing	2010
Gateway Technical College, Kenosha, WI	
LPN Diploma	2006
Gateway Technical College	

LICENSURE/CERTIFICATIONS

Registered Nurse licensure in Wisconsin—#172866-30 Wisconsin Board of Nursing, compact license

Registered Nurse licensure in Illinois - #041-435761 Illinois Board of Nursing

Certified Critical Care Registered Nurse, AACN (2012–Present)

Certified Cardiac Surgery Registered Nurse, AACN (2013-Present)

Certified Cardiac Medicine Registered Nurse, AACN (2013-Present)

Sigma Theta Tau International (2018)

PROFESSIONAL EXPERIENCE

HERZING UNIVERSITY

Lead Faculty - Nursing **2019-Present**

- Prepares students for a career in nursing by leading them through classes, labs, and real-life clinical settings. Translates background, education and experience into an engaging learning environment.
- **Administrative:** Serves as the campus representative on the Division Curriculum Committee. Communicates data and feedback from faculty and students to the committee. Ensures compliance with, and mentoring faculty on, university curriculum and assessment initiatives. Conducts faculty observations.

- **Assessment:** Engage in and promote student learning outcome assessment processes and procedures. Develops assessments and analysis procedures to prepare students for NCLEX success and transition into practice. Use student learning outcome data to improve instructional methodologies.
- **Engage in Scholarship/Community Activities:** Design and implement scholarly activities, while demonstrating qualities of a scholar: integrity, courage, perseverance, vitality and creativity. Draw on extant literature to design evidence-based teaching and evaluation practices. Participate in and represent Herzing Nursing in professional organizations.
- **Strategic Planning:** Provide leadership in achieving the Herzing University strategic plan initiatives to meet targets goals and improve student experiences and outcomes.

HERZING UNIVERSITY

Nursing Faculty

2016–2019

- Shares background and experience with the next generation of nursing professionals who are eager to learn and to get involved in both classroom and clinical experiences. Displays knowledge and understanding of the professional career paths and demands of the nursing field. Inspires students to the highest level of achievement in preparation for those career paths and employer demands.
- Subject Matter Expertise
- Effective Communication
- Pedagogical Mastery
- Operational Excellence
- Appreciation and Promotion of Diversity
- Assessment of Student Learning
- Utilization of Technology to Enhance Teaching and Learning
- Continuous Improvement

Critical Care Registered Nurse

2010–2016

- Critical Care Unit, United Hospital Kenosha Campus, Kenosha, WI. Served as RN, MSN/Ed, CCRN, CSC, CMC in the critical care unit of Kenosha hospital serving the downtown and eastern urban areas of the city. Heart trained to recover patients following open heart procedures. Trained CRRT Nurse. Charge Nurse trained and a member of the facilities Rapid Response Team. ACLS and BLS Certified. Current Adult CCRN, CSC, CMC Certified. Actively participate in development and implementation of individual treatment plans for patients with broad range of serious medical and surgical health issues when admitted to the ICU. Ensure that doctors' orders are effectively carried out, including testing, medical procedures, consultations and stat orders as the situation dictates.

- Heart Trained for Recovery of patients following open heart procedures.
- CCRN, CSC, CMC Certified
- CRRT Trained
- Certified user of Intra-Aortic Balloon Pump equipment
- Experienced unit charge nurse
- Member of the facilities Rapid Response Team
- ACLS and BLS certified

AWARDS AND HONORS

Herzing University Educator of the Year, system wide 2018

Herzing University Employee of the Quarter 2019

Member of National League of Nursing

Member of American Nurses Association

Additional Work History and References Available upon Request



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Consultant
QuantAid, LLC
Bluffton, South Carolina

May 29, 2020

David Zapencki, DNP, RN, CNE, CCRN CSC CMC
Interim Program Chair
Herzing University - Kenosha
4006 Washington Road
Kenosha, WI 53144

Dear Dr. Zapencki:

I am pleased to inform you that after a careful review of your Candidacy Eligibility Application, the practical nursing program at Herzing University - Kenosha in Kenosha, Wisconsin, has been deemed eligible to participate in the Candidacy process. This process is the prerequisite step toward formal review for ACEN initial accreditation. Eligibility for the practical nursing program is valid for one year and will expire on May 29, 2021. Therefore, it will be necessary to submit the Candidacy Presentation for the nursing program prior to this date.

Your governing organization has been assigned the following ID number. Please keep it for your records, as you will need it to submit your Candidacy Presentation.

Governing Organization ID number: 3963

Dr. Nell Ard will serve as your mentor as you continue through the Candidacy process. As your mentor, she will address any questions that you may have about the process, interpret any of the ACEN requirements, review drafts of Candidacy materials, and offer advice as needed.

The ACEN Accreditation Manual is available on our website at <http://www.acenursing.org>, and the ACEN Guidelines for Written Reports and Instructions for Candidacy Presentation can be accessed at <http://www.acenursing.org/candidacy>. I have enclosed an Authorization Form. Please complete the Authorization Form and return it to ACEN at your earliest convenience. The receipt of your completed form will initiate the formal Candidacy process.

Please do not hesitate to contact Dr. Ard if you have any questions. She can be reached at (404) 975-5004 or nard@acenursing.org. We look forward to working with you throughout this process.

Sincerely,

Marsal Stoll, EdD, MSN
Chief Executive Officer

Enclosures

Updates and resources regarding HLC's response to COVID-19

×



Statement of Accreditation Status

as of August 18, 2020

Herzing University

5218 E. Terrace Drive

Madison, WI 53718

(414) 271-8103

www.herzing.edu

**Previous names: Herzing College to Herzing University (2009)*

The information on this page describes the accreditation relationship between this institution and the Higher Learning Commission. General information about the Commission and the accreditation process is provided at the end of this document. In addition, links to definitions are provided for many of the terms used.

Accreditation Information

Current status: Accredited

Candidacy date(s): 10/18/2002 - 10/13/2004
Accreditation granted: 10/14/2004

Most recent reaffirmation of accreditation: 2015 - 2016

- [Action Letter \(PDF\)](#).

Next reaffirmation of accreditation: 2025 - 2026

Upcoming or In-Progress Reviews

Date	Event	Description
11/09/2020:	Comprehensive Evaluation	
2025 - 2026:	Comprehensive Evaluation	

Most Recent History with the Commission

Date	Event	Description
08/15/2016:	Comprehensive Evaluation	Interim Report Requested
03/22/2016:	Focused Visit	
03/24/2014:	Focused Visit	
04/18/2011:	Focused Evaluations - Mandated	
08/28/2009:	Comprehensive Evaluations - Approved for Continued Accreditation	
10/23/2007:	Focused Evaluations - Commission Mandated	

General Institutional Information

This section provides brief, general information about the institution's organization and scope. The information is self-reported by the institution through the annual Institutional Update to the Commission. Additional information can be found at nces.ed.gov/collegenavigator/ or on the institution's web site noted above.

Control: Private NFP

Degree programs (number in each category): Associates (45), Bachelors (17), Masters (2)

Certificate programs (number offered): 18

Off-Campus Activities (This listing was last updated: 07/01/2020; the information may not be current.) The institution's accreditation includes courses and programs at:

Location	Campuses	Additional Locations
In-State:	Main Campus - Madison, WI;	Brookfield Campus of Herzing University - Brookfield, WI; Kenosha Campus of Herzing University - Kenosha, WI;
Out-of-State:	None.	Akron Campus of Herzing University - Akron, OH; Atlanta Campus of Herzing University - Atlanta, GA; Birmingham Campus of Herzing University - Birmingham, AL; Arabia Mountain High School - Lithonia, GA; New Orleans Campus of Herzing University - Metairie, LA; Herzing University - St. Louis Park, MN; Herzing University - Tampa - Tampa, FL; Orlando Campus of Herzing University - Winter Park, FL;
Out-of-U.S.:	None.	None.

About HLC and Accreditation

The Higher Learning Commission (HLC) is a regional accreditation agency that accredits degree-granting colleges and universities that are based in a [19-state region](#) of the United States.

Regional accreditation validates the quality of an institution as a whole and evaluates multiple aspects of an institution, including its academic offerings, governance and administration, mission, finances, and resources. HLC's institutional accreditation includes all degree levels as well as onsite and online offerings. Institutions of higher education in the United States may also seek accreditation through national or specialized accreditation agencies. National accreditation associations, like regional accreditors, accredit the institution as a whole. Specialized accreditation agencies accredit programs, departments or schools within a college or university.

Regional accreditation agencies are recognized by the U.S. Department of Education to accredit degree-granting colleges and universities. There are six regions of the United States which regional agencies oversee. The regional accreditation agencies have similar standards for accrediting colleges and universities.

Institutions that HLC accredits are evaluated against its [Criteria for Accreditation](#), a set of standards that institutions must meet to receive and/or maintain accredited status.

HLC's Criteria for Accreditation reflect a set of [guiding values](#). The accreditation process is based on a system of [peer review](#). Approximately 1,600 educators from institutions of higher education serve as HLC peer reviewers conducting accreditation evaluations for other institutions. Peer reviewers also serve on committees

that make up the [decision-making bodies](#) of the accreditation process.

Evaluation Process

HLC accreditation assures quality by verifying that an institution (1) meets standards and (2) is engaged in continuous improvement. In addition, all institutions are required to complete an annual filing of the [Institutional Update](#), undergo annual monitoring of [financial and non-financial indicators](#), and adhere to HLC policies and practices on [institutional change](#).

Peer reviewers trained in HLC's standards evaluate institutions' demonstration of whether they meet the Criteria for Accreditation and make recommendations to HLC's decision-making bodies.

Institutional Actions Council (Decision-Making Body)

The Board of Trustees appoints and authorizes members of the [Institutional Actions Council \(IAC\)](#) to conduct reviews and take actions on the majority of accreditation recommendations. IAC members consist of representatives of academic institutions accredited by HLC, as well as members of the public. Detailed information on IAC processes is found in HLC's [policies on decision-making](#).

Public Information

In the interest of being transparent, HLC is committed to providing information to the public regarding accreditation decisions made regarding individual institutions.

[Actions](#) that are taken by HLC regarding an institution's accreditation status are disclosed to the public. Since July 2013, in all cases of issuing continued accreditation, placing an institution on or resolving a sanction, or withdrawing accreditation, the Action Letter issued to the institution is made available for viewing and the institution's status in HLC's [online directory](#) is updated. [Public Disclosure Notices](#) are also issued in cases of sanction and other HLC actions to provide the public insight into the issues regarding that institution.

Complaints Against HLC-Accredited Institutions

HLC allows faculty, students, and other parties to submit formal complaints regarding an HLC-affiliated institution through its [complaints process](#). As stated in [HLC policy](#), the complaints process is designed to enable HLC to review, in a timely and fair manner, information that suggests potential substantive non-compliance with an institution's ability to meet the Criteria for Accreditation or other HLC requirements.

© Higher Learning Commission

230 South LaSalle Street, Suite 7-500, Chicago, IL 60604

info@hlcommission.org 800.621.7440 / 312.263.0456

6.1 EPSLO #1		
Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.		
Assessment Method	Frequency of Data Collection Frequency of EPSLO Assessment	ELA
Evaluation of the DPN students based on Program Student Learning Outcomes and Performance Competencies	Every semester, every cohort	
Data		Analysis/Actions
1. Table 6.1.1a PN Program Learning Outcomes 2. Table 6.1.1b HESI Final Exam Results 3. Exhibit 6.1.1c Clinical Evaluation Tool 4. Table 6.1.1d Grades 5. Table 6.1.1 e - NCLEX		ELA of 3 met ELA of 800 met ELA of 76% met Action: Moved NP110 to 2 nd semester, created a new first semester course (RE099) with math and testing strategies. ELA of 80% met
6.1 EPSLO #2		
Using a systems approach, ensure nursing judgment and collaboration in caring for diverse patients and families.		
Assessment Method	Frequency of Data Collection Frequency of EPSLO Assessment	ELA
Evaluation of the DPN students based on Program Student Learning Outcomes and Performance Competencies	Every semester, every cohort	
Data		Analysis/Actions
1. Table 6.1.1a PN Program Learning Outcomes 2. Table 6.1.2a Virtual Simulations Alignment per Course 3. Table 6.1.2b Simulations per Course 4. Table 6.1.2c Simulation Training		ELA of 3 met ELA of 76% met

6.1 EPSLO #3		
Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.		
Assessment Method	Frequency of Data Collection Frequency of EPSLO Assessment	ELA
Evaluation of the DPN students based on Program Student Learning Outcomes and Performance Competencies	Every semester, every cohort	
Data		Analysis/Actions
1. Table 6.1.1a PN Program Learning Outcomes 2. Table 6.1.3a NLN Graduate Competencies Alignment		ELA of 3 met

6.1 EPSLO #4		
As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.		
Assessment Method	Frequency of Data Collection Frequency of EPSLO Assessment	ELA
Evaluation of the DPN students based on Program Student Learning Outcomes and Performance Competencies	Every semester, every cohort	
Data		Analysis/Actions
1. Table 6.1.1a PN Program Learning Outcomes 2. Clinical Evaluation Tool (6.1.1c) 3. Table 6.1.1d Grades		ELA of 3 met ELA of 76%

6.2 Licensure/Certification Pass Rate				
Assessment Method		Frequency of Data Collection Frequency of Assessment		ELA
Annual report WBON		Annually		The program's annual pass rate will be at least 80% for all first-time test-takers during the same 12-month period.
Data				Analysis/Actions
Year	Location/Option	Location/Option	Aggregate	Achieved benchmark of 80% for first-time test-takers for the reportable year. No prior years with reportable data
2019	Kenosha	PN	89%	

6.3 Program Completion Rate		
Assessment Method	Frequency of Data Collection Frequency of Assessment	ELA
Retention and Attrition Rates	Annually	No information available at this time based on reporting periods.

6.4 Job Placement		
Assessment Method(s)	Frequency of Data Collection Frequency of Assessment	ELA
Alumni survey	Annually	No information available at this time based on reporting periods.

**Table 6.1.1a PN Program Learning Outcomes
Herzing University Kenosha**

Program Outcomes	Summer 2019	Fall 2019	Spring 2020
PO1: Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.	3.58	3.78	3.86
PO2: Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.	3.61	3.81	3.88
PO3: Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.	3.56	3.56	3.83
PO4: As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.	3.66	3.58	3.91
Average Score Overall	3.6	3.68	3.87

**Table 6.1.1b HESI Final Exam Results by Graduating Class
Herzing University Kenosha**

Graduating Class	Exit Exam Mean
0419	695
0819	842
1219	823
0420	832
0820	887



HERZING UNIVERSITY

LPN PROGRAM

Clinical Performance Evaluation Tool NP 275 LPN Practical Experience

Grading Scale:
 5 = Independent (pass)
 4 = Supervised (pass)
 3 = Assisted (pass)
 2 = Marginal (fail)
 1 = Dependent (fail)
 X = Unable to Evaluate

See detailed explanation
of grading scale at the end.

Student Name _____ Instructor Name _____

Term _____ Cohort _____

Clinical Objectives: There are specific clinical learning objectives that must be met to successfully pass this course. These are part of the broader expected universal expected behaviors listed on the last pages, which must be met to signify the student has mastered the program outcomes. A passing grade must be received in all objectives and outcomes by final evaluation in order to pass the course.

This clinical evaluation tool is designed based upon program outcomes, NLN Core Competencies, and six Integrating Concepts. Program Outcomes 1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice. 2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families. 3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse. 4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth. NLN PN Core Competencies: Spirit of Inquiry, Professional Identity, Nursing Judgement, Human Flourishing NLN PN Integrating Concepts: Safety, Quality, Teamwork/Collaboration, Relationship-Centered Care, Systems-Based Care, Personal/Professional Development	Midterm		Final	
	S	F	S	F
Course Description: This is the final clinical course, where the student will utilize nursing skills and nursing judgement to perform safe, moral, quality, and prudent patient care in the health care system. The role of the practical nurse is stressed in physiology, pathophysiology, and psychosocial context as it relates to the care of patients. The course will assist in the personal and professional development needed to transition from student to practical nurse. Upon completion of this course, the PN student will be able to:				
Safety				
Program Outcomes 1,2,3; Course Learning Objectives 1,2,4				
Integrate safe medication administration.				
Take part in principles of safety, including safe use of equipment, safe environment, recognizing patient safety needs, and reducing safety risks.				

Utilize information management as it pertains to health records, nursing science, and evidence-based practice.				
Integrate clinical skills and procedures correctly.				
Demonstrate coordination of care.				
Communicate using SBAR with the interdisciplinary team.				
Apply the scope of practice that govern LPN practice.				
Utilize microbiology concepts related to infection control.				
Quality				
Program Outcomes 1,2,3; Course Learning Objectives 1,2,5				
Demonstrate concepts of teaching and learning to improve quality of health care.				
Identify relevant health care data that needs collected and organized.				
Identify health needs and problems.				
Take part in basic nursing care concepts while maintaining integrity in addressing the physiological, psychological, cultural and spiritual needs of patients.				
Demonstrate the importance of communication with patients, families and significant individuals.				
Perform documentation of nursing care within health information system.				
Identify health promotion and maintenance behaviors.				
Apply personal capabilities and knowledge base when making decisions about safe and holistic care delivery.				
Outline a nursing judgement decision.				
Distinguish the importance of patient/family satisfaction as a key determinant of quality in practice.				
Prevent complications through the selection of evidenced-based care.				
Teamwork/Collaboration				
Program Outcomes 1,2; Course Learning Objectives 1,3				
Choose appropriate team members to notify of changes in patient status.				
Collaborate with patients, families, other members of the health care team, and other individuals significant to the patient.				
Utilize clinical experts when situations are beyond expertise and scope of practice.				
Justify data collection and care planning to collaborate with the health care team.				
Utilize members of the health care team in meeting the needs of patients and their families.				
Select health care team members for expert knowledge about patient care needs.				
Relationship-Centered Care				
Program Outcomes 1,2,4; Course Learning Objectives 1,2				
Apply verbal and non-verbal communication principles to improve relationship-centered interactions.				
Implement and contribute to the plan of care for a patient with multiple medical conditions.				
Implement pharmacological interventions related to patient diagnosis and condition.				
Perform healing, health maintenance, health promotion, disease prevention, and rehabilitation to clients across the lifespan and the continuum of health care environments.				
Utilize the LPN role in encouraging patient self-advocacy.				
Provide caring, compassionate, culturally competent, and evidence-based care while using the nursing process in the health care setting.				
Systems-Based Care				
Program Outcomes 1,2,3; Course Learning Objectives 1,2				
Implement the patient's right to minimal exposure to risk through systems thinking.				
Contribute to the interdisciplinary health care team in addressing patient physiological, psychological, cultural, and spiritual needs.				
Report data to assist in the formulation of health care goals/outcomes, in collaboration with patients, their families, and health care team members.				
Practice collaboratively as a member of the interprofessional health care team to support the unique contributions of the LPN to a robust nursing workforce.				
Apply the Nursing Code of Ethics, Standards of Practice, and policies and procedures of the clinical agency and Herzing University.				

Utilize that both individuals and systems are responsible for patient safety.				
Examine competencies with emerging clinical technologies.				
Personal/Professional Development				
Program Outcomes 2,3,4; Course Learning Objectives 1,5				
Outline personal beliefs, values, and biases in regard to respect for human dignity, equality, and justice.				
Use self-reflection to assess personal level of competence, adequacy of knowledge base, and areas needing improvement to grow professionally.				
Demonstrate responsibility for own learning and accept constructive guidance.				
Develop a persistent sense of curiosity to think creatively.				
Interact with team members, faculty, and fellow students in a positive, professional manner.				
Attend clinical on time, dressed professionally, prepared, and ready to work.				
Demonstrate respectful appropriate behavior.				
Additional experiences not expected but available: (eg. IV)				

Midterm Comments (Strengths and Weaknesses)

Instructor:

Student:

Remediation strategy for any unsatisfactory areas:

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Final Comments:

Instructor:

Student:

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Grading Scale Explanation

Scale Label	Quality Of Performance	Assistance
Independent 5	Safe at all times Proficient Coordinated Confident Competent Occasional expenditure of excess energy within realistic time frame Consistently demonstrates synthesis of theory	Functions with occasional rare supporting cues
Supervised 4	Safe at all times Efficient Coordinated Confident Competent Functions with some expenditure of excess energy within a reasonable time period Relates theory to practice with occasional direction	Functions with occasional supportive cues
Assisted 3	Safe with occasional guidance required Sometimes inefficiency Sometimes uncoordinated Occasionally confident Skillful in most behaviors but does expend excessive energy Functions within delayed time period Recognizes theory to practice with frequent direction	Occasional physical and supportive ones
Marginal 2	Requires constant supervision for safe performance Unskilled Inefficient Lacks confidence Expend considerable expenditure of excessive energy Functions only in prolonged time period Occasionally recognizes the relationship of theory to practice with constant direction	Continuous verbal and physical cues required

Dependent 1	Unsafe even with close supervision Unskilled Inefficient Lacks confidence, coordination Constantly expends excessive energy Unable to function within a prolonged time period Unable to relate theory to practice	Continuous verbal and physical cues
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Universal Expected Behaviors

1.	<ul style="list-style-type: none"> ○ Implements patient care within a timely manner. ○ Organizes time, resources, and self in the delivery of care. ○ Maintains safe client environment. ○ Is cost conscious while delivering care. ○ Uses nursing and other appropriate theories. ○ Apply comprehensive knowledge of health problems and cultural diversity in performing nursing interventions. ○ Uses nursing judgment and decision-making skills to solve problems. ○ Engages in self-reflection and collegial dialogue with instructors and others about practice. ○ Conforms with Patient's Bill of Rights ○ Follows the Code of Conduct.
2.	<ul style="list-style-type: none"> ○ Collects comprehensive data appropriate to the patient (individual, family, group, or population). ○ Conducts thorough data collection techniques in a organized and timely manner. ○ Analyzes all data collected to contribute to the plan of care. ○ Prioritizes nursing diagnoses. ○ Incorporates nursing knowledge and standards of care in the collection of data. ○ Uses principles, established protocols, and practice standards to implement nursing care.
3.	<ul style="list-style-type: none"> ○ Implements interventions based on data collection and nursing diagnoses from the plan of care. ○ Understands outcome criteria that are measurable. ○ Discusses the plan of care with the RN. ○ Communicates care, consideration, and privacy to the client at all times. ○ Uses language expected of a practical nurse when communicating with other professionals. ○ Uses therapeutic communication strategies when communicating with patients.
4.	<ul style="list-style-type: none"> ○ Prepares for clinical experience by acquiring the knowledge, skills, and equipment needed for patient care. ○ Uses medical equipment according to policy and procedures. ○ Respects equipment. ○ Cleans equipment appropriately. ○ Maintains proper storage of equipment. ○ Understands the relationship of the data collected from technological equipment in relation to the patient's condition. ○ Uses technology to obtain and share data.
5.	<ul style="list-style-type: none"> ○ Maintains confidentiality.

