VIRTUAL/TELECONFERENCE
BOARD OF NURSING
Virtual, 4822 Madison Yards Way, Madison
Contact: Christine Poleski (608) 266-2112
March 11, 2021

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 February 11, 2021 (6-11)

C. Reminders: Conflicts of Interests, Scheduling Concerns

D. 8:00 A.M. PUBLIC HEARING: Emergency Rule (N 1 to N 8), Relating to Requirements in Emergency Situations (12-19)

E. Administrative Matters
    1) Department, Staff and Board Updates
    2) Board Members – Term Expiration Dates
        a. Dolatowski, Rosemary P. – 7/1/2022
        b. Edelstein, Janice A. – 7/1/2024
        c. Eklof, Jennifer L. – 7/1/2021
        d. Kallio, Peter J. – 7/1/2022
        e. Pisney, Lisa D. – 7/1/2023
        f. Saldivar Frias, Christian – 7/1/2023
        g. Skarlupka, Luann – 7/1/2021
        h. Weinman, Robert W. – 7/1/2023
        i. Zentz, Emily – 7/1/2023

F. Education and Examination Matters – Discussion and Consideration
    1) Carthage College – Final Approval of Nursing School **(20-25)**
    2) Excelsior College – ACEN Accreditation and Student Teach Out Plan **(26-31)**
    3) Mount Mary University – Final Approval of Nursing School **(32-165)**
    4) NCLEX 2020 Pass Rate Report **(166-168)**

G. Administrative Rule Matters – Discussion and Consideration (169)
    1) N 2 (Emergency Rule) Related to Temporary Permits **(170-171)**

2) Pending and Possible Rulemaking Projects
    a. Status Update of Ongoing Rule Projects **(172-173)**

H. Legislative and Policy Matters – Discussion and Consideration

I. **Credentialing Matters – Discussion and Consideration**
1) Nurse Licensure Renewal Process and Nurse Workforce Survey – Action as Deemed Necessary
2) Credentialing Statistics and License Counts **(174-177)**

J. **COVID-19 – Discussion and Consideration**

K. **Letter from the North Carolina Nurses Association – Discussion and Consideration (178-181)**

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.   **Deliberation on Division of Legal Services and Compliance Matters**
   1)   **Administrative Warnings**
       a.   19 NUR 131 – L.M.V. **(182-183)**
       b.   20 NUR 094 – S.M.H. **(184-185)**
       c.   20 NUR 232 – J.K. **(186-187)**
       d.   20 NUR 368 – B.L.L. **(188-189)**
       e.   20 NUR 422 – W.L.C. **(190-191)**
   2)   **Case Closings**
       a.   18 NUR 273 – V.F.C. **(192-217)**
       b.   18 NUR 346 – Unknown **(218-221)**
       c.   19 NUR 002 – E.S. **(222-233)**
       d.   19 NUR 016 – J.L.Q. **(234-238)**
       e.   19 NUR 131 – M.N.K. **(239-245)**
       f.   19 NUR 144 – K.C., C.B., J.G. **(246-275)**
       g.   19 NUR 285 – D.A.D. **(276-279)**
       h.   19 NUR 316 – S.L.G., R.A.G. **(280-292)**
       i.   19 NUR 612 – D.E.U. **(293-297)**
       j.   20 NUR 403 – A.D. **(298-307)**
   3)   **Proposed Stipulations, Final Decisions, and Orders**
       a.   18 NUR 241 – Jessica L. Shore, R.N. **(308-315)**
       b.   19 NUR 008 and 20 NUR 395 – Lisa M. Bender, L.P.N. **(316-327)**
       c.   19 NUR 023 – Kristi L. Thompson, R.N. **(328-335)**
       d.   19 NUR 035 – Carrie M. Blaser, R.N., A.P.N.P. **(336-344)**
       e.   19 NUR 144 – Elizabeth C. Kuss, R.N. **(345-350)**
       f.   19 NUR 325 – Antionette Williams, L.P.N. **(351-357)**
       g.   19 NUR 544 – Lobsang Phinsto, R.N. **(358-368)**
       h.   19 NUR 581 and 20 NUR 421 – Amanda R. Lindstrom, R.N. **(369-377)**
       i.   19 NUR 605 – James M. Whelan, R.N. **(378-384)**
       j.   19 NUR 698 – Charity C. Clawson, R.N. **(385-390)**
       k.   20 NUR 032 – Amanda J. Kaufman, R.N. **(391-402)**
       l.   20 NUR 327 – Julie A. Tews, R.N. **(403-410)**
       m.   20 NUR 511 – Caitlyn E. Church, R.N. **(411-422)**
       n.   20 NUR 522 – Alan A. Wiltzius, R.N. **(423-429)**
       o.   20 NUR 526 – Lisa A. Brown, R.N. **(430-435)**
       p.   20 NUR 526 – Lunette R. Dehnel, R.N. **(436-441)**
   4)   **Proposed Stipulations and Interim Orders**
       a.   19 NUR 428 – David Boozer, L.P.N. **(442-446)**
       b.   19 NUR 679, 20 NUR 033 and 20 NUR 283 – David W. Kososki, R.N. **(447-451)**