	<ul style="list-style-type: none"> ○ Adheres to HIPAA standards. ○ Allows for patient privacy. ○ Treats patients in a dignified and respectful manner. ○ Maintains professional boundaries. ○ Practices standard safety precautions. ○ Communicates appropriate and critical information to faculty and staff in a timely manner. ○ Documents data collected, interventions, and response to interventions in a thorough and accurate manner.
6.	<ul style="list-style-type: none"> ○ Assumes the functions of a patient advocate. ○ Is honest and demonstrates personal integrity. ○ Behaves and dresses professionally. ○ Arrives in the clinical area on time and prepared for the day's assignment. ○ Demonstrates self-motivation for learning.
7.	<ul style="list-style-type: none"> ○ Considers developmental, physical, psychological, sociocultural and spiritual needs of the patient in nursing care. ○ Provides relevant and sensitive health education. ○ Integrating traditional and complementary health care practices per the plan of care. ○ Communication shows sensitivity to sociocultural needs of client. ○ Elicits and clarifies patient preferences and values.

**Table 6.1.1d Grades
Herzing University Kenosha**

DPN Grades Spring 2019

Course	A	B	C	F	Total Students
NP 100 Growth and Development	0	11	1	0	12
NP 110 Pharmacology for Nurses	0	13	5	4	22
NP 120 Fundamentals of Nursing	14	3	0	0	17
NP 125 Medical Surgical Nursing I	17	3	0	0	20
NP 230 Nursing Specialty	15	10	7	0	23
NP 235 Medical Surgical Nursing II	5	12	10	2	29
NP 280 Preparation for NCLEX-PN	0	6	8	6	20

DPN Grades Summer 2019

Course	A	B	C	F	Total Students
NP 100 Growth and Development	1	8	3	0	12
NP 110 Pharmacology for Nurses	1	5	5	10	24
NP 120 Fundamentals of Nursing	3	7	0	1	11
NP 125 Medical Surgical Nursing I	9	9	0	0	18
NP 230 Nursing Specialty	3	6	4	9	23
NP 235 Medical Surgical Nursing II	7	17	1	0	25
NP 280 Preparation for NCLEX-PN	6	11	0	25	42

**Table 6.1.1d Grades
Herzing University Kenosha**

DPN Grades Fall 2019

Course	A	B	C	F	Total Students
NP 100 Growth and Development	0	6	2	0	8
NP 110 Pharmacology for Nurses	0	17	22	22	61
NP 120 Fundamentals of Nursing	2	16	5	0	24
NP 125 Medical Surgical Nursing I	2	7	2	0	11
NP 230 Nursing Specialty	3	7	3	7	20
NP 235 Medical Surgical Nursing II	4	7	6	1	19
NP 280 Preparation for NCLEX-PN	0	19	11	0	30

DPN Grades Spring 2020

Course	A	B	C	F	Total Students
NP 100 Growth and Development	3	5	0	0	8
NP 110 Pharmacology for Nurses	2	22	5	2	31
NP 120 Fundamentals of Nursing	1	14	11	18	44
NP 125 Medical Surgical Nursing I	0	16	7	7	30
NP 230 Nursing Specialty	2	33	3	1	39
NP 235 Medical Surgical Nursing II	4	23	7	8	42
NP 280 Preparation for NCLEX-PN	4	6	0	14	24

**Table 6.1.1d Grades
Herzing University Kenosha**

DPN Grades Summer 2020

Course	A	B	C	F	Total Students
NP 100 Growth and Development	11	12	1	0	24
NP 110 Pharmacology for Nurses	0	0	0	0	0
NP 120 Fundamentals of Nursing	7	25	5	4	41
NP 125 Medical Surgical Nursing I	1	28	11	6	46
NP 230 Nursing Specialty	2	16	1	9	28
NP 235 Medical Surgical Nursing II	4	5	1	1	11
NP 280 Preparation for NCLEX-PN	5	4	0	6	15

NCLEX Pass Rates - Board Approved PN Schools

School	All PN Takers (Including Repeaters) 2019 % Passed (1)	1 Percentage of all PN candidates who passed the NCLEX regardless of times taking the test.
Bryant and Stratton College		
US50110000	87%	
Fox Valley Tech College		
US50101200	100%	
Herzing University - Brookfield		
US50110400	100%	
Herzing University - Kenosha		
US50110300	89%	
Lakeshore Tech Stand Alone		
US50110200	100%	
MATC - Milw		
US50101400	94%	
Northeast WI Tech		
US50100600	91%	

**Table 6.1.2a Virtual Simulations Alignment per Course
Herzing University Kenosha**

Course	Virtual Products	Lab hours	Clinical hours	Sites - live clinical
NP 120 Fundamentals	Evolve	45		Brookside Care Center Crossroads Care Center Manor of Kenosha Maple Ridge Health and Rehab. Ctr New LifeCare Hospitals of Wisconsin Oak Ridge Care Center Rolling Hills Manor Terrace Nursing Home The Grove at the Lake Villa at Lincoln Park Village at Victory Lakes Willowcrest Health Services
	VSIM		24	
NP 110 Pharmacology	Evolve	30		N/A – No clinical
	Shadow Health			

**Table 6.1.2a Virtual Simulations Alignment per Course
Herzing University Kenosha**

<p>NP 125 Medical Surgical Nursing I</p>	<p>VSIM</p>		<p>90</p>	<p>Brookside Care Center Crossroads Care Center Manor of Kenosha Maple Ridge Health and Rehab. Ctr New LifeCare Hospitals of Wisconsin Oak Ridge Care Center Rolling Hills Manor Terrace Nursing Home The Grove at the Lake Villa at Lincoln Park Village at Victory Lakes Willowcrest Health Services</p>

**Table 6.1.2a Virtual Simulations Alignment per Course
Herzing University Kenosha**

NP 230 Nursing Specialties				Chicago Behavioral Health Kenosha Estates Rehab (Living) & Care Center Manor of Kenosha Maple Ridge Health and Rehab. Ctr New LifeCare Hospitals of Wisconsin Oak Ridge Care Center Rogers Memorial Hospital Rolling Hills Manor Terrace Nursing Home Villa at Lincoln Park Village at
--Mental Health	Shadow Health (6)		45 total for all 3 sections	
	VSIM (1) Mental Health			
--OB	Shadow Health (2)			
	VSIM (1) Maternity Pediatric			
--Pediatrics	Shadow Health (2)			
	VSIM (1) Maternity Pediatric			

**Table 6.1.2a Virtual Simulations Alignment per Course
Herzing University Kenosha**

<p>NP 235 Medical Surgical Nursing II</p>	<p>VSIM</p>		<p>90 hours</p>	<p>Atrium Health & Senior Living Brookside Care Center Crossroads Care Center Manor of Kenosha Maple Ridge Health and Rehab. Ctr New LifeCare Hospitals of Wisconsin Oak Ridge Care Center Rolling Hills Manor Terrace Nursing Home The Grove at the Lake Villa at Lincoln Park Village at Victory Lakes</p>

**Table 6.1.2a Virtual Simulations Alignment per Course
Herzing University Kenosha**

<p>NP 275 Practicum</p>	<p>VSIM</p>		<p>135 hours total</p>	<p>Atrium Health & Senior Living Brookside Care Center Capri Communities Crossroads Care Center Family Pediatrics Frontida Assisted Living Manor of Kenosha Maple Ridge Health and Rehab. Ctr New LifeCare Hospitals of Wisconsin Oak Ridge Care Center Rolling Hills Manor Terrace Nursing Home The Grove at the Lake Villa at Lincoln Park Village at Victory Lakes Willowcrest Health Services</p>
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**Table 6.1.2b Simulations per PN Course
Herzing University Kenosha**

NP110 Pharmacology for Nurses (15 Lab hours)

Shadow Health Pharmacology:	Evolve Nursing Skills Online 4.0 As appropriate for course Learning Objectives
Pharmacology Orientation Basic Patient Case (John Larsen) Basic Med Math Intermediate Patient Case (Tina Jones) Unguided Intermediate Patient Case (Edward Carter) Intermediate Med Math Complex Patient Case (Doris Turner) Complex Med Math Anti-Asthmatics Concept Lab Antihypertensives Concept Lab Antidiabetics Concept Lab Anti-infectives Concept Lab Analgesics Concept Lab	Module 04: Safe Medication Preparation Module 05: Administration of Non-parenteral Medications Module 06: Administration of Parenteral Medications: Injections

NP120 Fundamental of Nursing with Lab and Clinical (22.5 clinical hours, 45 lab hours)

Fundamentals vSim & Docucare:	Evolve Nursing Skills Online 4.0 As appropriate for course Learning Objectives
Edith Jacobson Mona Hernandez	Module 01: Infection Control Module 02: Specimen Collection Module 03: Vital Signs Module 07: Administration of Parenteral Medications: Intravenous Medications Module 08: Intravenous Fluid Therapy Module 09: Caring for Central Vascular Access Devices (CVAD) Module 10: Maintenance of Intravenous Fluid Therapy Module 11: Blood Therapy Module 12: Safety Module 13: Airway Management Module 14: Cardiac Care Module 15: Closed Chest Drainage Systems

Table 6.1.2b Simulations per PN Course
Herzing University Kenosha

	Module 16: Enteral Nutrition Module 17: Urinary Catheterization Module 18: Bowel Elimination/Ostomy Care Module 19: Wound Care
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NP125 Medical Surgical Nursing I (90 clinical hours)

Fundamentals vSim & Docucare:	Gerontology vSim & Docucare:
Marvin Hayes Josephine Morrow Jared Griffin Vernon Russell	Henry Williams Part I Henry Williams Part II Julia Morales & Lucy Grey Part II Julia Morales & Lucy Grey Part III Millie Larson Part II

NP230 Nursing Specialty (45 clinical hours)

Mental Health vSim & DocuCare:	Shadow Health Mental Health:	Shadow Health Pediatrics:	Shadow Health Maternal Health:
Linda Waterfall Li Na Chen Part I	DCE Orientation (one-time orientation per student) Conversation Concept Lab (one-time orientation per student) Focused Exam: Schizophrenia Focused Exam: Anxiety Focused Exam: Depression Focused Exam: Alcohol Use Disorder Focused Exam: PTSD Focused Exam: Bipolar Disorder	DCE Orientation (one-time orientation per student) Conversation Concept Lab (one-time lab per student) Focused Exam: Type 1 Diabetes Focused Exam: Asthma Exacerbation	DCE Orientation (one-time orientation per student) Conversation Concept Lab one-time lab per student) Focused Exam: Preeclampsia Focused Exam: Uncomplicated Delivery

NP235 Medical Surgical Nursing II (90 clinical hours)

Fundamentals vSim & Docucare:	Gerontology vSim & Docucare:	Pharmacology vSim & Docucare:
Christopher Parrish Kim Johnson	Millie Larsen Part III Sherman Yoder Part I	Danielle Young Bear Toua Xiong Juan Carlos Jermaine Jones

Table 6.1.2b Simulations per PN Course
Herzing University Kenosha

NP275 LPN Practical Experience (135 clinical hours)

Pharmacology & Docucare:	Maternity & Pediatric vSim & Docucare:	Mental Health vSim & Docucare:
Junetta Cooper Suzanne Morris	OB: Olivia Jones OB: Carla Hernandez Peds: Eva Madison Peds: Charlie Snow Peds: Sabina Vasquez	Andrew Davis David Carter Part 1 David Carter Part 2 Li Na Chen Part 2 Randy Adams Sandra Littlefield Sharon Cole

**Table 6.1.2c Simulation Training
Herzing University Kenosha**

Week of 3/9/20 made transition from on-site clinicals to 100% simulation on campus.			
Week of 3/16/20 all classes, labs and clinicals suspended for two weeks so we could train faculty and students on virtual products. All didactic, non-invasive labs, and clinical went virtual.			
Date	Type of Training, meeting, or resource	Population	All classes, Labs, and clinical suspended
3/17	Virtual Learning meeting Call	Nursing Chairs and Deans	x
3/18 – 3/20	vSim and Docucare Training	Faculty	x
3/18 – 3/20	Lippincott Community Clinical experience Training	Faculty	x
3/25-3/27	Training on clinical and Lab products	Students	x
3/28	LanSchool Air training	Faculty	x
3/30	Evolve Training	Faculty	
3/30	Launch to Virtual classes, clinical, and lab		
3/31-4/1	ATI Remote Proctoring Training		
4/5	OB/Peds Training	Faculty	
4/6	Campus all staff Technical Discussion	Faculty	
4/7	Community vSIM Training	Faculty	
4/7- 4/15	vSIM Training	Faculty	
4/8- 4/9	Additional training on clinical and Lab	Students	
4/10	Resources: 1. FAQ Nursing Faculty Roles and Responsibilities for Instructional Continuity	Faculty	
4/10	Zoom Training	Faculty	
4/10	ATI Proctor U training	Students	
4/13	Remote Proctor Cheat- sheet-		
4/21	HESI Test with LanSchool	Faculty	
4/23	HESI Proctoring Training	Faculty	

**Table 6.1.3 a- NLN Graduate Competencies Alignment
Herzing University Kenosha**

HU Mission	Program Mission	Program (Learning) Outcomes	NLN Graduate Competencies
To educate, support and empower all students for success in work, learning and engagement in their communities and a global society.	Parallel to the overall University directive, the mission of the Department of Nursing at Herzing University is to provide quality nursing education that prepares graduates to function in a caring, competent, and ethical manner as entry level practitioners to enhance the health of persons within communities and the larger global environment by providing safe, quality, holistic healthcare as professional nurses and lifelong learners.	PO1: Practice quality, safe, and relationship- centered care as guided by practical nurse scope of practice.	Human Flourishing
		PO2: Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.	Nursing Judgment
		PO3: Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.	Spirit of Inquiry
		PO4: As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.	Professional Identity

HERZING[®]
— UNIVERSITY —
Course Syllabus

Course Title: Prep Course for Nursing Success

Course Code: RE099

Credit Hours: 0 (P/F)

Course Description:

This course is designed to introduce students to methodologies that will prepare them for academic and professional success in the Practical Nursing program. Topics include but are not limited to, self-reflection, time management, goal setting, math for dosage calculations, along with test-taking strategies for nursing exams and the NCLEX-PN.

Program: Undergraduate Nursing

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgment and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. Identify and apply test-taking strategies in preparation for nursing exams and the NCLEX-PN.
2. Apply math principles to calculate medication dosages across the lifespan.
3. Engage in self-reflection related to academic and professional success.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	<p><u>NCLEX Test-taking Strategies</u> Topic(s): Reading and Note-taking Strategies for Success: How can you best use engage with the course content in the learning platform, making notes on your reading, classroom notes, how to study effectively Assignment(s): Check Your Knowledge <u>Academic and Professional Success</u> Topic(s): Learning in an Adaptive Platform: Learning preference, benefits of adaptive learning, using the learning platform, adaptive plus active learning, a student’s contribution to success. Assignment(s): Check Your Knowledge In-Class Activity: Note-taking Activity <u>Math/Dosage Calculation</u> Topic(s): Basic Math Skills: Introduction to whole numbers, adding and subtracting integers, multiply integers, dividing integers, introduction to fractions, adding and subtracting fractions, multiplying fractions, dividing fractions Assignment(s): Check Your Knowledge In-Class Activity: Amazing Race Fractions</p>	1,2,3	<p>100 pts for in-class activities</p> <p>40 pts for Knowledge Check completion</p>
2	<p><u>NCLEX Test-taking Strategies</u> Reducing Test Anxiety: Test anxiety, how do you know if you have test anxiety, causes of test anxiety, preventing test anxiety, interventions if you are experiencing test anxiety, positive pampering and why is it important, the night before the exam, controlling your test anxiety before the exam, controlling your test anxiety during the exam, the positive attitude and maintaining it. Assignment(s): Check Your Knowledge <u>Academic and Professional Success</u></p>	1,2,3	<p>100 pts for class activities</p> <p>40 pts for Knowledge Check completion</p>

	<p>Topic(s): P.R.I.C.E of Success Assignment(s): Check Your Knowledge In-Class Activity: P.R.I.C.E. Activity <u>Math/Dosage Calculation</u> Topics(s): Introduction to decimals, adding and subtracting decimals, multiplying decimals, dividing decimals, round numbers, compare decimals and fractions, convert fractions and decimals, percent notation Assignment(s): Check Your Knowledge In-Class Activity: Round Robin Decimals</p>		
3	<p><u>NCLEX Test-taking Strategies</u> NCLEX Preparation: Starting NCLEX preparation, the NCLEX test plan: why is it so important, steps for preparing. Assignment(s): Check Your Knowledge In-Class Activity: Review of NCLEX Test Plan <u>Academic and Professional Success</u> Topics: Learning styles, learning to learn and manage stress Assignment(s): Check Your Knowledge In-Class Activity: Learning Style Assessment <u>Math/Dosage Calculation</u> Topics(s): Intro to metric system, common metric abbreviations, rules of the metric system, conversions between metric units. Assignment(s): Check Your Knowledge In-Class Activity: Metric Conversion Bingo</p>	1, 2, 3	<p>100 pts for class activities</p> <p>40 pts for Knowledge Check completion</p>
4	<p><u>NCLEX Test-taking Strategies</u> Topic(s): How to Avoid Reading into the Question: Clinical reasoning, ingredients of a question, strategic words or strategic phrases, subject of the question, using nursing knowledge and the process of elimination. Assignment(s): Check Your Knowledge In-Class Activity: Practice Questions <u>Academic and Professional Success</u> Topic(s): Time Management Assignment(s): Check Your Knowledge In-Class Activity: Time-Management Activity</p>	1,2,3	<p>100 pts for class activities</p> <p>40 pts for Knowledge Check completion</p>

	<p><u>Math/Dosage Calculation</u> Topic(s): Math in Nursing: Apothecary system, household system, medication measurement, conversions; Celsius and Fahrenheit, length, weight, military time, calculating completion times. Assignment(s): Check Your Knowledge In-Class Activity: Scenario-based Practice Med Calculation Problems</p>		
5	<p><u>NCLEX Test-taking Strategies</u> Topic(s): Alternate Item Format: Alternate item formats test-taking strategies for answering fill-in-the-blank, multiple response, prioritizing (ordered response), figure/illustration, chart/exhibit, graphic item option, audio or video, and case study questions. Assignment(s): Check Your Knowledge In-Class Activity: Practice Questions <u>Academic and Professional Success</u> Topic(s): Study Skills Assignment(s): Check Your Knowledge Topic(s): Developing Good Study Skills for NCLEX: Good study skills, identify and plan study time, study habits that need developed, important study skills, time to start studying for an exam, study groups. Assignment(s): Check Your Knowledge In-Class Activity: My A.S.P.I.R.E Gallery Walk Activity <u>Math/Dosage Calculation</u> Topic(s): Medication administration, Understanding & Interpreting Medication Orders, Ratios and Dosage Calculations Assignment(s): Check Your Knowledge In-Class Activity: Scenario-based Practice Med Calculation Problems</p>	1,2,3	<p>100 pts for class activities</p> <p>40 pts for Knowledge Check completion</p>
6	<p><u>NCLEX Test-taking Strategies</u> Topic(s): Positive & Negative Event Queries: Positive event queries, negative event queries. Assignment(s): Check Your Knowledge</p>	1,2,3	100 pts for class activities

	<p>In-Class Activity: Practice Questions <u>Academic and Professional Success</u> Topic(s): Cultural Diversity and Conflict Resolution Assignment(s): Check Your Knowledge In-Class Activity: Role-Play Activity <u>Math/Dosage Calculation</u> Topics(s): Dimensional Analysis Dosage Calculations, Reading Medication Labels, Oral Medications Assignment(s): Check Your Knowledge In-Class Activity: Scenario-based Practice Med Calculation Problems</p>		40 pts for Knowledge Check completion
7	<p><u>NCLEX Test-taking Strategies</u> Topic(s): Additional Pyramid Strategies: Eliminating options, ensuring all parts of an option are correct, umbrella options, strategies that will help answer questions, visualizing the information in the case. Assignment(s): Check Your Knowledge In-Class Activity: Practice Questions <u>Academic and Professional Success</u> Topic(s): Transforming your Attitude Assignment(s): Check Your Knowledge <u>Math/Dosage Calculation</u> Topics(s): Review of Key Ideas for Dosage Calculation, Practice problems for dosage calculation exam Assignment(s): Check Your Knowledge In-Class Activity: Scenario-based Practice Med Calculation Problems Assessment: Dosage Calculation Exam (Attempt 1)**</p>	1,2,3	100 pts for class activities 40 pts for Knowledge Check completion P/F
8	<p><u>Math/Dosage Calculation</u> Topics(s): Remediation for dosage calculation exam Assessment: Dosage Calculation Exam (Attempt 2)**</p>	1,2,3	

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00% - 100.00%
B	80.00% - 89.99%
C	76.00% - 79.99%
F	0.00% - 75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
In-Class Activities <ul style="list-style-type: none"> • Students will earn 100 points each week for completion of in-class activities for the assigned unit. 	700	70%	Points
Check Your Knowledge <ul style="list-style-type: none"> • Students will earn 40 points each week for on-time completion of all the knowledge checks for the assigned unit. • Students will receive a comprehensive knowledge grade based on the mastery and completion of all topics in the course. Up to 20 points will be awarded. 	300	30%	Points
Math Dosage Calculation Exam ** (80% to pass)	P/F		
Total	1000	100%	Points

**Dosage Calculation Exams: Students will be given two opportunities to pass the dosage calculation exam with a grade of 80% or better. Students who fail to achieve 80% on their first attempt of the dosage exam will be required to engage in remediation. Students unable to pass the dosage exam on the second attempt with 80% will be awarded an “F” for the course and will not be able to progress in the nursing program.

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading, and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course-specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

HERZING[®]

— UNIVERSITY —

Course Syllabus

Course Title: Growth and Development

Course Code: NP100

Semester hours: 1

Prerequisites: PS 101 - Psychology

Course Description:

This course is a survey of normative human life span development. Emphasis is on selected theorist and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Significant milestones, and developmental tasks will be emphasized.

Program: Undergraduate Nursing

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. Explain physical, cognitive, and psychosocial changes of a diverse population that occur across the lifespan.
2. Apply selected developmental theories to the population across the lifespan.
3. Distinguish between normal and abnormal patterns of development.
4. Identify safety principles across the lifespan.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	<p>Topic(s): Prenatal Development: Germinal stage, embryonic stage, fetal, multiple birth causes, maturation of girl and boy. Assignment(s): Check Your Knowledge</p> <p>Age Groups: Prenatal, infancy, early childhood, middle & late childhood, adolescence. Assignment(s): Check Your Knowledge</p> <p>Freud’s Functional Components of the Mind: Id, ego, superego, libido. Assignment(s): Check Your Knowledge</p> <p>Freud’s Psychosexual Stages of Development: Oral, Anal, Phallic, Latency, Genital. Assignment(s): Check Your Knowledge</p> <p>Erikson’s Theory of Development: Trust versus mistrust, autonomy versus shame and doubt, initiative versus guilt, industry versus inferiority, identity versus role confusion, intimacy versus isolation, generativity versus stagnation, ego integrity versus despair. Assignment(s): Check Your Knowledge</p> <p>Piaget’s Cognitive Development: Sensorimotor, preoperational, concrete operations, formal operations. Assignment(s): Check Your Knowledge</p> <p>Kohlberg’s Theory of Moral Development: Preconventional reasoning, conventional reasoning, and post conventional reasoning. Assignment(s): Check Your Knowledge</p> <p>Other: Watson’s Behaviorist Theory, Behaviorist theory of personality Pavlov & Skinner. Assignment(s): Check Your Knowledge</p>	<p>1,3</p> <p>3</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2,3</p> <p>2,3</p> <p>1,3</p>	

	<p>Principles of Growth and Development: Factors influencing growth and development, lifestyle choices, gender, siblings. Physical, cognitive, & psychosocial aspects of growth & development.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Chapter 11</p> <p>Textbook/E-Book: p. 141-145</p>		
2	<p>Topic(s):</p> <p>Prenatal Development: Zygote, genes. Events in Prenatal Development: Germinal, embryonic, fetal, trimesters, first, second, third, prematurity, viability, abortion, miscarriage.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Maternal Influences on Pregnancy: Health promotion prenatal care, chronic health problems, mothers age, nutrition, folic acid, exercise, emotional state, chemicals, health promotion, Infant morbidity, infant mortality.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Infants: Health promotion, checkups, immunizations, nutrition, breast milk, formula, feeding amounts.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Appearance/Capabilities of Newborns: Vernix, head size, acrocyanosis, lanugo, reflexes, Moro reflex, blinking, yawning, grasping, stepping, hiccoughing, sucking, swallowing, crying, sleeping.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Physical Development: newborn weight, length, preterm babies, small for dates babies, weight by 6 months, weight by 1 year, eye color, hearing, touch, teeth, brain growth, health promotion indications for pediatric evaluation.</p> <p>Assignment(s): Check Your Knowledge</p>	<p>1,3</p> <p>1,3</p> <p>3</p> <p>1,3</p> <p>1,3</p>	

	<p>Motor Development: Cephalocaudal, pattern varies from one child to another, milestones in infant motor development, infant safety factors.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Cognitive Development: Piaget’s stage sensorimotor, object permanence, babbling, stimulating cognitive development.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Psychosocial Development: Bonding, physical contact, Erikson Trust versus mistrust, family versus strangers.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Chapter 11 Textbook/E-Book: p. 145-149</p> <p>Assessment(s): Quiz #1</p>	<p>1,2,3</p> <p>1,2,3</p> <p>1,3</p>	<p>Quiz 1 50 points</p>
3	<p>Topic(s):</p> <p>Young Children Physical Development: Age range, growth, heredity & environment, vision, teeth, growth chart, health promotion for young children, checkups, immunizations, iron deficiency, nutrition, physical examination, physical activity, electronics.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Motor Development: Toilet training, feeding/dressing self, running, steps, developmental screening test, gross motor skills, fine motor skills.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Cognitive Development: Piaget preoperational thought, symbolic function, imaginations, magical thinking, egocentric, intuitive thought, curiosity, attention span, language development, imaginations.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Safety/Education for Infants and Young Children: Childproofing home, crib space, infant</p>	<p>3</p> <p>1,3</p> <p>1,2,3</p>	

	<p>unattended, stairways, toys, plastic bags, toxic plants, bathtub, safety locks, lead paint, poison control, electrical outlets/wires, tablecloths, cleaning supplies, medications, choking foods, hot liquids, hot surfaces, crossing streets, cars, strangers, supervision, animals, safety seats, knives, swimming pools, garage doors, clotheslines, glass doors, health promotion.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Psychosocial Development: Erikson autonomy versus shame and doubt, initiative versus guilt, time out, gender roles, new siblings, morals, peers, play, types of play.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Day Care and Early Education: Statistics, stimulation, socialization skills, government programs.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Middle and Older Children Physical Development: Age range, growth, physical activities, dental care, sleep, nutrition, obesity.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Cognitive Development: Piaget concrete operational thought, intelligence, IQ, other aspects of intelligence, learning problems, gifted child, components of emotional intelligence, modelling parents behaviors.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Psychosocial Development: Self-concept, social competence, Erikson industry versus inferiority, supportive relationships, peers, functions of children’s relationships.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Safety/Education for Middle and Older Children: Strangers, human trafficking, bicycle safety, healthy versus unhealthy relationships, personal boundaries, social networks, gun</p>	<p>4</p> <p>1,2,3</p> <p>3</p> <p>1,3</p> <p>1,2,3</p> <p>1,2,3</p> <p>3</p> <p>1,2,3,4</p> <p>1,3</p>	
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	<p>safety, cyberbullying, health promotion. Assignment(s): Check Your Knowledge Reading: Chapter 11 Textbook/E-Book: p. 149-153 Assignment(s): Home safety: Infant and early childhood Assessment(s): Quiz #2</p>		<p>Home Safety #1 25 points</p> <p>Quiz 2 50 points</p>
4	<p>Topic(s): Parenting: Parenting styles, authoritative, authoritarian, permissive, uninvolved, expectations, responsibility for children, time alone, discipline. Assignment(s): Check Your Knowledge Child Abuse: Physical, sexual, emotional, neglect, verbal, healthcare worker requirements. Assignment(s): Check Your Knowledge Physical Development Adolescents: Age range, confusing time, puberty, genetic/nutrition influences on puberty, growth spurts, rate of physical development between child/boys/girls. Assignment(s): Check Your Knowledge Safety/Education for Adolescents: Warm up/stretching, safety equipment, water safety, driving safety, drugs, alcohol, nutrition, activity, video games, teen violence, development of responsibility, peer relationships, health promotion. Assignment(s): Check Your Knowledge Sexuality: High risk behaviors, sexual activity, STI, AIDS, parent role, teen pregnancy, birth control options, condoms, nurses in schools, counseling health promotion. Assignment(s): Check Your Knowledge Cognitive Development: Piaget formal operations, idealism, egocentrism, role of</p>	<p>3</p> <p>3</p> <p>3</p> <p>4</p> <p>4</p> <p>1,2,3</p> <p>1,2,3</p>	

	<p>schools.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Psychosocial Development: Turbulance, emotions, hormones, autonomy, freedom, conflict between parents and teens, dating, Erikson identity versus role confusion, role in society, parents role.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Task of Adolescence: Ideology, sexual orientation.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Concerns in Adolescence: pregnancy, employment, chemical abuse, eating disorders. Anorexia, bulimia nervosa, depression, early deaths.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Chapter 11 Textbook/E-Book: p. 153-159</p> <p>Assignment(s): Home safety: Middle childhood and adolescence</p> <p>Assessment(s): Comprehensive Exam #1 (Units 1-3)</p>	<p>3</p> <p>3</p> <p>1,2,3,4</p> <p>1,3</p>	<p>Home Safety #2 25 points</p> <p>Exam 1 200 points</p>
5	<p>Topic(s):</p> <p>Adulthood: Age range, first stage, second stage, third stage, Erikson intimacy versus isolation, generativity versus stagnation.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Families: Definition, functions of the family, types of family, nuclear, extended, step, blended, partner, cohabitation, foster parent, adopted.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Historical Changes in Families: Urbanization, mobility, size, paid caregivers, father's role, mother's role, longevity.</p> <p>Assignment(s): Check Your Knowledge</p>	<p>2,3</p> <p>3</p> <p>3</p> <p>3</p>	

	<p>Divorce and Families: Statistics, risk factors for divorce, divorce early in marriage, effect on young children, adolescents, effect on grandparents.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Young Adults: Millennials, behaviors indicating maturity, economic independence, independent decision making.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Physical Development: Peak performance, dental maturity, brain growth, best ages for reproduction, sexual preferences.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Education Young Adults: Diet, exercise, weight, BMI, muscle development, health concerns of young adults, risky behavior, stress related illness, early disease, physical examinations.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Cognitive Development of Young Adults: Teaching points with young adults, continuing education, careers and work, vocation, gender equality, concerns of career versus family.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Psychosocial Development: Boomerang children, Erikson intimacy versus isolation, personality development, developmental tasks, marriage, parenting, home management developing a social group, community responsibility.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Chapter 12 Textbook/E-Book: p. 160-166</p> <p>Assignment: Home safety: Young adulthood</p> <p>Assessment(s): Quiz #3</p>	<p>3</p> <p>1,3</p> <p>3</p> <p>3</p> <p>1,2,3</p> <p>1,2,3,4</p> <p>1,3</p>	<p>Home Safety #3 25 points</p> <p>Quiz 3 50 points</p>
6	<p>Topic(s):</p> <p>Physical Development Middle Adulthood: Age range, baby boomers, physical changes,</p>	<p>1,3</p>	

	<p>variation of changes, presbyopia, presbycusis, bone health health promotion, compression spinal column, muscle changes, hair changes, hormone changes, menopause, signs and symptoms of menopause, andropause, complementary and alternative health common therapies.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Health Concerns: Health status, blood pressure monitoring, leading causes of death.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Cognitive Development: Creativity peak, memory, cognitive stimulation, work life, career paths, leisure activities.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Psychosocial Development: Marriage, empty nest syndrome, friendships, parenting, caring for parents, sandwich generation, Erikson generativity versus stagnation.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Overview of Aging: Aging definition, health promotion older adult, theories of aging longevity, demographics.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Physical Changes: Senescence, typical changes table 13-1, health concerns, fitness, safety and accident prevention, mental health, health promotion behaviors, signs and symptoms of depression in older adults, medication regimen aids.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Cognitive Aspects of Aging: Wisdom and learning, memory issues, cognitive stimulation, employment and retirement, ageism, health promotion behaviors.</p> <p>Assignment(s): Check Your Knowledge</p>	<p>1,3</p> <p>3</p> <p>1,3</p> <p>1,2,3</p> <p>2,3</p> <p>1,3,4</p> <p>1,3</p> <p>1,2,3</p> <p>3</p>	
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	<p>Psychosocial Aspects of Aging: Erikson ego integrity versus despair, life review, family relationships, elder abuse, legal & ethical elder abuse, social activity, living arrangements, health promotion behaviors.</p> <p>Assignment(s): Check Your Knowledge</p> <p>When a Parent Needs Help: Planning ahead, observing changes, resources for families.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Chapters 12, 13</p> <p>Textbook/E-Book: p. 166-169, 172-180</p> <p>Assignment(s): Home safety: Middle adulthood, advanced old age, and geriatrics</p> <p>Assessment(s): Quiz #4</p>	<p>1,2,3,4</p> <p>1,3</p>	<p>Home Safety #4 25 points</p> <p>Quiz 4 50 points</p>
7	<p>Topic(s):</p> <p>Loss, Grief, and End of Life Care: Nurses attitude, supporting the dying patient, change, loss, grief, bereavement, anticipatory grieving, dysfunctional grieving, stages of grief, symptoms of grief.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Death and Dying: Death, brain death, types of death, end of life care within the health system, cultural views about disclosure of dying.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Hospice and Palliative Care: Definitions, standards of care for the terminally ill, rights of the dying patient, the hospice philosophy.</p> <p>Assignment(s): Check Your Knowledge</p> <p>The Dying Process: Theories on death, Kubler Ross Stages of Death, thanatology, cultural views about death, hope and the dying process, religious rituals and beliefs.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Nursing and the Dying Process: Comfort care, analgesia, data collection nursing diagnosis,</p>	<p>3</p> <p>3</p> <p>3</p> <p>1,2,3</p> <p>3</p>	

	<p>planning, implementation.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Common Problems of the Dying Patient: Anticipatory Guidance, end stage symptom management, pain control, dyspnea and respiratory distress, constipation/diarrhea, anorexia, nausea, vomiting, dehydration, delirium, impaired skin integrity, weakness, fatigue, decline ADLs, anxiety, depression, agitation, spiritual distress, evaluation.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Signs of Impending Death: Physical signs, Cheyne stokes respirations, apnea, psychosocial and spiritual aspects of dying, closure, last sense to go.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Legal and Ethical Aspects of Life and Death: Advanced directives, euthanasia, adequate pain control, organ tissue donation, postmortem care, autopsy.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Chapter 15 Textbook/E-Book: p. 198-213</p> <p>Assessment(s): Comprehensive Exam #2 (Units 4,5,6)</p>	<p>3</p> <p>3</p> <p>3</p> <p>1,3</p>	<p>Exam 2 200 points</p>
8	<p>Assessment(s): Comprehensive Final Exam (All Units)</p> <p>Comprehensive Knowledge Check Grade</p>	1,3	<p>Final Exam 250 points</p> <p>50 points</p>

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00% - 100.00%
B	80.00% - 89.99%
C	76.00% - 79.99%
F	0.00% - 75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Home Safety Assignment (25 points X 4)	100	10%	Points
Check Your Knowledge <ul style="list-style-type: none"> • Students earn 50 points for successful completion of all knowledge checks by the end of Week 7 • Students who fail to successfully complete all knowledge checks by the end of Week 7 will receive 0 points 	50	5%	Points
4 Quizzes (50 points X 4)	200	20%	Points
2 Exams (200 points each X 2)	400	40%	Points
Final Exam	250	25%	Points
Total	1000	100%	

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

HERZING[®]

— UNIVERSITY —

Course Syllabus

Course Title: Pharmacology for Nursing with Lab

Course Code: NP110 Credit hours: 2 semester hours

Course Description:

The basic concepts of pharmacology will be taught related to actions, therapeutic effects, and adverse effects of traditional and nontraditional medications. Students will demonstrate collection of data, clinical judgment, and integration of knowledge to administer medication safely. The student will use the knowledge gained from this course for safe pharmacological interventions, dosage calculation, medication administration techniques, and documentation.

Program: Undergraduate Nursing

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. Discuss basic pharmacokinetics and pharmacodynamics for clients across the lifespan.
2. Document appropriate collection of data for safe administration of pharmaceutical agents.
3. Apply math principles to calculate medication dosages across the lifespan.
4. Demonstrate appropriate techniques for medication administration to include oral, rectal, parenteral, topical, and injectable medications.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	<p>Topic(s): Drug Regulation, Actions, and Responses: Drug therapy overview, drug names, drug categories, drug regulations, pharmacodynamics, pharmacokinetics, life span considerations, memory jogger, drug alerts, drug interactions. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Safely Preparing and Giving Drugs: Rights of safe drug administration, types and interpretation of drug orders, drug errors, principle of administering drug, giving enteral drugs, giving parenteral drugs, giving percutaneous drugs, memory jogger, drug alerts. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Anti-Inflammatory Drugs: Inflammation, review of related physiology and pathophysiology, types of anti-inflammatory drugs, memory jogger, drug alerts, do not confuse, clinical pitfall, common side effects. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drugs for Pain Control: Pain, review of related physiology and pathophysiology, general issues related to analgesic drug therapy, opioids, non-opioids, memory jogger, drug alerts, clinical pitfalls, do not confuse, common side effects. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Reading: Workman Chapters 1, 2, 6, & 7 Textbook/E-Book/Realizeit: Workman p. 2-22, 27-41, 83-99, 101-112;</p> <p>Assessment(s): Quiz #1 (Day 2)</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2,4</p> <p>1</p>	<p>Quiz 30 points</p>

	<p>Hands on:</p> <p>Reading: Morris Chapters 1, 2, 3, 4, 5 Morris p. 6-9, 11-20, 28-39, 44-49, 55-64</p> <p>MAR: Reading MAR, types of orders, routes of medication administration.</p> <p>Assignment(s): Knowledge Check</p> <p>Medication Administration: rights of medication administration, medication errors, documenting medication administration, medication administration systems.</p> <p>Assignment(s): Knowledge Check</p> <p>Administering Topical Medications: creams, lotions, transdermal patches, aerosol sprays, & powder.</p> <p>Assignment(s): Knowledge Check</p> <p>Math: Roman numerals, fractions, decimals, ratio & proportion, percentages.</p> <p>Assignment(s): Knowledge Check</p>	<p>1</p> <p>1</p> <p>1,3</p>	
2	<p>Topic(s):</p> <p>Anti-Infectives: Antibacterial Drugs: Review of related physiology & pathophysiology, antibacterial therapy, general issues in antibacterial therapy, types of antibacterial drugs, antibacterial drug resistance, memory jogger, drug alerts, memory jogger, drug alert, common side effects, do not confuse, clinical pitfalls, cultural awareness. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Anti-Infectives: Antiviral Drugs: Viral infection, review of related physiology and pathophysiology for common viruses, general issues in antiviral therapy, antiviral drugs, retroviral infection, review of related physiology and pathophysiology, general issues in antiretroviral therapy, types of antiretroviral drugs, memory jogger, drug alert, do not confuse, common side effects, clinical pitfalls</p>	<p>1</p> <p>1</p>	

	<p>cultural awareness. (Day 1) Assignment(s): Knowledge Check Anti-Infectives: Antitubercular Drugs: Tuberculosis, review of related physiology & pathophysiology, types of drugs for tuberculosis, fungal infection, review of related physiology and pathophysiology, types of antifungal drugs, memory jogger, clinical pitfalls, drug alert, common side effects, do not confuse. (Day 2) Assignment(s): Knowledge Check Drugs that Effect the Immune System: Overview of the immune system & immunity, immunosuppressive therapy, memory jogger, drug alert. (Day 2) Assignment(s): Knowledge Check Reading: Workman Chapters 8, 9, 10, & 11 Textbook/E-Book/Realizeit: Workman p. 114-134, 137-155, 157-169, 173-189, 346 Assignment(s): 10 Written Drug Cards Assessment(s): Quiz #2 (Day 2) Hands on: Reading: Morris Chapters 6 & 7 Morris p. 74-80, 85-88 Medication Administration: Administering ear (child/adult), buccal, & sublingual. Administering oral medication, tablets, liquids, crushing tablets, splitting tablets, single dose, multiple doses, & 30 day medication cards, and document. Assignment(s): Knowledge Check Documentation: documentation of medication administration. Assignment(s): Knowledge Check Math: Metric system, apothecary system, household system. Assignment(s): Knowledge Check</p>	<p>1 1 1 1 2,4 1,3 1,3 1,3</p>	<p>Drug Cards 10 points Quiz 30 points</p>
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3	<p>Topic(s): Drug Therapy for Diabetes: Overview, review of related physiology and pathophysiology, types of drugs for diabetes, drug alerts, mixing insulin, teaching self-injection, older adult considerations, noninsulin, antidiabetic drugs, teaching patient tip, memory jogger, drug alert, clinical pitfalls, common side effects, do not confuse, older adult considerations. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Thyroid Problems: Hypothyroidism review of related physiology and pathophysiology, types of thyroid hormone replacement drugs, hyperthyroidism review of related physiology and pathophysiology, types of thyroid suppressing drugs. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Adrenal Gland Problems: adrenal gland hypofunctioning, adrenal gland hyperfunctioning, memory jogger, common side effects, clinical pitfalls, drug alert do not confuse. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Asthma & Other Respiratory Problems: Overview, review of related physiology and pathophysiology, types of drugs for asthma and COPD, other serious respiratory disorders, types of drug therapy for pulmonary artery hypertension, memory jogger, do not confuse, common side effects, drug alert, clinical cues. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Osteoporosis, & Arthritis: Osteoporosis review of related physiology and pathophysiology types of drugs to manage or slow osteoporosis, arthritis review of related physiology and pathophysiology, types of drugs</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	
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	<p>to manage arthritis. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Skeletal Muscle Relaxation: Muscle spasm review of related physiology and pathophysiology, skeletal muscle relaxants, memory jogger, do not confuse, common side effects, drug alert. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Reading: Workman Chapters 13, 14, 21, & 30 Textbook/E-Book/Realizeit: Workman p. 210-225, 229-237, 340-353, 469-479</p> <p>Assignment(s): 10 Written Drug Cards</p> <p>Assessment(s): Exam #1 (Day 1)</p> <p>Assessment(s): Quiz #3 (Day 2)</p> <p>Hands on:</p> <p>Reading: Morris Chapters 8 & 9 Morris p. 92-120</p> <p>Medication Administration: inhalation (MDI, spacers, diskus, handihaler) medications, nasal (atomizer & drops).</p> <p>Assignment(s): Knowledge Check</p> <p>Math: Converting between systems, additional conversions useful in the health care setting.</p> <p>Assignment(s): Knowledge Check</p>	<p>1</p> <p>1</p> <p>1</p> <p>2,4</p> <p>1,3</p> <p>1,3</p>	<p>Drug Cards 10 points</p> <p>Exam 200 points</p> <p>Quiz 30 points</p>
4	<p>Topic(s): Drugs that affect Urine Output: Diuretics review of related physiology and pathophysiology, general issues in diuretic therapy, types of diuretics, overactive bladder review of related physiology and pathophysiology, types of drugs for overactive bladder, memory jogger, drug alert, common side effects, clinical pitfall, do not confuse.</p>	<p>1</p>	

	<p>(Day 1) Assignment(s): Knowledge Check Drug Therapy for Hypertension: Arteriosclerosis and atherosclerosis review of related physiology and pathophysiology, general issues for antihypertensive therapy, types of antihypertensive drugs, memory jogger, clinical pitfalls, drug alert, do not confuse, common side effects. (Day 1) Assignment(s): Knowledge Check Drug Therapy for Heart Failure: Heart failure review of related physiology and pathophysiology, treatment for heart failure, general issues for heart failure therapy, types of drugs used to treat heart failure, memory jogger, do not confuse, common side effects, drug alert, clinical pitfalls. (Day 2) Assignment(s): Knowledge Check Drug Therapy for Dysrhythmias: Dysrhythmia related physiology and pathophysiology, general issues related to antidysrhythmic therapy, types of antidysrhythmic drugs, drugs for tachydysrhythmias, unclassified antidysrhythmic drugs, memory jogger, clinical pitfalls, drug alert, common side effects, do not confuse. (Day 2) Assignment(s): Knowledge Check Reading: Workman Chapters 15, 16, 17, & 18 Textbook/E-Book/Realizeit: Workman p. 239-251, 253-269, 272-289, 291-309 Assignment(s): 10 Written Drug Cards Assessment(s): Quiz #4 (Day 2) Hands on: Reading: Morris Chapters 10 & 11 Morris p. 126-158 Medication Administration: Intradermal, subcutaneous, & intramuscular medication</p>	<p>1 1 1 1 1 2,4 1,3 1,3 1,3 1,3</p>	<p>Drug Cards 10 points Quiz 30 points</p>
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	<p>administration sites.</p> <p>Assignment(s): Knowledge Check</p> <p>Syringes: Types of syringes, insulin syringes, insulin pen. Assignment(s): Knowledge Check</p> <p>Reading Syringes: 3mL, 5mL, 10mL syringes, insulin syringes and document.</p> <p>Assignment(s): Knowledge Check</p> <p>Math: Medication administration, understanding & interpreting medication orders.</p> <p>Assignment(s): Knowledge Check</p> <p>Assessment(s): Math Dosage Calculation Exam #1 (Units 4,5,6) Must have 80% to pass</p>	1,3	<p>Math Dosage Calculation Exam #1 P/F</p>
5	<p>Topic(s): Drug Therapy for High Blood Lipids: Overview, review of related physiology and pathophysiology, coronary artery disease, familial hyperlipidemia, general issues for antihyperlipidemic therapy, types of lipid-lowering drugs, statins, bile acid sequestrants, cholesterol absorption inhibitors, fibrates, nicotinic acid agents, memory jogger, drug alert, do not confuse, common side effects clinical pitfalls. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drugs That Affect Blood Clotting: Overview, review of related physiology and pathophysiology, clot formation, thrombosis, embolus, general issues for anticoagulant therapy, types of drugs that affect blood clotting, anticoagulant drugs, drugs that improve blood clotting, memory jogger, drug alert, clinical pitfalls, common side effects, do not confuse. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Gastrointestinal Problems: Overview, nausea and vomiting, review of related physiology and pathophysiology, types</p>	<p>1</p> <p>1</p>	

	<p>of drugs for nausea and vomiting, antiemetic drugs, constipation, review of related physiology and pathophysiology, types of drugs for constipation, laxatives, lubricants, and stool softeners, diarrhea, review of related physiology and pathophysiology, types of drugs for diarrhea, antimotility, adsorbent/absorbent, and antisecretory drugs, memory jogger, drug alert, clinical pitfalls, do not confuse, common side effects. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Gastric Ulcers: Overview, review of related physiology and pathophysiology, gastrointestinal ulcers, gastroesophageal reflux disease, general issues for drugs for PUD, types of drugs for PUD, histamine H2 blockers, proton pump inhibitors, antacids, cytoprotective drugs, promotility drugs, other drugs used to treat ulcers, antibiotics for H. pylori Infection, memory jogger, clinical pitfalls, drug alert, do not confuse, common side effects. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Reflux: Overview, review of related physiology and pathophysiology, gastrointestinal ulcers, gastroesophageal reflux disease, general issues for drugs for GERD, types of drugs for GERD, histamine H2 blockers, proton pump inhibitors, antacids, cytoprotective drugs, promotility drugs, other drugs used to treat ulcers, antibiotics for H. pylori Infection, memory jogger, clinical pitfalls, drug alert, do not confuse, common side effects. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Reading: Workman Chapters 19, 20, 22, & 23</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2,4</p> <p>1,3</p> <p>1,3</p>	
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	<p>Textbook/E-Book/Realizeit: Workman p. 311-320, 324-335, 356-371, 373-386</p> <p>Assignment(s): 10 Written Drug Cards</p> <p>Assessment(s): Quiz #5 (Day 2)</p> <p>Hands on:</p> <p>Reading: Morris 13, 16, & 17 Morris p.179-193, 270-275, 292-317</p> <p>Medication Administration: Intradermal, subcutaneous, & intramuscular medication administration techniques, ampule, vials, mixing medications in same syringe.</p> <p>Assignment(s): Knowledge Check</p> <p>Insulin: mixing insulin, types of insulin, and document.</p> <p>Assignment(s): Knowledge Check</p> <p>Review Skills</p> <p>Math: Reading medication labels, dosage calculation, oral medications.</p> <p>Assignment(s): Knowledge Check</p>	<p>1,3</p>	<p>Drug Cards 10 points</p> <p>Quiz 30 points</p>
<p>6</p>	<p>Topic(s): Drug Therapy with Nutritional Supplements: Review of related physiology and pathophysiology, vitamins, minerals, types of nutritional supplements, enteral nutritional supplements, memory jogger, common side effects, drug alert. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Seizure: Review of related physiology and pathophysiology, causes of seizures, types of seizures, treatment of seizures, types of antiseizure drugs, general issues related to drug therapy for seizures, first-line drugs for partial and generalized seizures, first-line drugs for absence seizures, second-line, alternative drugs for seizures, drug alert, memory jogger, clinical pitfalls, do not confuse, common side effects. (Day 1)</p> <p>Assignment(s): Knowledge Check</p>	<p>1</p> <p>1</p>	

	<p>Drug Therapy for Alzheimer’s: Alzheimer’s disease, review of related physiology and pathophysiology, types of drugs for Alzheimer's disease, cholinesterase/acetylcholinesterase and memantine. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Parkinson’s Diseases: Parkinson's disease, review of related physiology and pathophysiology, types of drugs for Parkinson’s disease, dopaminergic/dopamine agonists, COMT inhibitors, MAO-B inhibitors, anticholinergics, memory jogger, do not confuse, common side effects, drug alerts. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Psychiatric Problems: General issues related to drug therapy for psychiatric problems, depression, review of related physiology and pathophysiology, types of drugs for depression, antidepressants, anxiety, review of related physiology and pathophysiology, types of drugs for anxiety, antianxiety drugs, psychosis, review of related physiology and pathophysiology, types of drugs for psychosis, antipsychotics, clinical pitfalls, drug alert, memory jogger, do not confuse, common side effects. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Reading: Workman Chapters 24, 25, 26, & 27 Textbook/E-Book/Realizeit: Workman p. 389-396,401-415, 416-427, 430-447</p> <p>Assignment(s): 10 Written Drug Cards</p> <p>Assignment(s): Group Projects Due</p> <p>Assessment(s): Exam #2 (Day 1)</p> <p>Assessment(s): Quiz #6 (Day 2)</p> <p>Hands on:</p> <p>Reading: Morris 18, 19, 20, & 21</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2,4</p> <p>1,3</p> <p>1,3</p> <p>1,3</p>	<p>Drug Cards 10 points</p> <p>Group Project 30 points</p> <p>Exam 200 points</p> <p>Quiz 30 points</p>
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	<p>Morris p. 359-386, 428-445, 483-498, 515-521</p> <p>Medication Administration: Rectal suppository, vaginal suppository/foam, and document.</p> <p>Assignment(s): Knowledge Check</p> <p>Reconstitution: Reconstitution of Powder.</p> <p>Assignment(s): Knowledge Check</p> <p>Math: Parenteral medications, reconstitution of solutions, insulin, Intravenous calculations, heparin calculations, pediatric & adult based on weight.</p> <p>Assignment(s): Knowledge Check</p>		
7	<p>Topic(s): Drug Therapy for Insomnia: Insomnia, review of related physiology and pathophysiology, drugs for insomnia, clinical pitfall, common side effects, drug alert. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Eye Problems: Review of related physiology and pathophysiology, general issues for local eye drug. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Glaucoma: Types of drugs for glaucoma, memory jogger, clinical pitfall, drug alert, common side effects, do not confuse. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Male Reproductive Problems: Benign prostatic hyperplasia, review of related physiology and pathophysiology, types of drugs for benign prostatic hyperplasia, male hormone replacement therapy, review of related physiology and pathophysiology. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Male Reproductive Problems: erectile dysfunction, review of related physiology and pathophysiology, memory jogger, common side effects, drug</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	

	<p>alert, do not confuse, clinical pitfall. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Female Reproductive Issues: Review of related physiology and pathophysiology, menopause, types of premenopausal hormone replacement drugs, conjugated estrogens, contraception, types of drugs, memory jogger, do not confuse, common side effects, clinical pitfall, drug alert. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Reading: Workman Chapters 28, 29, 31, & 32 Textbook/E-Book/Realizeit: Workman p. 450-454, 456-467, 481-490, 492- 499</p> <p>Assignment(s): 10 Written Drug Cards</p> <p>Assessment(s): Quiz #7 (Day 2)</p> <p>Hands on: Reading: Morris Chapters 22, 23, 24, & 25 Morris: 536-576, 603-609, 630-636, 684-689</p> <p>Medication Administration: Administering medications through NG & PEG tube, eye (eye drops, eye ointment) and document.</p> <p>Assignment(s): Knowledge Check</p> <p>Assessment(s): Math Dosage Calculation Exam #2 (Day 1, 2, Unit 8 Finals Week). Must have 80% to pass</p>	<p>1</p> <p>1</p> <p>1</p> <p>2,4</p> <p>1,3</p> <p>1,3</p>	<p>Drug Cards 10 points</p> <p>Quiz 30 points</p> <p>Math Dosage Calculation Exam #2 P/F</p>
8	<p>Assessment(s): Final Exam (HESI Standardized)***</p>	<p>1</p>	<p>Final Exam 250 points</p>

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00% - 100.00%
B	80.00% - 89.99%
C	76.00% - 79.99%
F	0.00% - 75.99%
I	Incomplete

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Drug Cards (10 points/unit X 6 units)	60	6%	Points
Group Project	30	3%	Rubric
Check Your Knowledge <ul style="list-style-type: none"> • Students earn 50 points for successful completion of all knowledge checks by the end of Week 7 • Students who fail to successfully complete all knowledge checks by the end of Week 7 will receive 0 points 	50	5%	Points
7 Quizzes (30 pointsX7)	210	21%	Points
2 Exams (200 points eachX2)	400	40%	Points
Math Dosage Calculation Exams #1 and #2** (80% to pass)	P/F		
Final Exam (HESI standardized exam) ***	250	25%	Points
Total	1000	100%	

**Dosage Calculation Exams: Students will be given two opportunities to pass each dosage calculation exam with a grade of 80% or better. Students who fail to achieve 80% on their first attempt of the dosage exam will be required to engage in remediation. Students unable to pass the dosage exam on the second attempt with 80% will be awarded an “F” for the course and will be required to repeat the course in order to satisfy program requirements.

***HESI Conversion Scale – Using the scale below, determine the percentage score based on the HESI score. Percentage converted to points by multiplying by 2.5

HESI Score	Percentage Score
1200 or greater	100
1000-1199	96
950-999	93
900-949	90
850-899	87
800-849	84
750-799	80
700-749	75
650-699	70
600-649	65
550-599	60
500-549	55
< 500	50

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading, and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course-specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

HERZING[®]

— UNIVERSITY —

Course Syllabus

Course Title: Fundamentals of Nursing with Lab and Clinical

Course Code: NP120 **Credit hours:** 5

Course Description:

This course introduces the role of the practical nurse as a member of the interprofessional health care team, basic nursing concepts, and psychomotor nursing skills. Students learn skills necessary for maintaining patient safety and strategies for therapeutic communication. At the conclusion of this course, the student will demonstrate competency in performing basic nursing skills across the lifespan.

Program: Nursing LPN Program

Program Outcomes:

- Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
- Using a systems approach, ensure nursing judgment and collaboration in caring for diverse patients and families.
- Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
- As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. Practice safe, moral, relationship-centered care that promotes optimal patient and family health outcomes.
2. Examine the role of the practical nurse in relation to the scope of practice.
3. Demonstrate safe and appropriate basic nursing care.
4. Document subjective and objective data appropriately and accurately.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
Unit 1 Infection Prevention and Patient Care	<p>Topic(s): Protective Mechanisms & Asepsis: Infectious Agents, Chain of Infection, Body Defenses Against Infections, Asepsis and Control of Microorganisms, Surgical/Medical Asepsis, Sepsis in the Home Environment, Infection Control Surveillance.</p> <p>Infection Prevention & Control in the Hospital & Home: Stages of Infection, Health Care-Associated Infections, Infection Prevention and Control, Standard Precautions, Transmission-Based Precautions, PPE, Needlestick Injuries, Specimen Prep and Transport, Soiled Linens, Tash/Biohazard, Sharps, Other Equipment, Patient Room Placement, Transporting the Patient, Infection Prevention in the Home, Protective Environment, Psychological Aspects of Isolation, Infection Prevention and Control for the Nurse, Surgical Asepsis, Sterile Packs, Sterile Fields, Sterile Gloving, Correcting Breaks in Asepsis. Safely Lifting, Moving, & Positioning Patients: Review Structure & Function of Musculoskeletal System, Bones, Age-Related Changes, Principles of Body Movement for Nurses, Principles of Body Movement for Patients, Common Positions, Positioning Devices, Moving Patients up in Bed, Logrolling, Therapeutic Exercises, Lifting and Transferring.</p>		

	<p>Assisting with Hygiene, Personal Care, Skin Care, and Prevention of Pressure Injuries: Review of Structure & Function of Skin, Factors that Affect Hygiene, Skin and Pressure Injuries, Risk Factors for Pressure Injuries, Data Collection for Skin, Staging, Older Adult, Prevention of Pressure Injuries, Treatment of Pressure Injuries, Bathing, Shower, Bath, Sitz Bath, Back Massage, Perineal Care, Mouth Care Conscious/Unconscious Patient, Denture Care, Hair Care, Brushing, Shampooing, Shaving, Nail Care, Eye Care, Glasses, Contacts, Artificial Eye, Ear Care, Hearing Aid Care. Communication and the Nurse-Patient Relationship: The Communication Process, Therapeutic Communication Techniques, Blocks to Effective Communication, Interviewing Skills, The Nurse-Patient Relationship, Nurse-Patient Communication, Communication with the Health Care Team, Communication in the Home and Community. Confidentiality, HIPAA, Information Technology & Security.</p> <p>Hands-On:</p> <p>Infection Control: Handwashing, PPE, Sterile/Clean Gloves On/Off</p> <p>Mechanics: Body Mechanics, Rolling, Body Positioning Bed/Chair Hygiene: Bed Bath, Bed Making (Occupied/Unoccupied), Ted Hose</p> <p>Reading: Williams Chapters 16, 17, 18, 19, 8 Textbook/E-Book/Realizeit: Williams p. 216-237, 242-264, 268-294, 296-320, 101-119</p> <p>Assessment(s):</p>		
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	Knowledge Checks (8 topics) Unit 1 Quiz	1,3 1,3	0 50
Unit 2 Patient Safety and Assessment	<p>Topic(s): Patient Environment & Safety: Factors Affecting the Environment, Patient Unit, Safety, Hospital, Home, Burns, Fire, Hazardous Materials, Smoking, Lifespan Considerations, Bioterrorism, Decontamination, Triage, Treatment, Poison Prevention, Protective Devices, Legal Implications, Alternatives to Protective Devices, Documentation of Protective Devices. Measuring Vital Signs: Overview of Structure and Function Related to the Regulation of Vital Signs, Pulse Sites, Measuring Body Temperature, Temperature Sites, Factors that Affect Body Temperature, Hyperthermia, Hypothermia, Types of Thermometers, Measuring the Pulse, Common Pulse Points, Pulse Rate, Radial, Apical, Factors Affecting Pulse, Pulse Characteristics, Measuring Respirations, Respiratory Patterns, Lung Sounds, Measuring Oxygen Saturation of the Blood, Measuring Blood Pressure, Korotkoff Sounds, Hypertension, Hypotension, Orthostatic Hypotension, Factors that Affect Blood Pressure, Equipment used for Measuring Blood Pressure, Pain, Automated Vital Signs, Pain, Documenting Vital Signs.</p> <p>Assessing Health Status: Data Collection, Psychosocial/Cultural Data Collection, Review of Systems, Touching & Cultural Considerations, Physical Examination Techniques, Inspection, Palpation, Percussion, Auscultation, Olfaction, Basic Physical Examination, Height & Weight,</p>		

	<p>Eye Examination, Chest/Heart/Lungs, Abnormal Lung Sounds, Skin/Extremities, Skin Lesions, Abdomen, Genitalia/Anus/Rectum, Older Adult Considerations, Warning Signs of Cancer, Body Positioning for Examinations & Procedures, Equipment and Supplies for Physical Examination, Special Focused Examination, Glasgow Coma Scale.</p> <p>Mobilization Devices: Standard Walker, Wheeled Walker, Cane, Wheelchair.</p> <p>Hands on:</p> <p>Transfers: Gait Belt, Restraints, Transfers, Mechanical Lift, Fall, Assistive and Mobility Devices. Procedure for Vital Signs: Temperature, Blood Pressure, Pulse, Respirations, Pain, Pulse Ox, Blood Glucose. Data Collection Putting it Together: Data Collection with Documentation, Height & Weight, Data Collection Equipment.</p> <p>Reading: Williams Chapters 20, 21, 22</p> <p>Textbook/E-Book/Realizeit: Williams p. 321-342, 344-371, 375-397, 806, 810-812</p> <p>Assessment(s): Knowledge Checks (7 topics) Unit 2 Quiz</p> <p>Simulation: Hip Fracture</p>	<p>1,3,4 1,3</p>	<p>Quiz 50 points</p>
<p>Unit 3 Meeting Basic Physiologic Needs</p>	<p>Topic(s): Promoting Urinary Elimination: Review of Structure & Function of Urinary System, Changes with Aging, Normal Urinary Elimination, Alterations In Urinary Elimination, Complementary and Alternative Therapies, Urine Specimen Collections, Abnormalities in Urinalysis, Clean Catch Specimen, Specimen from Indwelling Catheter, Sterile Catheterized</p>		

	<p>Specimen, 24 Hour Urine, Urinary Collection Bag, Strained Specimen, Older Adult Mobility/Toileting/Safety, Preventing Urinary Infections, Assisting with Urinal/Bedpan, Helping with Urination.</p> <p>Catheterization: Catheterization, Condom Catheter, Performing Urinary Catheterization, Types of Urinary Catheters, Documentation, Home Care Catheterization, Older Adult Considerations with Catheterizations, Preventing Catheter-Related Urinary Tract Infections, Care of Indwelling Catheter, Suprapubic Catheter, Self-Catheterization, Bladder Irrigation, Types of Incontinence, Continence Training, Kegel Exercises, Urinary Diversions Care, Documentation.</p> <p>Promoting Bowel Elimination: Review of Structure & Function of Gastrointestinal System, Normal/Abnormal Characteristics of Stool, Hypoactive Bowel/Constipation, Promoting Bowel Elimination, Medications cause Constipation, Life Span Considerations, Hyperactive Bowel/Diarrhea, Fecal Incontinence, Ambulation/Privacy/Toileting Practices Affecting Bowels, Rectal Suppositories, Enemas, Fecal Management Systems, Fecal Impaction, Bowel Training for Incontinence, Digital Removal of Stool.</p> <p>Ostomy: Ostomy Types, Continent Ostomy, Ostomy Care, Education on Ostomy Care/Diet, Skin Care, Stoma Color, Applying Ostomy Device, Irrigating Colostomy.</p> <p>Hands on:</p>		
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	<p>Urine Specimens: Timed Urine, Urine Dipsticks, Cath Irrigation, Condom Cath, Suprapubic Catheter, Bedpan/Fracture/Urinal/Briefs.</p> <p>Catheterization: Insert/Remove Indwelling, Straight Cath, Cath Care.</p> <p>Bowel: Stool Specimen, Enema, Colostomy, Occult Blood, Documentation.</p> <p>Reading: Williams Chapters 29, 30</p> <p>Textbook/E-Book/Realizeit: Williams p. 542-571, 572-592</p> <p>Assessment(s): Knowledge Checks (7 topics) Data Collection Assignment Unit 3 Quiz Exam 1</p>	<p>1,3,4 4 1,3 1,3</p>	<p>Data Collection 50 points</p> <p>Quiz 50 points</p> <p>Exam 150 points</p>
<p>Unit 4 Diagnostic Tests and Nutrition</p>	<p>Topic(s): Diagnostic Tests & Specimen Collection: Patient Education Diagnostic Test, Hematology, Phlebotomy, Urinalysis, Biopsy, Ultrasonography, Radiology, Urine Dipstick, Radionuclide Scans, Parasites/Ova Stool, Nuclear Scans and Pregnancy, Computed Tomography, Magnetic Resonance Imaging, Electrocardiogram, Cardiac Catheterization, Treadmill Stress Test, Angiography, Arteriography, Pulmonary Function Tests, Bronchoscopy, Gastroscopy, Proctosigmoidoscopy, Colonoscopy, Cystoscopy, ERCP, Aspirations, EEG, Other Tests, PAP.</p> <p>Concepts of Basic Nutrition & Cultural Considerations: Dietary Guidelines, My Plate, Protein, Vegetarian Diets, Carbohydrates, Fats, Vitamins, Minerals, Water, Factors that Influence Nutrition, Cultural Influences on Nutrition,</p>		

	<p>Nutritional Needs throughout the Life Span, BMI, Signs of Malnutrition, Assigning of Feeding Responsibilities, Patient and Family Education.</p> <p>Nutritional Therapy: Goals of Nutritional Therapy, Postoperative Patient, Health Issues Related to Nutrition, Full Liquid, Clear Liquid, Anorexia Nervosa, Bulimia Nervosa, Obesity, Pregnancy, Substance-Related, Disease Processes that Benefit from Nutritional Therapy, Cardiovascular Disease, Diabetes Mellitus, Dysphagia.</p> <p>Assisted Feeding: Nasogastric/Enteral Tubes, PEG/J-Tube, HIV/AIDS, Assisted Feeding, Feeding Tubes & Pumps, TPN/PPN</p> <p>Hands on:</p> <p>Culture: Throat Culture, Assisting with PAP Test PEG Tube: Assisting a Patient with Feeding, Feeding Pump, Administering Percutaneous Endoscopic Gastrostomy Tube Feeding.</p> <p>Nasogastric Tubes: Inserting/Removing NG Tube, Administering Nasogastric Tube Feeding, Nasogastric Irrigation.</p> <p>Nutrition: Reading Nutritional Label, Oral Hydration, Calculating Intake and Output, Documentation.</p> <p>Reading: Williams Chapters 24, 26, 27 Textbook/E-Book/Realizeit: Williams p. 408-433, 459-483, 484-507</p> <p>Assessment(s): Knowledge Checks (8 topics) Unit 4 Quiz</p>	<p>1,3,4 1,3</p>	<p>Quiz 50 points</p>
<p>Unit 5 Wound Care</p>	<p>Topic(s): Providing Wound Care: Types of Wounds and the Healing Process, Phases of Wound Healing, Factors Affecting</p>		

	<p>Wound Healing (Age, Nutrition, Lifestyle, Medications, Infection, Chronic Illnesses), Complications of Wound Healing (Hemorrhage, Infection, Dehiscence, Evisceration), Treatment of Wounds, Wound Closure, Drains, Drainage Devices, Debridement. Types of Dressings: Sterile Dressings, Wet to Dry Dressings, Binders, Negative Pressure Wound Therapy.</p> <p>Treating Pressure Injuries: Treatment of Pressure Injuries or Vascular Ulcers, Wound Cleansing, Irrigation, Packing, Home Care Considerations, Patient Education Wound Care, Older Adult Considerations, Suture/Staple Removal, Ear, Eye, Vaginal Irrigations, Heat/Cold Therapy.</p> <p>Promoting Musculoskeletal Function: Systemic Effect of Immobilization, Psychosocial Effects of Immobilization, Types of Immobilization, Splint, Traction, Casts, External Fixators, Fracture/Cast Care, Neurovascular Assessment, Bandage Techniques, Paraplegic, Quadriplegic, Continuous Passive Motion Machine, Braces/Splints/Prostheses.</p> <p>Devices used to Prevent Problems of Immobility: Specialty Beds, Pressure Relief Devices Bed, Pressure Relief Devices Chair</p> <p>Hands on:</p> <p>Sterile Technique: Sterile Field, Sterile Dressing Change, Wound Irrigation, Wet to Dry Dressing, Closed Wound Drainage, Hydrocolloid Dressing, documentation.</p> <p>Other Skin Care: Removing Sutures or Staples, Irrigating the Eye/Ear Cast Care,</p>		
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	<p>Care of Traction, Continuous Passive Motion Machine, Elastic Bandage, Steri-Strips, Drains, Documentation.</p> <p>Reading: Williams Chapters 38, 39 Textbook/E-Book/Realizeit: Williams p. 760-788, 789-812</p> <p>Assessment(s): Knowledge Checks (7 topics) Unit 5 Quiz</p>	<p>1,3,4 1,3</p>	<p>Quiz 50 points</p>
<p>Unit 6 Respiration and Pain Management</p>	<p>Topic(s): Assisting with Respiration: Review Structure & Function of Respiratory System, Hypoxemia, Airway Obstruction & Respiratory Arrest, Clearing Respiratory Secretions, The Effective Cough, Deep Breathing and Coughing, Sputum Sample, Postural Drainage.</p> <p>Oxygen Delivery: Oxygen Administration, Safety Alerts, Teaching, Humidifier, Flowmeter, Concentrator, Nasal Cannula, Masks, Venturi Mask, Artificial Airways, Nasopharyngeal Suctioning, Tracheobronchial Suctioning, Tracheostomy, Tracheostomy Care, Nebulizer Treatments, Suctioning at Home, Chest Drainage Tubes.</p> <p>Pain, Comfort: Pain & Discomfort, Types of Pain, Perception of Pain, Data Collection for Pain, Pain Scales, Nonpharmacological Pain Control, Pharmacological Pain Control, Cannabis, Older Adult Considerations, Patient Controlled Analgesia, Changing Catheter Dressings.</p> <p>Sleep: Sleep, Functions of Sleep, Stages of Sleep, Normal Sleep Requirements, Factors Affecting Sleep, Insomnia, Sleep Apnea, Snoring, Narcolepsy.</p>		

	<p>Administration, Administration Sets, Infusion Pumps & Controllers, Venous Access Devices, Intravenous Needles & Catheters, Central Venous Catheters, Peripherally Inserted Central Catheters, Infusion Port, Showering & Bathing, Intravenous Therapy Guideline.</p> <p>Complications of IV Therapy: Embolus, Infiltration, Extravasation, Phlebitis, Bloodstream Infection, Air Embolus.</p> <p>Intravenous Therapy: Inserting IV, Starting Primary Line, Sites for Intravenous Cannula, Managing Intravenous Solution, Changing Intravenous Tubing, Troubleshooting Intravenous Flow, Administering Piggyback, Adding Medication to an Intravenous Solution, Discontinuing an Intravenous Solution, Discontinuing Saline Lock. Blood Products: Monitoring Blood, Blood Products, LPN Role.</p> <p>Other Medication Administration: Total Parenteral Nutrition, IV Meds in the Home, Documentation. Blood Draws.</p> <p>Legal Aspects of Intravenous Therapy: Nurse Practice Act based upon State Board of Nursing, Scope of Practice, LPN/LVN role in IV Therapy, Accountability, and Responsibility of IV Therapy.</p> <p>Hands on:</p> <p>Intravenous Experience: Starting an IV, Starting the Primary Intravenous Infusion, Hanging a New Solution using an Existing Piggy-Back Tubing, Saline Flush, Changing Intravenous Tubing, Adding Medication to an Intravenous Solution, Discontinuing an</p>		
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	Intravenous Infusion or PRN Lock, Documentation, Blood Draw, Blood and Blood Products, Central Venous Access Devices, Total Parenteral Nutrition. Reading: Williams Chapters 36 Textbook/E-Book/Realizeit: Williams p. 700-731 Assessment(s): Knowledge Checks (7 topics) Unit 7 Quiz	1,2,3,4 1,3	Quiz 50 points
Unit 8 Final Exam	Topic(s): Final Exam Assessment(s): Comprehensive Knowledge Check Grade Final Exam (HESI Standardized Exam)**	1,2,3	Knowledge Check 50 points Final Exam 200 points

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Check Your Knowledge <ul style="list-style-type: none"> Students earn 50 points for successful completion of all knowledge checks by the end of Week 7 Students who fail to successfully complete all knowledge checks by the end of Week 7 will receive 0 points 	50	5%	Points
Data Collection Assignment	50	5%	Rubric
Scope of Practice Assignment	50	5%	Rubric
Unit Quizzes (50 points each x 7)	350	35%	Points
2 Exams (150 points each x 2)	300	30%	Points
Final Exam (HESI Standardized Exam)**	200	20%	Points
Total	1000	100%	478

**HESI Conversion Scale – Using the scale below, determine the percentage score based on the HESI score. Percentage converted to points by multiplying by 2.0.

HESI Score	Percentage Score
1200 or greater	100
1000-1199	96
950-999	93
900-949	90
850-899	87
800-849	84
750-799	80
700-749	75
650-699	70
600-649	65
550-599	60
500-549	55
< 500	50

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

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**Note: In some cases, program and/or course-specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

HERZING[®]
— UNIVERSITY —
Course Syllabus

Course Title: Medical-Surgical Nursing I for LPNs **Course Code:** NP125

Credit hours: 5 Didactic 3 + Clinical 2

Prerequisites: NP 110 Pharmacology for Nurses with Lab and NP 120 Fundamentals of Nursing with Lab and Clinical.

Course Description: This course explores the care of adults using a body systems approach. Focus is placed on nursing interventions and developing knowledge required to provide quality nursing care in a safe manner. Content areas include musculoskeletal, urinary, respiratory, integumentary, neurologic, gastrointestinal, reproductive, and sensory systems. Furthermore, nutrition, communication, fluids & electrolytes, end of life, cultural diversity, and legal/ethical issues are integrated throughout the systems. The clinical component of this course allows the student a hands-on experience in providing relationship-centered care for patients with different disease processes in the health care system. Microbiology concepts related to safety and infection control are emphasized.

Program: Nursing LPN Program

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgment and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

Apply the practical nurse scope of practice to the care of the adult patient.

Determine important concepts including nutrition, communication, and cultural diversity for patients with different medical disorders.

Demonstrate microbiology principles that affect infection control.

Identify elements in a systems-based environment appropriate in caring for the adult population during wellness, acute, and chronic illnesses.

Verify pharmacologic therapy for clients based on an understanding of expected **480**

pharmacologic actions, safe administration methods, and data collection for patients.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1 The Musculoskeletal System and Introduction to Surgery	<ul style="list-style-type: none"> • The Musculoskeletal System Review: Functions, age-related changes, nursing process. • Musculoskeletal Disorders: Causes, prevention, diagnostic tests and procedures, laboratory tests for musculoskeletal disorders, consequences of immobility, teaching ambulation with assistive devices, common problems related to the musculoskeletal system, common therapeutic measures, health promotion, older adult care, safety alert, clinical cues. • Care of patients with Connective Tissue Disorders: Sprains/strains, bunion, carpal tunnel, dislocation, rotator cuff tear, fractures, traction, fixation, casts, complications of fractures. • Care of patients with Inflammatory Disorders of the Musculoskeletal System: Inflammatory disorders, osteoarthritis, RA, nursing care, hip/knee replacement, gout, osteoporosis, surgical intervention amputation, management of knee replacement, health promotion, older adult care, safety alert, clinical cues. • Care of Preoperative & Intraoperative Surgery: Surgery introduction, categories of surgical procedures, terminology, 	<p>2</p> <p>1,2,4</p> <p>2</p> <p>1,2,4</p> <p>2,4,5</p>	<p style="text-align: right;">481</p>

	<p>technology advances, transfusion for procedures and cultural considerations, preoperative assessment (data collection), commonly ordered preoperative lab tests, surgical risk factors, complications, patient and family teaching, preoperative considerations and teaching, checklist.</p> <ul style="list-style-type: none"> • Care of Preoperative & Intraoperative The Surgical Team: The surgical team and suite, nursing roles in the OR, anesthesia, intraoperative complications, cultural considerations, older adult care, safety alert, clinical cues, legal and ethical considerations. • Care of Postoperative Surgical Patients Immediate Postoperative Care: Post-anesthesia care unit (PACU), postoperative patient assessment, postoperative nursing interventions and care (health promotion), wound healing and care, prevent postoperative complications. • Care of Postoperative Surgical Patients Discharge Planning: Teaching and discharge instructions and teaching, assignment considerations, home care considerations, clinical cues cultural considerations, older adult care, safety alert. <p>Assessment(s):</p> <ul style="list-style-type: none"> • Check Your Knowledge (8 topics) • Unit 1 Quiz 	<p>1,2,4</p> <p>2</p> <p>1,2,4</p>	<p>Quiz 30 points</p>
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<p>2 Pain, Rehabilitation, and Urinary System</p>	<ul style="list-style-type: none"> • Care of Patients with Pain Overview: Pain theories, classification of pain, sources and processes of pain, pain perception, acute vs. chronic pain, assessment pain, pain scales, focused assessment questions, documentation for pain. • Care of Patients with Pain Management: Management of pain, commonly used pain medications, nursing responsibilities for administering medications for pain, nonpharmacological pain treatment approaches, community care options for pain treatment, older adult care point, safety alert, cultural considerations, clinical cues, legal & ethical considerations. • Chronic Illness/Rehabilitation, Illness: Overview of chronic illness & immobility, prevention of the common hazards of immobility. • Chronic Illness/Rehabilitation, Rehabilitation: rehabilitation programs, rehabilitation team/role of LPN in rehabilitation team, functional independence measure scoring, categories home care, the LPN role in home care, nursing care plan for an immobilized resident, assignment considerations, The Joint Commission’s National Patient Safety Goals, problems and disorders that increase the risk of falls, Fall Risk Assessment, interventions to help prevent 	<p>2</p> <p>1,2,4,5</p> <p>2</p> <p>1,2,4</p>	<p>483</p>
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	<p>falls, measures helpful to prevent the need for security devices, principles related to use of security and safety devices, use of common assistive-adaptive devices, restraints, Functional Independence Measure scoring categories, older adult care point, safety alert, clinical cues, legal & ethical considerations</p> <ul style="list-style-type: none"> • The Urinary System Review: Function, creatinine, age-related changes, nursing process. • The Urinary System Disorders: Disorders of the urologic system, causes, prevention, and diagnostics tests and procedures, common diagnostic tests for urologic disorders, focused assessment box, data collection for the urinary system, common causes of variations in the color of urine, terminology related to urine output and flow, nursing diagnosis, planning, and implementation for common urologic problems, care of urinary catheters and intake & output, principles of urinary catheter and tube care, urinary incontinence, drugs commonly used to treat urinary incontinence and retention, urinary retention, patient teaching, health promotion, examples of potentially nephrotoxic substances, clinical cues, older adult care point, legal and ethical considerations, focused assessment, patient teaching Kegel exercises. 	<p>2</p> <p>1,2,4,5</p>	<p>484</p>
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	<ul style="list-style-type: none"> • Care of Patients with Disorders of the Urinary System: Cystitis, drugs commonly used to treat urinary tract infections, urethritis, pyelonephritis, acute and chronic glomerulonephritis, nephrotic syndrome, hydronephrosis, renal stenosis, renal stones, urologic system cancers. • Renal Failure: Renal failure acute & chronic, common drugs used to treat chronic renal failure, nursing management of patient with kidney failure or disease, dietary restrictions of a patient with renal failure, community care, safety alert, older adult care point, patient teaching, clinical cues, health promotion, legal and ethical. <p>Assessment(s): Microbiology for Nurses Check Your Knowledge (8 topics) Unit 2 Quiz Simulation: Medication Administration</p>	<p>2,5</p> <p>1,2,4,5</p> <p>3</p> <p>2</p>	<p>Micro for Nurses 10 points</p> <p>Quiz 30 points</p>
<p>3 Gastrointestinal System</p>	<ul style="list-style-type: none"> • The Gastrointestinal System Review: Functions of GI system, effects of aging on the GI system, nursing process. • The Gastrointestinal System: Structures and locations of accessory organs, functions of gallbladder, liver, and pancreas, effects of aging on the accessory organs of digestion, the GI system, diagnostic tests for GI issues, nursing management, common problems related to GI system, anorexia, gas, 	<p>2</p> <p>2</p>	<p>485</p>

	<p>constipation, diarrhea, bowel training, patient teaching, health promotion, cultural considerations, older adult care points, clinical cues.</p> <ul style="list-style-type: none"> • Care of Patients with Disorders of the Upper Gastrointestinal System, Eating Disorders: Eating disorders, anorexia nervosa, bulimia nervosa, obesity, bariatric surgery. • Care of Patients with Disorders of the Upper Gastrointestinal System, Upper Gastrointestinal Disorders: Upper GI disorders, stomatitis, dysphagia, cancer of the oral cavity, cancer of the esophagus, hiatal hernia, GERD, gastroenteritis, gastritis, peptic ulcer, surgical treatment, gastric cancer, common therapies for disorders of the GI system, decompression, enteral nutrition, TPN, older adult care points, clinical cues, safety alert, patient teaching, cultural considerations. • Care of Patients with Disorders of the Lower Gastrointestinal System: Disorders of the abdomen and bowel, IBS, diarrhea or constipation, diverticula, intestinal obstruction, abdominal and inguinal hernia, nursing management, bowel ischemia, inflammatory bowel disease, ulcerative colitis and Crohn's disease, appendicitis, peritonitis, malabsorption, cancer of the colon, ostomy surgery and care, colostomy, ileostomy, preoperative nursing care, 	<p>2,4</p> <p>1,2,4</p> <p>2,4</p>	<p>486</p>
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	<p>nursing management.</p> <ul style="list-style-type: none"> • Anorectal Disorders: Hemorrhoids, pilonidal sinus, anorectal abscess and fistula, community care, clinical cues, safety alert, older adult care points, cultural considerations, health promotion, patient teaching. • Care of Patients with Disorders of the Gallbladder: Cholelithiasis, cholecystitis. • Care of Patients with Disorders of the Liver: Hepatitis, cirrhosis, liver transplantation, cancer of the liver. • Care of Patients with Disorders of the Pancreas: acute pancreatitis, chronic pancreatitis, cancer of the pancreas, community care, cultural considerations, older adult care points, patient teaching, clinical cues, health promotion, home care considerations, safety alerts. <p>Assignment(s):</p> <ul style="list-style-type: none"> • Check Your Knowledge (9 topics) • Unit 3 Quiz • Exam 1 	<p>1,2,4</p> <p>2</p> <p>2</p> <p>1,2,4</p> <p>2</p> <p>2</p>	<p>Quiz 30 points</p> <p>Exam 1 200 points</p>
<p>4 Respiratory System and Fluid and Electrolytes</p>	<ul style="list-style-type: none"> • The Respiratory System Review: Functions, effects of aging, nursing process. • Causes of Respiratory Disease: Respiratory disorders, prevention, risk factors for respiratory disease, care of older adults and respiratory disease, diagnostic procedures and labs tests, history taking/data collection, sputum characteristics and possible 	<p>2</p> <p>2</p>	

	<p>causes, normal lung sounds, physical clinical appearance, common respiratory patient care problems, altered breathing patterns, older adult care points, health promotion, clinical cues.</p> <ul style="list-style-type: none"> • Care of Patients with Disorders of the Upper Respiratory System: Disorders of the nose and sinuses, upper respiratory infections and rhinitis, sinusitis, epistaxis, pharyngitis, tonsillitis. • Obstruction and Trauma: Airway obstruction and respiratory arrest, obstructive sleep apnea, nasal fracture, cancer of the larynx, health promotion for cancer of the larynx, endotracheal intubation and tracheostomy, care of a tracheostomy, home health care, older adult care points, clinical cues, patient teaching, health promotion, home teaching, rehabilitation, community care, safety alert. • Care of Patients with Disorders of the Lower Respiratory System, Respiratory Infectious Diseases: Acute bronchitis, influenza, health promotion, pneumonia, atelectasis, fungal infections, tuberculosis. • Care of Patients with Disorders of the Lower Respiratory System, Restrictive Pulmonary Disorders: Kyphosis, sarcoidosis, pulmonary fibrosis, pleurisy, pleural effusion, empyema. • Care of Patients with Disorders of the Lower Respiratory System, Obstructive Pulmonary 	<p>2</p> <p>1,2,4</p> <p>2</p> <p>2</p> <p>2</p>	
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	<p>Disorders: Bronchiectasis, cystic fibrosis, COPD, emphysema, chronic bronchitis, asthma, lung cancer.</p> <ul style="list-style-type: none"> • Other Respiratory Disorders: Pulmonary embolism, primary pulmonary hypertension, pneumothorax, hemothorax, pulmonary edema, respiratory failure, intrathoracic surgery, oxygen therapy, mechanical ventilation, older adult care points, legal & ethical considerations, safety alert, clinical cues, health promotion, cultural considerations. • Fluid and Electrolytes: Distribution and regulation of body fluids, movement of fluid and electrolytes, fluid imbalance, deficient fluid volume, nausea and vomiting, edema, home care, osmolality, electrolyte imbalances. <p>Assessment(s):</p> <ul style="list-style-type: none"> • Check Your Knowledge (9 topics) • Unit 4 Quiz 	<p>1,2</p> <p>2,4</p>	<p>Quiz 30 points</p>
<p>5 Sensory System, End of Life, and Integumentary System</p>	<ul style="list-style-type: none"> • The Sensory System: Eye: Eye disorders, eye injury, diagnostic test for eye problems, assessment/data collection, eye disease, abnormalities of lid positions, clinical signs and symptoms of eye diseases, eye medication. • The Sensory System: Ear: Hearing loss, conductive versus sensorineural hearing loss, diagnostic test and exams, data 	<p>2</p> <p>1,2,4</p>	<p>489</p>

	<p>collection, communication with a person who is hearing impaired, caring for a hearing aid, instilling otic medication, dizziness and vertigo, tinnitus, rehabilitation for hearing loss, older adult care, safety alert, clinical cues, health promotion.</p> <ul style="list-style-type: none"> • Care of Patients with Disorders of the Eyes: Common disorders of the eye, errors of refraction, uveitis, dry eye, corneal disorders, eye trauma, planning, cataract, glaucoma, open-angle glaucoma, narrow-angle glaucoma, retinal detachment, retinopathy, macular degeneration, preoperative care, postoperative care. • Care of Patients with Disorders of the Ears: Common disorders of the ear, external otitis, impacted cerumen and foreign bodies, otitis media, labyrinthitis, Meniere disease, acoustic neuroma, otosclerosis and hearing loss, nursing care of patients having ear surgery, preoperative care/postoperative care, older adult considerations, safety alert, cultural considerations, clinical cues, health promotion End of Life: Cachexia, changes to the body systems, ethical dilemmas end of life care, nursing process, end-stage symptom management. • The Integumentary System: Age-related changes in skin and its structures, integumentary system, risk factors for skin tears in older adults, measures to prevent skin tears. 	<p>1,2</p> <p>1,2</p>	<p>490</p>
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	Assessment(s): <ul style="list-style-type: none"> • Check Your Knowledge (6 topics) • Unit 5 Quiz 		Quiz 30 points
6 Integumentary and Reproductive System Disorders	<ul style="list-style-type: none"> • Care of Patients with Integumentary Disorders: Inflammatory & Bacterial Infections: Dermatitis, acne, psoriasis, Stevens-Johnson syndrome, bacterial infections. • Care of Patients with Integumentary Disorders: Viral & Fungal Infections: Viral infections, herpes simplex, herpes zoster, fungal infections, tinea pedis. • Care of Patients with Integumentary Disorders: Parasitic & Noninfectious Disorders: Parasitic infections, pediculosis and scabies, noninfectious disorders of the skin, skin cancer, best practice for the prevention of pressure ulcers. • Care of Patients with Burns: Burns, first aid for minor burns, pain management, debridement, grafting management of burns, community care, older adult care points, safety alert, clinical cues, health promotion, patient teaching, nutritional considerations. • Care of Women Reproductive Disorders: Sexual maturation, menopause & health risks, health promotion, managing menopause, age-related concerns, normal menstruation, normal breast, menstrual dysfunction, contraception, legal & ethical 	<p>2</p> <p>2</p> <p>2</p> <p>1,2</p> <p>1,2,4,5</p>	<p>491</p>

	<p>morning after pill, infertility, art procedures, health screening & assessment/breast self- examination, the pelvic exam, diagnostic procedures, culture & women’s health, gynecologic surgical procedure,</p> <p>cystocele/rectocele/enterocele/uterine prolapse, polycystic ovarian syndrome, dysfunctional uterine bleeding, fibroids, hysterectomy, endometriosis, comparison of bacterial vaginosis & yeast infection, toxic shock syndrome, cancer of the reproductive tract.</p> <ul style="list-style-type: none"> • Disorders of the Breasts: Risk factors for breast cancer, patient teaching older adults, older adult care points, clinical cues, cultural considerations, health promotion, legal & ethical considerations, patient teaching. • Care of Men with Reproductive Disorders: Age- related changes, fertility, contraception, PSA, diagnostic tests, erectile dysfunction, treatment options for erectile dysfunction, ejaculation disorders, infertility, hydrocele, varicocele, testicular torsion, priapism, benign prostatic hyperplasia, surgical interventions for male urogenital problems, inflammation & infections of the male reproductive tract, cultural considerations, cancer of the male reproductive tract, safety alert, older adult care points, clinical cues, health promotion, patient teaching. • Care of Patients with Sexually Transmitted Infections: Sexually transmitted infections, PID, 	<p>1,2,5</p> <p>1,2,4,5</p> <p>2,4</p>	<p>492</p>
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	<p>candidiasis, bacterial vaginosis, risk factors for transmission of STIs, cultural considerations, prevention of HPV, reporting STIs, common diagnostic tests, common STIs, health promotion, prevention of STIs, clinical cues, cultural considerations.</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • Group Culture Project • Unit 6 Quiz • Exam 2 	<p>2</p> <p>2</p> <p>2</p>	<p>Culture Project 80 points</p> <p>Quiz 30 points</p> <p>Exam 2 200 points</p>
<p>7 Neurological System</p>	<ul style="list-style-type: none"> • Neurologic System: Function, age-related changes, nursing process. • Neurological Disorders: Causative factors involved in neurologic disorders, classification of common neurologic disorders, prevention of neurologic disorders, evaluation of neurologic status, common neurologic patient care problems, quick assessment of cranial nerves, diagnostic tests for neurologic disorders, Glasgow coma scale, pupillary abnormalities and possible causes, safety alert, clinical cues, patient teaching. • Care of Patients with Head Injuries: Traumatic brain injuries, decreasing levels of consciousness, increased intracranial pressure, guidelines for patients with increased intracranial pressure. • Care of Patients with Spinal Cord Injuries: Injuries of the spine and spinal cord, level of spinal cord damage, function present, & activities possible, stages of grief and 	<p>2</p> <p>1,2</p> <p>2</p> <p>1,2</p>	<p>493</p>

	<p>associated behaviors, drugs commonly used to treat head and spinal cord injuries, back pain and ruptured intervertebral disk, older adult care points, legal & ethical considerations, safety alert, clinical cues.</p> <ul style="list-style-type: none"> • Care of Patients with Brain Disorders: Seizure disorder and epilepsy and medications commonly used, transient ischemic attack, cerebrovascular accident and drugs commonly used, brain tumor, infectious and inflammatory disorders of the nervous system, bacterial meningitis, viral meningitis, encephalitis, headaches, cluster headaches, cranial nerve disorders, TIC, Bell Palsy, clinical cues, safety alert, patient teaching, health promotion, cultural considerations, safety alerts, nutrition considerations. • Care of Patients with Peripheral and Degenerative Neurologic Disorders: Parkinson’s disease and nursing implications and commonly used drugs, multiple sclerosis, Alzheimer disease, amyotrophic lateral sclerosis, Guillain-Barre syndrome, Huntington disease, myasthenia gravis, signs and symptoms of cholinergic crises and myasthenia crisis, restless leg syndrome, safety alert, patient teaching, clinical cues. • Care of Patients with Cognitive Disorders: Overview of cognitive disorders, delirium, dementia, Alzheimer disease, behavioral patterns in mild, moderate, and 	<p>1,2,5</p> <p>1,2</p> <p>1,2</p>	<p>494</p>
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	<p>severe Alzheimer disease, ten warning signs of Alzheimer disease, vascular dementia, restraints, alternatives to and guidelines for the use of restraints, suggestions for families caring for a person with Alzheimer disease, community care, older adult care points, health promotion, legal & ethical considerations, safety alert, clinical cues, cultural considerations.</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • Check Your Knowledge (7 topics) • Unit 7 Quiz 	2	<p>Quiz 30 points</p>
8 Final Exam	<p>Assessment(s):</p> <ul style="list-style-type: none"> • Final Exam • Comprehensive Knowledge Check Grade 	<p>1,2,4 1,2</p>	<p>Final Exam 250 points</p> <p>Knowledge Checks 50 points</p>

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Assignments: <ul style="list-style-type: none"> • Microbiology for Nurses • Group Culture Project 	10 80	41% 8%	Points Rubric
Check Your Knowledge <ul style="list-style-type: none"> • Students earn 50 points for successful completion of all knowledge checks by the end of Week 7 • Students who fail to successfully complete all knowledge checks by the end of Week 7 will receive 0 points 	50	5%	Points
Quizzes (7 x 30 points each)	210	21%	Points
2 Exams (200 points each)	400	40%	Points
Final Exam	250	25%	Points
Total	1000	100%	

THIRD-PARTY TESTING

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Course Syllabus

Course Title: Nursing Specialties

Course Code: NP230

Credit hours: 3

Prerequisites: NP 110 Pharmacology for Nurses with Lab and NP 125 Medical Surgical Nursing I for LPNs.

Course Description: This course prepares the practical nursing student with entry level knowledge and skills needed to care for obstetric, neonatal, pediatric, and mental health patient. Learning experiences focus on the normal growth and development of the specialty patients and commonly encountered disorders. Coordination of care, documentation, medication administration, and legal and ethical issues, historical perspectives and emerging trends within the specialties will be emphasized.

Program: Undergraduate Nursing

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. Provide safe, quality, atraumatic, relationship-centered nursing care of the specialty patients and families.
2. Integrate nursing interventions as appropriate for the practical nurse in the care of the specialty patients and families.
3. Implement written, verbal and nonverbal communication strategies to communicate effectively with the specialty patients, their families, and other healthcare professionals.

	<p>Assignment(s): Check Your Knowledge Other Dementia: Vascular Dementia: Cause, signs and symptoms, cultural considerations, treatment; AIDS Dementia Complex: Cause, signs and symptoms, nursing process; Reality Orientation: what it is, when to use it, examples. (Day 1)</p> <p>Assignment(s): Check Your Knowledge Restraints: Types, legal and ethical considerations, least restrictive, alternatives to restraints, acute care setting, long term care setting guidelines for safe use of restraints, elderspeak, interventions for the family. (Day 1)</p> <p>Assignment(s): Check Your Knowledge Anxiety and Anxiety Disorders: Mild, moderate, severe, panic, generalized anxiety, phobic disorder, obsessive compulsive disorder, post-traumatic stress disorder, cultural considerations, diagnosis of anxiety, treatment of anxiety, pharmacologic, nonpharmacological treatment, safety alerts, clinical cues, older adult care points, nursing process, therapeutic interventions and care, complementary and alternative treatment, nutritional considerations, lifestyle stressors. (Day 2)</p> <p>Assignment(s): Check Your Knowledge Mood Disorders: Dysthymia, mania, flight of ideas, bipolar disorder, treatment, lithium, nursing process, hygienic care of manic patients, deescalating techniques; Major Depressive Disorders: Diagnosis, psychomotor retardation, clinical cues, older adult care points, treatment, complementary and alternative therapy, medications, serotonin syndrome, electroconvulsive therapy, nursing process, family support system and resources available with acute illness. (Day 2)</p>	<p>1,2</p> <p>1,2,4</p> <p>1,2</p> <p>1,2</p>	
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	<p>Assignment(s): Check Your Knowledge Suicidal Patients: Clinical cues, Risk factors, nursing process, questions to ask, legal and ethical considerations, safe environment, therapeutic interventions, 1:1. (Day 2)</p> <p>Assignment(s): Check Your Knowledge Eating Disorders: Anorexia nervosa, bulimia nervosa, treatment of eating disorders, nursing process, clinical cues, community care, altered body image and achieving positive body image. (Day 2)</p> <p>Assignment(s): Check Your Knowledge Assessment(s): Quiz #2 - Timed quiz completed outside of class. Must be completed prior to Exam 1. (Day 2)</p> <p>Simulation: Therapeutic interventions with the mental health client</p>	<p>1,2,4</p> <p>1,2</p> <p>1,2,3</p>	<p>Quiz 30 points</p>
3	<p>Topic(s): Violence: The cycle of assault, anger control disorders, interventions, abuse, neglect, emotional issues, mental health disorders relating to violence, homelessness, psychosocial development, common childhood problems, sexual abuse. (Day 1)</p> <p>Assignment(s): Check Your Knowledge High Risk Behaviors: Substance abuse, disorder, psychoactive substance, dependency, abuse, signs and symptoms, legal and ethical considerations, substance abuse among health care workers, effects of substance abuse on family and friends, validation, reality orientation, reminiscence, transgender, sexual disorders. (Day 1)</p> <p>Assignment(s): Check Your Knowledge Alcohol Abuse: Alcohol, complications, signs and symptoms of intoxication and withdrawal, religion and alcohol, older adult care points, treatment, medications, drugs to treat</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p>	

	<p>Overview of Personality Disorders: Diagnosis, signs and symptoms, DSM-5, cluster A, cluster B, cluster C, Borderline personality disorder, treatment, nursing process, guide for collecting data on patients with personality disorders, community care, safety alert suicidal ideations. (Day 2)</p> <p>Assignment(s): Check Your Knowledge</p> <p>Assessment(s): Quiz #3 - Timed quiz completed outside of class. Must be completed prior to Exam 1. (Day 2)</p>	<p>1,2</p> <p>1,2,3</p> <p>1,2,3</p>	<p>Quiz</p> <p>30 points</p>
4	<p>Topic(s):</p> <p>Maternity Nursing: Past history, present history, future, maternal newborn nursing & women's health. (Day 1)</p> <p>Assignment(s): Check Your Knowledge</p> <p>Human Reproductive A & P: Reproductive systems-female, male. (Day 1)</p> <p>Assignment(s): Check Your Knowledge</p> <p>Fetal Development: Fertilization, inheritance, development of the fetus, accessory structures of pregnancy, fetal circulation. (Day 1)</p> <p>Assignment(s): Check Your Knowledge</p> <p>Prenatal Care & Adaptations to Pregnancy: Prenatal visits, determining the EDD, TPAL, diagnosis of pregnancy, physiological changes in pregnancy, nutrition for lactation and pregnancy, travel, common discomforts, psychosocial adaptation, prenatal education, nursing care during pregnancy. (Day 1)</p> <p>Assignment(s): Check Your Knowledge</p> <p>Nursing Care of Women With Complications During Pregnancy: Danger signs in pregnancy, fetal diagnostic test, pregnancy related complications: hyperemesis gravidarum, bleeding disorders, HTN in pregnancy, & RH and ABO incompatibility, pregnancy complicated by comorbidities: diabetes mellitus, anemia,</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	

	<p>infections, & substance abuse, trauma in pregnancy, effects of high risk pregnancy on the family. (Day 2)</p> <p>Assignment(s): Check Your Knowledge Nursing Care of Mother & Infant During Labor & Birth: Cultural considerations, 4 ps of labor: powers, passage, passengers, & psyche, normal childbirth, admission, position of fetus, true labor vs false labor, fetal monitoring, maternal monitoring, stages of labor, nursing responsibilities during a birth, nursing care after birth, nursing care of neonate after birth. (Day 2)</p> <p>Assignment(s): Check Your Knowledge Nursing Management of Pain During Labor & Birth: Non-pharmacologic techniques & pharmacologic pain management, ethical & legal aspects of care. (Day 2)</p> <p>Assignment(s): Check Your Knowledge Assessment(s): Quiz #4 - Timed quiz completed outside of class. Must be completed prior to Exam 2. (Day 2)</p> <p>Assessment(s): Exam #1 Mental Health (Day 2)</p>	<p>1,2</p> <p>1,2,4</p> <p>1,2</p>	<p>Quiz 30 points</p> <p>Exam 150 points</p>
<p>5</p>	<p>Topic(s): Nursing Care of Women With Complications During Labor & Birth: Obstetric procedures, amnioinfusion, induction or augmentation of labor, episiotomy and lacerations, forceps and vacuum extraction, cesarean birth, problems with powers of labor, problems with fetus, problems with pelvis/soft tissue, problems with psyche, abnormal duration of labor, pre-term labor, post term pregnancy, emergencies in labor. (Day 1)</p> <p>Assignment(s): Check Your Knowledge The Family After Birth: Cultural impact, postpartum assessment, cardiovascular changes, urinary changes, musculoskeletal</p>	<p>1,2</p> <p>1,2</p>	

	<p>changes, RHO (d) immune globulin, adaptations after C-section, emotional considerations for mom, dad, grandparents, siblings, care of the newborn, breastfeeding , bottle feeding, self-care and discharge education. (Day 1)</p> <p>Assignment(s): Check Your Knowledge Nursing Care of Women With Complications After Birth: Hemorrhage, blood clots, infection, & mood disorders. (Day 1)</p> <p>Assignment(s): Check Your Knowledge The Nurses Role in Women’s Health Care: STIs & family planning.</p> <p>Assignment(s): Check Your Knowledge Term Newborn: Adjustment to extra uterine life, assessment of term newborn, preventing infection, discharge planning-teaching.(Day 2)</p> <p>Assignment(s): Check Your Knowledge Preterm & Post-Term Newborns: Preterm newborn, post term newborn, discharge of preterm. (Day 2)</p> <p>Assignment(s): Check Your Knowledge The Newborn With a Perinatal Injury or Congenital Malformation: Birth defects, malformations present at birth, perinatal injuries –ABO incompatibility, neonatal abstinence, infant of diabetic mother, ethical & legal aspects of care. (Day 2)</p> <p>Assignment(s): Check Your Knowledge Assessment(s): Quiz #5 - Timed quiz completed outside of class. Must be completed prior to Exam 2. (Day 2)</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,4</p> <p>1,2</p>	<p>Quiz 30 points</p>
6	<p>Topic(s): Adapting Care to the Pediatric Patient: Child’s Experience of Hospitalization: Pain, nurse’s role, confidentiality, & discharge planning, the child’s experience of hospitalization by age. (Day 1)</p> <p>Assignment(s): Check Your Knowledge</p>	<p>1,2</p>	

	<p>Health Care Adaptations for the Child & Family: Informed consent, & safety, pediatric assessment, procedures/treatments, medication administration. (Day 1) Assignment(s): Check Your Knowledge</p> <p>Pediatric Sensory or Neurological Condition: Ears & eyes, Reye’s syndrome, infections, seizures, cerebral palsy, cognitive impairment, head injuries. (Day 1) Assignment(s): Check Your Knowledge</p> <p>Pediatric Musculoskeletal Condition: Trauma, osteomyelitis, muscular dystrophy, SCFE, leg-calve perthes, sarcomas, scoliosis, child abuse. (Day 1) Assignment(s): Check Your Knowledge</p> <p>Pediatric Respiratory Disorder: Infections, asthma, cystic fibrosis, bpd, SIDS. (Day 2) Assignment(s): Check Your Knowledge</p> <p>The Child With a Cardiovascular Disorder: Congenital heart defects, acquired heart disease. (Day 2) Assignment(s): Check Your Knowledge</p> <p>Pediatric Condition of the Blood: Blood-forming organs, or lymphatic system, blood, anemias, sickle cell, hemophilia, leukemia. (Day 2) Assignment(s): Check Your Knowledge</p> <p>Pediatric Gastrointestinal Condition: Esophageal atresia, pyloric stenosis, Hirschsprung’s disease, gastroenteritis, GER, diarrhea/constipation, fluid and electrolyte imbalance, appendicitis, thrush, & poisoning, ethical & legal aspects of care. (Day 2) Assignment(s): Check Your Knowledge</p> <p>Assessment(s): Exam #2 OB (HESI standardized exam) (Day 1)</p> <p>Assessment(s): Quiz #6 - Timed quiz completed outside of class. Must be completed prior to Exam 3. (Day 2)</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,4</p> <p>1,2</p> <p>1,2</p>	<p>Exam 150 points</p> <p>Quiz 30 points</p>
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7	<p>Topic(s): Nursing Care of the Chronically Ill Child: Chronic illness, developmental disabilities, home care. (Day 1) Assignment(s): Check Your Knowledge</p> <p>Nursing Care of the Dying Child: Facing death, self-exploration, child’s reaction to death, child’s awareness of his or her condition, physical changes of death, nursing tips. (Day 1) Assignment(s): Check Your Knowledge</p> <p>The Child With a Genitourinary Condition: Hypospadias, UTI, nephrotic syndrome, glomerulonephritis. (Day 1) Assignment(s): Check Your Knowledge</p> <p>Pediatric Skin Condition: Dermatitis, impetigo, fungal infections, lice/scabies, burns. (Day 2) Assignment(s): Check Your Knowledge</p> <p>Pediatric With a Metabolic Condition: Inborn errors of metabolism, diabetes insipidus, diabetes mellitus, hypothyroidism. (Day 2) Assignment(s): Check Your Knowledge</p> <p>Childhood Communicable Diseases: Chickenpox, german measles, measles, infection/immunity, immunizations, bioterrorism, STIs. (Day 2) Assignment(s): Check Your Knowledge</p> <p>The Child With an Emotional or Behavioral Condition: Autism, ADHD, anorexia/bulimia, depression/suicide, interventions, ethical & legal aspects of care. (Day 2) Assignment(s): Check Your Knowledge Assignment(s): OB Remediation Assessment(s): Quiz #7 - Timed quiz completed outside of class. Must be completed prior to Exam 3. (Day 2) Assessment(s): Exam #3 Peds (HESI standardized exam)</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,4</p> <p>1,2</p>	<p>OB Remediation 20 points</p> <p>Quiz 30 points</p> <p>Exam 150 points</p>
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8	Assignment(s): Peds Remediation due Assessment(s): HESI Mid-Program Exam Comprehensive Knowledge Check Grade		Peds Remediation 20 points Exam 250 points Knowledge Check 50 points
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*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00% - 100.00%
B	80.00% - 89.99%
C	76.00% - 79.99%
F	0.00% - 75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Mid-Program Exam Administered week 8 <ul style="list-style-type: none"> Percentage earned [76% or greater] converted to points Less than 76% = 0 points Percentage converted to points by multiplying by 2.5 	250	25%	Points
Check Your Knowledge <ul style="list-style-type: none"> Students earn 50 points for successful completion of all knowledge checks by the end of Week 7 Students who fail to successfully complete all knowledge checks by 	50	5%	Points

the end of Week 7 will receive 0 points			
HESI Remediation (2 x 20 pts) Pediatric Exam OB Exam	40	4%	Points
Quizzes (7 X 30 points ea.)	210	21%	Points
Exam 1 Mental Health	150	15%	Points
Exam 2 Pediatric (HESI standardized exam)**	150	15%	Points
Exam 3 OB (HESI standardized exam)**	150	15%	Points
Total	1000	100%	

**HESI Conversion Scale – Using the scale below, determine the percentage score based on the HESI score. Percentage converted to points by multiplying by 1.5.

HESI Score	Percentage Score
1200 or greater	100
1000-1199	96
950-999	93
900-949	90
850-899	87
800-849	84
750-799	80
700-749	75
650-699	70
600-649	65
550-599	60
500-549	55
< 500	50

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

HERZING[®]
— UNIVERSITY —
Course Syllabus

Course Title: Medical-Surgical Nursing II for LPNs

Course Code: NP235

Credit hours: 5 (Didactic 3 + Clinical 2)

Prerequisites: NP 125 Medical Surgical Nursing I for LPNs and NP 230 Nursing Specialty.

Course Description: This course explores the care of adults using a body systems approach. Focus is placed on nursing interventions and developing knowledge required to provide quality nursing care in a safe manner. Content areas include cardiovascular, hematologic, endocrine, and lymphatic systems. Furthermore, acid-base balance, cancer, bioterrorism, disaster, and trauma are integrated throughout the course. The clinical component of this course allows the student a hands-on experience in providing relationship-centered care for patients with different disease processes in the health care system.

Program: Nursing LPN Program

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgment and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.
2. Apply professional knowledge to interventions as appropriate with cultural considerations
3. Demonstrate basic knowledge of chemistry and physics and its applicability to nursing practice.
4. Verify pharmacologic therapy for clients based on an understanding of expected pharmacologic actions, safe administration methods, and data collection for patients.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1 Laboratory Tests	<p>Topic(s):</p> <ul style="list-style-type: none"> • Complete blood count: RBC, WBC's, platelets, hemoglobin, hematocrit. • Serum electrolytes: Sodium, potassium, chloride, calcium, magnesium, phosphorus. • Urinalysis: volume, specific gravity, pH, glucose, protein, ketones, bilirubin, WBC, RBC, uric acid, glomerular filtration rate. • Chemistry: Glucose, blood urea nitrogen (BUN), serum creatinine, albumin, pre-albumin. • Coagulation Studies: Prothrombin time (PT), international normalized ratio (INR), activated partial thromboplastin time (aPTT), DIC. • Lipoproteins and Triglycerides: Total cholesterol, low-density lipoprotein (LDH), high-density lipoprotein (HDL), SGOT, SGPT, triglycerides. • Cardiac Enzymes: Troponin, c-reactive protein, creatinine kinase (CK-MB), BNP. • Thyroid Function Studies: Thyroid stimulating hormone (TSH), thyroxine (T4), free thyroxine (T4). • Kidney Function Tests: GFR, serum creatinine, Blood urea nitrogen (BUN). <p>Other Tests: Blood glucose, glucose postprandial, Hemoglobin A1C (HgA1C), erythrocyte sedimentation rate (ESR), C-Reactive Protein (CRP), ferritin.</p> <p>Assignment(s):</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	

	<p>Check Your Knowledge (10 topics) Unit 1 Quiz Remediation of HESI Mid-Program Exam (Since the mid-program exam is administered in week 8 of NP230, remediation from the mid-program exam occurs in NP235)</p>	1	<p>Quiz 50 points</p> <p>HESI remediation 50 points</p>
2 Diagnostic Tests	<p>Topic(s):</p> <ul style="list-style-type: none"> • Nuclear scans: Bone, brain, liver, kidney, PET scan, lungs, female scans. • Ultrasound: Breast, carotid, EKG, vascular. • Stool Specimens: C-diff, stool cultures, occult blood. • Endoscopy: Bronchoscopy, colonoscopy, arthroscopy, cystoscopy, hysteroscopy, bone marrow. • Cardiac Tests: Holter monitor, stress test, EKG, echocardiograms. • Miscellaneous Diagnostic Tests 1: MRI, CAT Scan, bone density, lumbar puncture, paracentesis, thoracentesis, blood cultures, standard precautions, procedure and patient care, venous puncture, blood studies, timing, transport, and processing of blood. • Miscellaneous Diagnostic Tests 2: Diagnostic test for the immune and lymphatic systems, diagnostic tests for respiratory problems, diagnostic tests for hematologic system, common diagnostic tests for cardiovascular system, diagnostic tests for neurological disorders, diagnostic tests for eye problems, diagnostic tests for GI disorders, diagnostic tests for musculoskeletal disorders, diagnostic tests for urologic disorders, diagnostic tests for the 	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	<p>513</p>

	<p>endocrine system, common gynecologic diagnostic tests, diagnostic tests for male reproductive system.</p> <p>Assignment(s): Check Your Knowledge (7 topics) Unit 2 Quiz</p>	<p>1,2 1</p>	<p>Quiz 50 points</p>
<p>3 The Immune and Lymphatic Systems</p>	<p>Topic(s):</p> <ul style="list-style-type: none"> • Acid-Base Balance: Acid-base system, acid-base imbalances, arterial blood gas analysis, metabolic acidosis, metabolic alkalosis, respiratory acidosis, respiratory alkalosis, community care, clinical cues, older adult care points, safety alert, legal & ethical considerations, patient teaching. • The Immune and Lymphatic System: Review major components of the immune system and their functions, age-related changes to the immune and lymphatic systems. • Protective Mechanisms of the Immune and Lymphatic Systems: Inflammatory response, immune response, immune and lymphatic system disorders, prevention of immune and lymphatic disorders, nursing management, common problems related to the immune and lymphatic systems, fever, immunosuppression, diagnostic tests for disorders of the immune and lymphatic systems, health promotion, older adult care points, clinical cues, legal and ethical considerations. • Care of Patients with Immune and Lymphatic Disorders: Immune function and dysfunction, immune deficiency disorders, therapeutic 	<p>1,2 1 1,2 1,2</p>	

	<p>immunosuppression, human immunodeficiency virus and acquired immunodeficiency syndrome, human immunodeficiency virus risk in patients older than 50, community education and care.</p> <ul style="list-style-type: none"> ● Autoimmune Disorders: Autoimmune disorders and body systems affected, hemolytic anemia, polymyalgia rheumatic, rheumatoid arthritis, systemic lupus erythematosus (SLE), temporal arteritis, addisons disease, celiac disease, crohns disease, guillain barre syndrome, hashimoto thyroiditis, multiple sclerosis, pernicious anemia, autoimmune hepatitis, Raynaud disease, disorders of the lymphatic system, lymphoma, lymphedema, fibromyalgia, disorders of inappropriate immune response, allergy and hypersensitivity, anaphylactic reaction and shock, older adult care points, patient teaching, health promotion, nutritional consideration, legal & ethical considerations, safety alert, clinical cues, cultural considerations. ● Care of Patients with Cancer: The impact of cancer, physiology of cancer, classifications of tumors, metastasis, causative factors, contributing factors, measures to prevent cancer, detection of cancer, nursing management. ● Common Therapies, Problems, and Nursing Care: Evaluating the effectiveness of medical treatment, common problems related to cancer or cancer treatment, health 	<p>1,2</p> <p>1,2</p> <p>1,2</p>	<p>515</p>
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	<p>promotion, cultural considerations, nutritional considerations, patient teaching, older adult care points.</p> <p>Assignment(s): Chemistry for Nurses Assignment Check Your Knowledge (7 topics) Unit 3 Quiz Exam 1</p>	<p>3</p> <p>1</p> <p>1</p>	<p>Chemistry for Nurses 15 points</p> <p>Quiz 50 points</p> <p>Exam 150 points</p>
<p>4 The Cardiovascular System</p>	<p>Topic(s):</p> <ul style="list-style-type: none"> • The Cardiovascular System: Overview of the anatomy and physiology of the cardiovascular system, cardiovascular disease, nursing management, common diagnostic tests for the cardiovascular system. • Common Problems of Patients with Cardiovascular Disorders: Fatigue & dyspnea, edema, pain, altered tissue perfusions, impaired tissue integrity, health promotion, cultural considerations, clinical cues, older adult care points, safety alert. • Care of Patients with Hypertension and Peripheral Vascular Disease: Hypertension, hypertensive crises, arteriosclerosis and atherosclerosis, peripheral vascular disease, PAD, aneurysm, CAD buerger disease, raynaud disease. • Venous Disorders: Venous thrombosis and phlebitis, superficial thrombophlebitis, DVT, chronic venous insufficiency, venous stasis ulcers & community care, older adult care points, cultural considerations, safety alert, patient teaching, health 	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	<p>516</p>

	<p>promotion, clinical cues.</p> <ul style="list-style-type: none"> • Care of Patients with Cardiac Disorders: Disorders of the heart, heart failure, cardiac dysrhythmias, inflammation and infectious diseases of the heart, infective endocarditis, pericarditis, nursing management of infectious and inflammatory heart disease, cardiac valve disorder, mitral stenosis, mitral regurgitation, aortic stenosis, aortic regurgitation, treatment of valve disorders. • Common Therapies and Their Nursing Implications: Oxygen, pharmacologic agents, dietary control & community care, older adult care points, clinical cues, patient teaching, clinical cues, safety alert, health promotion. • Care of Patients with Coronary Artery Disease & Cardiac Surgery: Coronary artery disease, angina pectoris, acute coronary syndrome and myocardial infarction, cardiogenic shock. • Surgical and Nonsurgical Treatment Options: Percutaneous transluminal coronary angioplasty, transmyocardial laser revascularization, cardiac surgery, & community care, older adult care points, cultural considerations, clinical cues, patient teaching, safety alert. <p>Assignment(s): Physics for Nurses Assignment Check Your Knowledge (8 topics) Unit 4 Quiz</p>	<p>1,2,4</p> <p>1,2,4</p> <p>1,2</p> <p>1,2</p> <p>3</p> <p>1</p>	<p>Chemistry for Nurses 15 points</p> <p>Quiz 50 points</p>
<p>5 The Hematologic System</p>	<p>Topic(s):</p> <ul style="list-style-type: none"> • The Hematologic System: Blood components, function of plasma proteins/red blood cells/white blood 	<p>1</p>	

	<p>cells/platelets, interaction of the lymphatic system with the vascular system, changes of the hematologic system with aging.</p> <ul style="list-style-type: none"> • Causes of Hematologic Disorders: Culture, medications, genetics, diagnosis. • Prevention of Hematologic Disorders: Assessing amount of blood loss, nutrition, monitoring drug side effects, radiation/chemicals. • Focused Assessment: Pale color, brittle nails, spoon-shaped nails, ecchymoses, jaundice, hair dry brittle thinning, swollen lymph nodes, rapid respirations, shortness of breath, widened pulse pressure, epigastric tenderness, abdominal distention, swollen extremities, signs of blood in urine/stool. • Common Problems Related to Disorders of the Hematologic System: Excessive bleeding, excessive clotting, fatigue, anorexia, pain, infection, bone marrow failure, cultural considerations, clinical cues, older adult care points, health promotion. • Care of Patients with Hematologic Disorders: Anemia, drugs for anemias, aplastic anemia, sickle cell disease, leukemia, thrombocytopenia, multiple myeloma, hemophilia. • Disseminated Intravascular Coagulation (DIC): Symptoms, complications, causes, diagnostic methods, treatment. • Therapies Frequently Used in the Management of Hematologic Disorders: Transfusions, transfusion 	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,4</p> <p>1,2</p> <p>1,2,4</p>	<p>518</p>
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	<p>reactions, LPN role, bone marrow transplant, oxygen therapy, iron therapy, vitamin B12 therapy, splenectomy, community care, clinical cues, older adult care points, safety alert, health promotion, legal & ethical considerations, cultural considerations, nutrition considerations.</p> <p>Assignment(s): Check Your Knowledge (8 topics) Unit 5 Quiz</p>	1	Quiz 50 points
6 The Endocrine System	<p>Topic(s):</p> <ul style="list-style-type: none"> • The Endocrine System: Principal endocrine glands and hormones, effects of the thyroid hormones, functions of the parathyroid glands, functions of the adrenal glands, hormone function on the pancreas, effects of aging on the endocrine system. • The Endocrine System: Endocrine system disorders, diagnostic tests & procedures of the endocrine system, diagnostic tests for detecting and monitoring for DM, community care, health promotion, clinical cues, safety alert. • Care of Patients with Pituitary Disorders: Pituitary disorders, pituitary tumors, hyperfunction of pituitary gland, hypofunction of pituitary gland, diabetes insipidus, SIADH. • Care of Patients with Thyroid Disorders: Thyroid disorders, goiter, hyperthyroidism, thyroidectomy, hypothyroidism, myxedema coma, thyroiditis, 	1 1,2 1 1	

	<p>thyroid cancer.</p> <ul style="list-style-type: none"> • Care of Patients with Parathyroid and Adrenal Disorders: Disorders of the parathyroid gland, hypoparathyroidism, & hyperparathyroidism; adrenal disorders, Addison's disease, adrenal crisis, Cushing syndrome, community care, safety alert, older adult care points, patient teaching, nutrition considerations, clinical cues. • Care of Patients with Diabetes and Hypoglycemia: Diabetes mellitus and hypoglycemia, types, etiology, signs/symptoms/diagnosis, factors associated with Type 1 and Type 2. • Management of Diabetes: Diet, exercise, pt. teaching hypoglycemia, oral hypoglycemic agents, insulin, clinical cues, insulin pump, sick day management. • Complications: Diabetic ketoacidosis, hyperglycemic hyperosmolar state, hypoglycemia, long term problems, patient education, hypoglycemia, nutrition considerations, cultural considerations, clinical cues, older adult care points, safety alerts, health promotion, patient teaching. <p>Assignment(s): Group Pharmacological Poster Board Presentation Check Your Knowledge (8 topics) Unit 6 Quiz Exam 2</p>	<p>1,2</p> <p>1</p> <p>1,2,4</p> <p>1,2</p> <p>4</p> <p>1</p> <p>1</p>	<p>Poster Board 20 points</p> <p>Quiz 50 points</p> <p>Exam 150 points</p>
7 Nursing Management and Emergencies	<p>Topic(s):</p> <ul style="list-style-type: none"> • Care of Patients During Disasters, Bioterrorism Attacks, Pandemic 	<p>1,2</p>	

	<p>Infections: Disaster Preparedness and Response: Hospital preparedness, triage, community preparedness, psychological responses to disaster, active shooter.</p> <ul style="list-style-type: none"> • Preparing for Chemical, Nuclear, or Biologic Disasters: Indications of chemical attack, types of chemicals, how to respond, health promotion, safety alert, patient teaching. • Care of Patients with Emergencies, Trauma and Shock: Prevention of accidents, first aid and good Samaritan laws, psychological and social emergencies, emergency care, metabolic emergencies, injuries caused by extreme heat and cold, poisoning, bites and stings, choking emergencies, CPR. • Shock: Types, causes, signs and symptoms, nursing management, safety alert, clinical cues, older adult care points, health promotion. • Concepts of Management and Supervision: Delegation, prioritizing, continuity of care, quality/performance improvement, referral process, discharge education, supervision. • Additional Topics: Informed consent, code status, emergency response plan, accident/error /injury prevention, incident reports, chemical dependency in nurses, advanced directives, crises interventions, medical emergencies, evidenced- based practice, advocate, negligence, malpractice, client rights, client care assignments, community resources, resource management. 	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	<p>521</p>
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	Assignment(s): Check Your Knowledge (7 topics) Unit 7 Quiz	1,2 1	Quiz 50 points
8 Final Exam	Assignment(s): Comprehensive Knowledge Check Grade Final Exam (Standard HESI Exam)**	1,2	50 200

*Pass rates may vary by program requirement- Refer to the University Catalog

Grading Scale

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts	Method of Scoring Points Rubric
Assignment(s) <ul style="list-style-type: none"> • Chemistry for Nurses Assignment • Physics for Nurses Assignment • Group Pharmacological Poster Board Presentation 	15 15 20	1.5% 1.5% 2.0%	Points Points Points
Check Your Knowledge <ul style="list-style-type: none"> • Students earn 50 points for successful completion of all knowledge checks by the end of Week 7 • Students who fail to successfully complete all knowledge checks by the end of Week 7 will receive 0 points 	50	5%	Points
Quizzes (7 x 50 points each)	350	35%	Points
Exams <ul style="list-style-type: none"> • HESI Remediation • 2 Exams (150 points each) • Final Exam (Standard HESI exam)** 	50 300 200	5% 30% 20%	Points Points Points
Total	1000	100%	

**HESI Conversion Scale – Using the scale below, determine the percentage score based on the HESI score. Percentage converted to points by multiplying by 2.0.

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HERZING[®]
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Course Syllabus

Course Title: LPN Clinical Capstone **Course Code:** NP275

Credit hours: 3.0

Prerequisite: NP 235 Medical Surgical Nursing II for LPNs .

Course Description: This is the final clinical course, where the student will utilize nursing skills and nursing judgement to perform safe, moral, quality, and prudent patient care in the health care system. The role of the practical nurse is stressed in physiology, pathophysiology, and psychosocial context as it relates to the care of patients. The course will assist in the personal and professional development needed to transition from student to practical nurse.

Program: Undergraduate Nursing

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. Explain the characteristics of a safe and effective care environment.
2. Apply knowledge to a client's situational changes, including legal, ethical, and moral considerations.
3. Collaborate with other health care professionals in providing nursing care that supports patients and families growth.
4. Prioritize patient care based on the NCLEX-PN client need categories.

5. Demonstrate professional nursing behaviors, nursing judgement, and personal/professional growth in the healthcare setting.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	<p>Topic(s): MUST COMPLETE A TOTAL OF AT LEAST 135 HOURS OF PRECEPTED IN A HEALTH CARE FACILITY. OVERALL, UNSATISFACTORY PERFORMANCE REPORTED BY A PRECEPTOR WILL BE EVALUATED BY THE INSTRUCTOR, AND MAY RESULT IN A COURSE FAILURE.</p> <p>Assessment(s): Students will attend clinical experiences in their nursing uniform and will be prepared to function as a nurse on their respective clinical units. Minimally, a pen, badge, personal stethoscope, and note pad are required.</p> <ul style="list-style-type: none"> • Journal Entry • Student Evaluation by Faculty informed by Preceptor Feedback • Practicum Hours Log (signed by Preceptor) 	<p>1,2,3,4,5</p> <p>5</p>	<p>P/F</p> <p>25 points 75 points 12.5 points</p>
2	<p>Assessment(s): Practicum hours</p> <p>Simulation: Caring for multiple patients</p> <ul style="list-style-type: none"> • Journal Entry • Student Evaluation by Faculty informed by Preceptor Feedback • Practicum Hours Log (signed by Preceptor) 	<p>1,2,3,4,5</p> <p>1,2,3,4,5</p>	<p>P/F</p> <p>25 points 75 points 12.5 points</p>
3	<p>Assignment(s):</p> <p>Assessment(s): Practicum hours</p> <ul style="list-style-type: none"> • Journal Entry 	<p>1,2,3,4,5</p> <p>1,2,3,4,5</p>	<p>P/F</p> <p>25 points 75 points</p>

	<ul style="list-style-type: none"> • Student Evaluation by Faculty informed by Preceptor Feedback • Practicum Hours Log (signed by Preceptor) 		12.5 points
4	Assignment(s): Assessment(s): Practicum hours <ul style="list-style-type: none"> • Journal Entry • Student Evaluation by Faculty informed by Preceptor Feedback • Practicum Hours Log (signed by Preceptor) 	1 1,2,3,4,5	P/F 25 point 75 points 12.5 points
5	Assignment(s): Assessment(s): Practicum hours <ul style="list-style-type: none"> • Journal Entry • Student Evaluation by Faculty informed by Preceptor Feedback • Practicum Hours Log (signed by Preceptor) 	1 1,2,3,4,5	P/F 25 points 75 points 12.5 points
6	Assignment(s): Assessment(s): Practicum hours <ul style="list-style-type: none"> • Journal Entry • Student Evaluation by Faculty informed by Preceptor Feedback • Practicum Hours Log (signed by Preceptor) • 	2 1,2,3,4,5	P/F 25 points 75 points 12.5 points
7	Assignment(s): Assessment(s): <ul style="list-style-type: none"> • Herzing Satisfaction Survey by Preceptor • Student Evaluation of Preceptor • Clinical Site Evaluation by Student • Preceptor Input • Journal Entry • Student Evaluation by Faculty informed by Preceptor Feedback 	1 1,2,3,4,5	P/F P/F P/F 100 points 25 points 75 points 12.5 points

	<ul style="list-style-type: none"> • Practicum Hours Log (signed by Preceptor) 		
8	<p>Assessment(s): All practicum hours must be completed prior to Monday of finals week.</p> <ul style="list-style-type: none"> • Journal Entry • Student Evaluation by Faculty informed by Preceptor Feedback • Practicum Hours Log (signed by Preceptor) 		<p>25 points</p> <p>75 points</p> <p>12.5 points</p>

*Pass rates may vary by program requirement- Refer to the University Catalog

Undergraduate Grade Scale

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Journal Entries (8 x 25 pts)	200	20%	Rubric
Student Evaluation by Faculty Member Informed by Preceptor Feedback (8x75 pts)	600	60%	Rubric
Preceptor Input**	100	10%	Points
Practicum Hours Log (8x12.5 pts)	100	10%	Points
Herzing Satisfaction Survey by Preceptor	P/F		Rubric
Student Evaluation of Preceptor	P/F		Rubric

Clinical Site Evaluation by Student	P/F		Rubric
Total	1000	100%	Rubric

****STUDENTS WHO FAIL TO ACHIEVE A MINIMUM OF A RATING OF “3” IN EACH CATEGORY EARN 0 POINTS FOR THE WEEKPOLICIES**

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

HERZING[®]

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Course Syllabus

Course Title: Preparation for NCLEX-PN

Course Code: NP280

Credit hours: 5

Prerequisite: NP 235 Medical Surgical Nursing II for LPNs.

Course Description: This course is designed to assist the student to prepare for the practical nursing licensure exam (NCLEX-PN) and entry into practice. Students will have the opportunity to develop and improve their test-taking skills through computer simulations and practice tests. The NCLEX PN test plan assessment of knowledge deficits and development of individual study plans based on results of weekly assessments will be utilized.

Program: Nursing LPN Program

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. Identify knowledge deficits in relation to NCLEX PN content areas.
2. Perform NCLEX-PN style questions effectively.
3. Determine individual strategies in preparation for the NCLEX-PN.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objectives Supported	Points Possible
1	<p>Topic(s): Preparing for Nursing Exams: How can you best use your textbook, classroom notes</p> <p>Assignment(s): Check Your Knowledge</p> <p>Developing Good Study Skills: Good study skills, identify and plan study time, study habits that need developed, important study skills, time to start studying for an exam, study groups.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Fundamentals of Care Questions: Fundamentals questions, rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Silvestri Chapters 1, 2, 13 Textbook/E-Book/Realizeit: Silvestri p. 4, 5, 8, 9-15, 122-134</p> <p>PN Review: Coordinated Care</p> <p>Assignment(s): Check Your Knowledge</p> <p>Safety & Infection Control</p> <p>Assignment(s): Check Your Knowledge</p> <p>Health Promotion & Maintenance</p> <p>Assignment(s): Check Your Knowledge</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">3</p> <p style="text-align: center;">1,2,3</p> <p style="text-align: center;">1,2</p> <p style="text-align: center;">1,2</p> <p style="text-align: center;">1,2</p> <p style="text-align: center;">1,2</p> <p style="text-align: center;">1,2</p>	
2	<p>Topic(s): Reducing Test Anxiety: Test anxiety, how do you know if you have test anxiety, causes of test anxiety, preventing test anxiety, interventions if you are experiencing test anxiety, positive pampering and why is it important, the night before the exam, controlling your test anxiety before the exam, controlling your test anxiety</p>	<p style="text-align: center;">3</p>	

	<p>during the exam, the positive attitude and maintaining it.</p> <p>Assignment(s): Check Your Knowledge NCLEX Preparation: Starting NCLEX preparation, the NCLEX test plan: why is it so important, steps for preparing.</p> <p>Assignment(s): Check Your Knowledge Adult Health Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge Reading: Silvestri Chapters 3, 4, 14 Textbook/E-Book/Realizeit: Silvestri p. 17-27, 136-153_</p> <p>PN Review: Psychosocial Integrity</p> <p>Assignment(s): Check Your Knowledge Basic Care & Comfort</p> <p>Assignment(s): Check Your Knowledge Pharmacological Therapies</p> <p>Assignment(s): Check Your Knowledge Assessment(s): Exam #1</p>	<p>3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p>	<p>Exam 1 70 points</p>
<p>3</p>	<p>Topic(s): Alternate Item Format: Alternate item formats test taking strategies for answering fill-in-the-blank, multiple response, prioritizing (ordered response), figure/illustration, chart/exhibit, graphic item option, audio or video, & testlet (case study) questions.</p> <p>Assignment(s): Check Your Knowledge How to Avoid Reading into the Question: Clinical reasoning, ingredients of a question, strategic words or strategic phrases, subject of the question, using nursing knowledge and the process of elimination.</p> <p>Assignment(s): Check Your Knowledge Mental Health Questions: Rationale, test taking strategies & tips for the</p>	<p>2,3</p> <p>3</p> <p>3</p>	<p>531</p>

	<p>nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Silvestri Chapters 5, 6, 15 Textbook/E-Book/Realizeit: Silvestri p. 29-39, 41-52, 155-165</p> <p>Adaptive Quizzing:</p> <p>Assignment(s): Check Your Knowledge</p> <p>PN Review: Classification of Medications by Body System</p> <p>Assignment(s): Check Your Knowledge</p> <p>Assessment(s): Exam #2 Coordinated Care</p>	<p>1,2</p> <p>1,2</p>	<p>Exam 2 70 points</p>
4	<p>Topic(s):</p> <p>Positive & Negative Event Queries: Positive event queries, negative event queries.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Questions Requiring Prioritization: Prioritizing, priority classification system, strategic words or strategic phrases, the ABCs, Maslow's hierarchy of needs, nursing process.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Maternity Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Pediatric Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Silvestri Chapters 7, 8, 16, 17 Textbook/E-Book/Realizeit: Silvestri p. 54-72, 79-87,167-179, 180-189</p> <p>PN Review: Classification of Medications by Health Status</p> <p>Assignment(s): Check Your Knowledge Reduction of Risk Potential</p>	<p>3</p> <p>3</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,3</p>	<p>532</p>

	<p>Assignment(s): Check Your Knowledge Assessment(s): Practice Predictor**</p> <p>Practice Predictor Remediation</p> <ul style="list-style-type: none"> • due before the final 		<p>HESI Practice Predictor 200 points</p> <p>Practice Predictor Remediation 100 points</p>
5	<p>Topic(s): Leading and Managing, Delegating, and Assignment-Making Questions: Delegation and assignment making, time management.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Communication Questions: Communication concepts in questions, guidelines to answer communication questions, communication techniques, cultural considerations, sample communication questions.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Delegating and Prioritization Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Leadership/Management Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Silvestri Chapters 9, 10, 19, 20 Textbook/E-Book/Realizeit: Silvestri p. 79-87, 89-96, 204-230</p> <p>PN Review: Physiological Adaptation: Cardiovascular</p> <p>Assignment(s): Check Your Knowledge Physiological Adaptation: Respiratory</p> <p>Assignment(s): Check Your Knowledge</p>	<p>1</p> <p>2</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p>	

	Assessment(s): Exam #3 Safety and Infection Control, Psychological Integrity		Exam 3 70 points
6	<p>Topic(s): LIVE REVIEW</p> <p>PN Review:</p> <hr/> <p>Physiological Adaptation: Neurological Assignment(s): Check Your Knowledge Physiological Adaptation: Gastrointestinal Assignment(s): Check Your Knowledge Physiological Adaptation: Genitourinary Assignment(s): Check Your Knowledge Assessment(s): Exam #4 Basic Care and Comfort, Pharmacological Therapies, Reduction of Risk Control</p>	<p>1,2,3</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	Exam 4 70 points
7	<p>Topic(s): Additional Pyramid Strategies: Eliminating options, ensuring all parts of an option are correct, umbrella options, strategies that will help answer questions, visualizing the information in the case.</p> <p>Assignment(s): Check Your Knowledge Pharmacology Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge Reading: Silvestri Chapters 11, 18 Textbook/E-Book/Realizeit: Silvestri p. 98-106, 109-120, 204-216</p> <p>PN Review: Physiological Adaptation: Endocrine Assignment(s): Check Your Knowledge Physiological Adaptation: Orthopedic Assignment(s): Check Your Knowledge Physiological Adaptation: Oncology Assignment(s): Check Your Knowledge Physiological Adaptation: Emergency Assignment(s): Check Your Knowledge</p>	<p>3</p> <p>3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	534

	Physiological Adaptation: IV care Assignment(s): Check Your Knowledge Physiological Adaptation: Dosage Calculator Assignment(s): Check Your Knowledge Assessment(s): Exam #5 Reduction of Risk Control, Physiological Adaptation	1,2	Exam 5 70 points
8	Assessment(s): Final Comprehensive Predictor** Comprehensive Knowledge Check Grade	1,2,3	Final Exam 300 points Knowledge Check 50 points

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Check Your Knowledge <ul style="list-style-type: none"> • Students earn 50 points for successful completion of all knowledge checks by the end of Week 7 • Students who fail to successfully complete all knowledge checks by the end of Week 7 will receive 0 points 	50	5%	Points
Practice Predictor (HESI)**	200	20%	Points
Practice Predictor Remediation	100	10%	Points
5 Exams (70 points each x 5)	350	35%	Points
Comprehensive Predictor (End of Program-HESI) <ul style="list-style-type: none"> • 900 or better (99.4% probability) = 300 points • 850-899 (94.8% probability) = 264 points • 849-800 (86.1% probability) = 228 points • <800 = 0 points 	300	30%	Points
Total	1000	100%	

**HESI Conversion Scale – Using the scale below, determine the percentage score based on the HESI score. Percentage converted to points by multiplying by 2.0.

HESI Score	Percentage Score
1200 or greater	100
1000-1199	96
950-999	93
900-949	90
850-899	87
800-849	84
750-799	80
700-749	75
650-699	70
600-649	65
550-599	60
500-549	55
<500	50

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading, and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course-specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

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Course Syllabus

Course Title: Preparation for NCLEX-PN

Course Code: NP280

Credit hours: 5

Prerequisite: NP 235 Medical Surgical Nursing II for LPNs.

Course Description: This course is designed to assist the student to prepare for the practical nursing licensure exam (NCLEX-PN) and entry into practice. Students will have the opportunity to develop and improve their test-taking skills through computer simulations and practice tests. The NCLEX PN test plan assessment of knowledge deficits and development of individual study plans based on results of weekly assessments will be utilized.

Program: Nursing LPN Program

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. Identify knowledge deficits in relation to NCLEX PN content areas.
2. Perform NCLEX-PN style questions effectively.
3. Determine individual strategies in preparation for the NCLEX-PN.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objectives Supported	Points Possible
1	<p>Topic(s): Preparing for Nursing Exams: How can you best use your textbook, classroom notes</p> <p>Assignment(s): Check Your Knowledge</p> <p>Developing Good Study Skills: Good study skills, identify and plan study time, study habits that need developed, important study skills, time to start studying for an exam, study groups.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Fundamentals of Care Questions: Fundamentals questions, rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Silvestri Chapters 1, 2, 13 Textbook/E-Book/Realizeit: Silvestri p. 4, 5, 8, 9-15, 122-134</p> <p>PN Review: Coordinated Care</p> <p>Assignment(s): Check Your Knowledge</p> <p>Safety & Infection Control</p> <p>Assignment(s): Check Your Knowledge</p> <p>Health Promotion & Maintenance</p> <p>Assignment(s): Check Your Knowledge</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">3</p> <p style="text-align: center;">1,2,3</p> <p style="text-align: center;">1,2</p> <p style="text-align: center;">1,2</p> <p style="text-align: center;">1,2</p> <p style="text-align: center;">1,2</p> <p style="text-align: center;">1,2</p>	
2	<p>Topic(s): Reducing Test Anxiety: Test anxiety, how do you know if you have test anxiety, causes of test anxiety, preventing test anxiety, interventions if you are experiencing test anxiety, positive pampering and why is it important, the night before the exam, controlling your test anxiety before the exam, controlling your test anxiety</p>	3	

	<p>during the exam, the positive attitude and maintaining it.</p> <p>Assignment(s): Check Your Knowledge NCLEX Preparation: Starting NCLEX preparation, the NCLEX test plan: why is it so important, steps for preparing.</p> <p>Assignment(s): Check Your Knowledge Adult Health Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge Reading: Silvestri Chapters 3, 4, 14 Textbook/E-Book/Realizeit: Silvestri p. 17-27, 136-153_</p> <p>PN Review: Psychosocial Integrity</p> <p>Assignment(s): Check Your Knowledge Basic Care & Comfort</p> <p>Assignment(s): Check Your Knowledge Pharmacological Therapies</p> <p>Assignment(s): Check Your Knowledge Assessment(s): Exam #1</p>	<p>3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p>	<p>Exam 1 70 points</p>
<p>3</p>	<p>Topic(s): Alternate Item Format: Alternate item formats test taking strategies for answering fill-in-the-blank, multiple response, prioritizing (ordered response), figure/illustration, chart/exhibit, graphic item option, audio or video, & testlet (case study) questions.</p> <p>Assignment(s): Check Your Knowledge How to Avoid Reading into the Question: Clinical reasoning, ingredients of a question, strategic words or strategic phrases, subject of the question, using nursing knowledge and the process of elimination.</p> <p>Assignment(s): Check Your Knowledge Mental Health Questions: Rationale, test taking strategies & tips for the</p>	<p>2,3</p> <p>3</p> <p>3</p>	<p>540</p>

	<p>nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Silvestri Chapters 5, 6, 15 Textbook/E-Book/Realizeit: Silvestri p. 29-39, 41-52, 155-165</p> <p>Adaptive Quizzing:</p> <p>Assignment(s): Check Your Knowledge</p> <p>PN Review: Classification of Medications by Body System</p> <p>Assignment(s): Check Your Knowledge</p> <p>Assessment(s): Exam #2 Coordinated Care</p>	<p>1,2</p> <p>1,2</p>	<p>Exam 2 70 points</p>
4	<p>Topic(s):</p> <p>Positive & Negative Event Queries: Positive event queries, negative event queries.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Questions Requiring Prioritization: Prioritizing, priority classification system, strategic words or strategic phrases, the ABCs, Maslow's hierarchy of needs, nursing process.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Maternity Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Pediatric Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Silvestri Chapters 7, 8, 16, 17 Textbook/E-Book/Realizeit: Silvestri p. 54-72, 79-87,167-179, 180-189</p> <p>PN Review: Classification of Medications by Health Status</p> <p>Assignment(s): Check Your Knowledge Reduction of Risk Potential</p>	<p>3</p> <p>3</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,3</p>	<p>541</p>

	<p>Assignment(s): Check Your Knowledge Assessment(s): Practice Predictor**</p> <p>Practice Predictor Remediation</p> <ul style="list-style-type: none"> • due before the final 		<p>HESI Practice Predictor 200 points</p> <p>Practice Predictor Remediation 100 points</p>
5	<p>Topic(s): Leading and Managing, Delegating, and Assignment-Making Questions: Delegation and assignment making, time management.</p> <p>Assignment(s): Check Your Knowledge Communication Questions: Communication concepts in questions, guidelines to answer communication questions, communication techniques, cultural considerations, sample communication questions.</p> <p>Assignment(s): Check Your Knowledge Delegating and Prioritization Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge Leadership/Management Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge Reading: Silvestri Chapters 9, 10, 19, 20 Textbook/E-Book/Realizeit: Silvestri p. 79-87, 89-96, 204-230</p> <p>PN Review: Physiological Adaptation: Cardiovascular</p> <p>Assignment(s): Check Your Knowledge Physiological Adaptation: Respiratory Assignment(s): Check Your Knowledge</p>	<p>1</p> <p>2</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p>	

	Assessment(s): Exam #3 Safety and Infection Control, Psychological Integrity		Exam 3 70 points
6	<p>Topic(s): LIVE REVIEW</p> <p>PN Review:</p> <hr/> <p>Physiological Adaptation: Neurological Assignment(s): Check Your Knowledge Physiological Adaptation: Gastrointestinal Assignment(s): Check Your Knowledge Physiological Adaptation: Genitourinary Assignment(s): Check Your Knowledge Assessment(s): Exam #4 Basic Care and Comfort, Pharmacological Therapies, Reduction of Risk Control</p>	<p>1,2,3</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	Exam 4 70 points
7	<p>Topic(s): Additional Pyramid Strategies: Eliminating options, ensuring all parts of an option are correct, umbrella options, strategies that will help answer questions, visualizing the information in the case.</p> <p>Assignment(s): Check Your Knowledge Pharmacology Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge Reading: Silvestri Chapters 11, 18 Textbook/E-Book/Realizeit: Silvestri p. 98-106, 109-120, 204-216</p> <p>PN Review: Physiological Adaptation: Endocrine Assignment(s): Check Your Knowledge Physiological Adaptation: Orthopedic Assignment(s): Check Your Knowledge Physiological Adaptation: Oncology Assignment(s): Check Your Knowledge Physiological Adaptation: Emergency Assignment(s): Check Your Knowledge</p>	<p>3</p> <p>3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	543

	Physiological Adaptation: IV care Assignment(s): Check Your Knowledge Physiological Adaptation: Dosage Calculator Assignment(s): Check Your Knowledge Assessment(s): Exam #5 Reduction of Risk Control, Physiological Adaptation	1,2	Exam 5 70 points
8	Assessment(s): Final Comprehensive Predictor** Comprehensive Knowledge Check Grade	1,2,3	Final Exam 300 points Knowledge Check 50 points

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Check Your Knowledge <ul style="list-style-type: none"> • Students earn 50 points for successful completion of all knowledge checks by the end of Week 7 • Students who fail to successfully complete all knowledge checks by the end of Week 7 will receive 0 points 	50	5%	Points
Practice Predictor (HESI)**	200	20%	Points
Practice Predictor Remediation	100	10%	Points
5 Exams (70 points each x 5)	350	35%	Points
Comprehensive Predictor (End of Program-HESI) <ul style="list-style-type: none"> • 900 or better (99.4% probability) = 300 points • 850-899 (94.8% probability) = 264 points • 849-800 (86.1% probability) = 228 points • <800 = 0 points 	300	30%	Points
Total	1000	100%	

**HESI Conversion Scale – Using the scale below, determine the percentage score based on the HESI score. Percentage converted to points by multiplying by 2.0.

HESI Score	Percentage Score
1200 or greater	100
1000-1199	96
950-999	93
900-949	90
850-899	87
800-849	84
750-799	80
700-749	75
650-699	70
600-649	65
550-599	60
500-549	55
<500	50

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading, and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course-specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

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

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Jon Derenne, Administrative Rules Coordinator	2) Date when request submitted: November 2, 2020 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: Board of Nursing		
4) Meeting Date: November 12, 2020	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? 1. Scope statement for N 8 relating to prescribing limitations. 2. Scope statement for N 2 relating to reciprocal credentials for service members, former service members, and their spouses. 3. Discussion of permanent and emergency rules for N 1 relating to simulation-based clinical training. 4. Status updates on N 2 relating to temporary permits, N 8 relating to collaboration with other health care providers, N 1 to 8 relating to requirements in emergency situations, and N 4 relating to licensure of nurse-midwives. 5. Pending and possible rulemaking projects.
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <i>(If yes, please complete Appearance Request for Non-DSPS Staff)</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:
10) Describe the issue and action that should be addressed: 1. Review draft scope statement for N 8 relating to prescribing limitations. 2. Review draft scope statement for N 2 relating to reciprocal credentials for service members, former service members, and their spouses. 3. Comprehensive review of N 1 clinical training requirements. 4. Status updates on other pending board rules.		
11) Authorization		
<i>Jon Derenne</i>		November 2, 2020
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

STATEMENT OF SCOPE

BOARD OF NURSING

Rule No.: N 8

Relating to: APNP prescribing limitations

Rule Type: Permanent

1. Finding/nature of emergency:

N/A

2. Detailed description of the objective of the proposed rule:

The Board of Nursing will conduct a comprehensive review of the prescribing limitations for APNPs found in ch. N 8. As a result of this review, the Board may revise the limitations on APNP prescribing accordingly.

3. Description of the existing policies relevant to the rule, new policies proposed to be included in the rule, and an analysis of policy alternatives:

The Board believes the alternative of not conducting the comprehensive review identified above would be less beneficial to affected entities. The Board recognizes that APNPs have significant education, training, and experience that may justify allowing more discretion in prescribing than what is currently provided in the administrative rules.

4. Detailed explanation of statutory authority for the rule:

Section 15.08 (5) (b), Stats., provides an examining board “[s]hall promulgate rules for its own guidance and for the guidance of the trade or profession to which it pertains. . .”

Section 441.16 (3) (b), Stats., provides the Board shall promulgate rules for “[d]efining the scope of practice within which an advanced practice nurse may issue prescription orders.”

Section 441.16 (3) (c), Stats., provides the Board shall promulgate rules “[s]pecifying the classes of drugs, individual drugs or devices that may not be prescribed by an advanced practice nurse.

5. Estimate of amount of time that state employees will spend developing the rule and of other resources necessary to develop the rule:

Approximately 80 hours.

6. List with description of all entities that may be affected by the proposed rule:

Advanced practice nurse prescribers, entities that employ advanced practice nurse prescribers, and individuals accessing health care services.

7. Summary and preliminary comparison with any existing or proposed federal regulation that is intended to address the activities to be regulated by the proposed rule:

None.

8. Anticipated economic impact of implementing the rule (note if the rule is likely to have a significant economic impact on small businesses):

The proposed rule is anticipated to have minimal to no economic impact on small businesses and the state's economy as a whole.

Contact Person: Jon Derenne, (608) 266-0955, DSPSAdminRules@wisconsin.gov

Board Chair

Date Submitted

STATEMENT OF SCOPE

Board of Nursing

Rule No.: Chapter N 2

Relating to: Reciprocal credentials for service members, former service members, and their spouses

Rule Type: Permanent

1. Finding/nature of emergency (Emergency Rule only):

None.

2. Detailed description of the objective of the proposed rule:

The objective of the rule is to implement 2019 Wisconsin Act 143.

3. Description of the existing policies relevant to the rule, new policies proposed to be included in the rule, and an analysis of policy alternatives:

2019 Wisconsin Act 143 entitles service members, former service members who were discharged within the prior four years under conditions other than dishonorable, and spouses of service members or former service members to obtain a credential if the person resides in Wisconsin and is in good standing with the governmental authorities in every jurisdiction outside Wisconsin that have granted the individual a credential that qualifies the individual to perform acts authorized under the appropriate credential granted by the department or credentialing board. The license may be renewed indefinitely.

This proposed rule will update ch. N 2 to implement 2019 Wisconsin Act 143.

4. Detailed explanation of statutory authority for the rule (including the statutory citation and language):

Section 15.08 (5) (b), Stats., states that an examining board “[s]hall promulgate rules for its own guidance and for the guidance of the trade or profession to which it pertains, and define and enforce professional conduct and unethical practices not inconsistent with the law relating to the particular trade or profession.”

Section 440.09(5), Stats., states that “[t]he department or credentialing board, as appropriate, may promulgate rules necessary to implement this section.

5. Estimate of amount of time that state employees will spend developing the rule and of other resources necessary to develop the rule:

60 hours

6. List with description of all entities that may be affected by the proposed rule:

Service members, former service members, and spouses of service members or former service members applying for a license to practice nursing.

7. Summary and preliminary comparison with any existing or proposed federal regulation that is intended to address the activities to be regulated by the proposed rule:

There is no existing or proposed federal regulation that addresses nursing licensure.

8. Anticipated economic impact of implementing the rule (note if the rule is likely to have a significant economic impact on small businesses):

The proposed rule is likely to have minimal or no economic impact on small businesses and the state's economy as a whole.

Contact Person: Dale Kleven, (608) 261-4472, DSPSAdminRules@wisconsin.gov

Approved for publication:

Authorized Signature

Date Submitted

STATEMENT OF SCOPE

BOARD OF NURSING

Rule No.: N 1

Relating to: Clinical Learning Experiences

Rule Type: Emergency and Permanent

1. Finding/nature of emergency (Emergency Rule only):

Administrative rules require schools of nursing to provide patient experiences that occur in a variety of clinical or simulated settings of nursing practice, and limit simulation to no more than 50% of the time designated for meeting clinical learning requirements. The spread of COVID-19 and the resulting closures and safety precautions have severely limited the ability of schools to adhere to the limitation on simulation as a means for students to complete clinical learning requirements. An expeditious promulgation of the proposed rule is in the best interest of Wisconsin's economy and public welfare, as it will help ensure the opportunity for nursing students to graduate and begin a nursing career in Wisconsin is not delayed or denied.

2. Detailed description of the objective of the proposed rule:

The Board's primary objective is to promulgate an emergency rule that will temporarily suspend s. N 1.08 (5m) (b), which provides that simulation may not be utilized for more than 50% of the time designated for meeting clinical learning requirements.

The Board will also conduct a comprehensive review of ch. N 1, which will include evaluating how effectively simulation-based clinical learning is being utilized in schools of nursing under the Board's oversight and considering other models for clinical learning that are being developed. The Board may, as a result of this evaluation, revise the requirements for approval of schools of nursing under ch. N 1. These revisions may be included in the emergency rule, promulgated in a permanent rule, or both.

3. Description of the existing policies relevant to the rule, new policies proposed to be included in the rule, and an analysis of policy alternatives:

Section N 1.08 contains standards schools of nursing are required to meet, including a limitation on the amount of simulation that may be utilized to complete clinical learning requirements. If the rules are not updated to temporarily suspend this limitation, some nursing students may be unable to complete the clinical learning required for graduation. In addition, the Board will evaluate how effectively simulation-based clinical learning is being utilized in schools of nursing under the Board's oversight and consider other models for clinical learning that are being developed, and may as a result revise the requirements for approval of schools of nursing under ch. N 1.

4. Detailed explanation of statutory authority for the rule (including the statutory citation and language):

Section 15.08 (5) (b), Stats., provides an examining board "[s]hall promulgate rules for its own guidance and for the guidance of the trade or profession to which it pertains. . ."

Section 227.24 (1) (a), Stats., provides “[a]n agency may, except as provided in s. 227.136 (1), promulgate a rule as an emergency rule without complying with the notice, hearing, and publication requirements under this chapter if preservation of the public peace, health, safety, or welfare necessitates putting the rule into effect prior to the time it would take effect if the agency complied with the procedures.”

Section 441.01 (3), Stats., provides “[t]he board may establish minimum standards for schools for professional nurses and schools for licensed practical nurses, including all related clinical units and facilities, and make and provide periodic surveys and consultations to such schools. It may also establish rules to prevent unauthorized persons from practicing professional nursing. It shall approve all rules for the administration of this chapter in accordance with ch. 227.”

5. Estimate of amount of time that state employees will spend developing the rule and of other resources necessary to develop the rule:

80 hours

6. List with description of all entities that may be affected by the proposed rule:

Schools of nursing, nursing students, nursing school graduates, entities that hire or may hire nursing students and nursing school graduates, and individuals accessing health care services.

7. Summary and preliminary comparison with any existing or proposed federal regulation that is intended to address the activities to be regulated by the proposed rule:

None

8. Anticipated economic impact of implementing the rule (note if the rule is likely to have a significant economic impact on small businesses):

The proposed rule will have minimal to no economic impact on small businesses and the state’s economy as a whole.

Contact Person: Dale Kleven, (608) 261-2377, DSPSAdminRules@wisconsin.gov



Authorized Signature

August 17, 2020

Date Submitted

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

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Kimberly Wood, Program Assistant Supervisor-Adv. on behalf of Christine Poleski, Executive Director		2) Date when request submitted: 11/6/2020 Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting	
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: 11/12/2020	5) Attachments: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	6) How should the item be titled on the agenda page? Public Agenda Request: Consideration of Alternate Pathway to Obtain Advanced Practice Nurse Prescriber (APNP) Certificate	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: As an RN of 27 years, I feel there should be a fast track program to become an NP, especially during a pandemic. New graduate nurses with zero experience are going on to school and then actively practicing. While a nurse like myself, with 27 years experience in critical care and specialty services who would like to be an NP is being asked to retake biochemistry, psychology and lifespan etc as part of the current requirements. In order to do that from 35 years ago there would need to a refresher of algebra and chemistry. Really? It's a shame to turn away so many seasoned, well rounded ICU and experienced nurses who will not go through that process. Please consider a fast track program so that we may be a service to our country. Many other programs have done this at higher levels of education. If you have further questions please feel free to call me. I am not sure who to send this message to, but this my contact number 414-617-1156. Please forward to the appropriate departments. Thank you, Marie Andrews RN			
11) Authorization			
<i>Kimberly Wood</i>		11/6/2020	
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.			