5) **Monitoring Matters (452-453)**
   a. Monitor Benisch
      1. Daphine Genrich, R.N. – Requesting Reduction in Screens and Termination of Direct Supervision **(454-484)**
      2. San-Hua Robinson, R.N. – Requesting Full Licensure **(485-516)**
      3. Amanda Wing, R.N. – Requesting Termination of Direct Supervision **(517-555)**
   b. Monitor Cha
      1. Kristina Kurtz, R.N. – Requesting Termination of Direct Supervision and Reduction in Screens **(556-583)**
      2. Barbara Redenius, R.N. – Requesting Full Licensure **(584-602)**
      3. Tracy Szocik, R.N. – Requesting Reduction in Screens, Termination of Direct Supervision, and Reduction in Work Report Schedule **(603-623)**
   c. Monitor Hardin
      1. Jessica Gast, L.P.N. – Requesting Termination of Direct Supervision **(624-647)**
   d. Monitor Schramm
      1. Deserae Furst, L.P.N. – Review Fitness to Practice Evaluation **(648-663)**

R. Deliberation on Proposed Final Decisions and Orders
   1) Alicia R. Krisher-Behm, R.N., Respondent (DHA Case Number SPS-20-0020/DLSC Case Number 18 NUR 076) **(664-675)**

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: APRIL 8, 2021

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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.

PRESENT: Rosemary Dolatowski, Janice Edelstein, Jennifer Eklof, Peter Kallio, Lisa Pisney, Luann Skarlupka, Robert Weinman *(arrived at 9:40 a.m.)*

EXCUSED: Christian Saldivar Frias, Emily Zentz

STAFF: Christine Poleski, Executive Director; Jameson Whitney, Legal Counsel; Kassandra Walbrun, Administrative Rules Coordinator; Kimberly Wood, Program Assistant Supervisor-Advanced; 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 item "R. Deliberation of Items Added After Preparation of the Agenda; 9) Proposed Interim Orders" **ADD:**
  - "20 NUR 485 – Kelly A. Lilja, R.N."

   MOTION: Luann Skarlupka moved, seconded by Jennifer Eklof, to adopt the Agenda as amended. Motion carried unanimously.

APPROVAL OF MINUTES OF JANUARY 14, 2021

Amendments to the Minutes
- Page 2 of the Minutes: In the "Election Results" table, change the Secretary from "Luann Skarlupka" to "Rosemary Dolatowski"

   MOTION: Rosemary Dolatowski moved, seconded by Janice Edelstein, to approve the Minutes of January 14, 2021 as amended. Motion carried unanimously.

PUBLIC HEARING: CLEARINGHOUSE RULE (CR) 21-009 (N1), RELATING TO CLINICAL LEARNING EXPERIENCES

Review and Consider Clearinghouse Report and Public Hearing Comments

MOTION: Luann Skarlupka moved, seconded by Janice Edelstein, to accept all Clearinghouse comments for Clearinghouse Rule (CR) 21-009 (N1), Relating to Clinical Learning Experiences and to authorize the Chair to approve the Legislative Report and Draft for Clearinghouse Rule 21-009 for submission to the Governor's Office and Legislature. Motion carried unanimously.

CLOSED SESSION

MOTION: Luann Skarlupka moved, seconded by Jennifer Eklof, 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; Janice Edelstein-yes; Jennifer Eklof-yes; Peter Kallio-yes; Lisa Pisney-yes; and Luann Skarlupka-yes. Motion carried unanimously.

The Board convened into Closed Session at 9:32 a.m.

(Robert Weinman joined the meeting at 9:40 a.m.)

DIVISION OF LEGAL SERVICES AND COMPLIANCE MATTERS

Administrative Warnings

MOTION: Jennifer Eklof moved, seconded by Lisa Pisney, to issue an Administrative Warnings in the matter of the following cases:
1.   18 NUR 738 – M.M.R.
2.   19 NUR 053 – J.M.A.
3.   19 NUR 413 – J.S.S.
4.   19 NUR 427 – K.E.M.
5.   20 NUR 400 – J.C.J.
Motion carried unanimously.

Case Closings

MOTION: Jennifer Eklof moved, seconded by Lisa Pisney, to close the following DLSC Cases for the reasons outlined below:
1. 18 NUR 335 – K.M.M. – Insufficient Evidence
2. 19 NUR 175 – U. – No Violation
3. 19 NUR 295 – D.M.W. – Insufficient Evidence
4. 19 NUR 513 – L.M.B. – Insufficient Evidence
5. 19 NUR 598 – K.E.T. – No Violation
6. 20 NUR 106 – T.P.L. – No Violation
7. 20 NUR 506 – A.K.L. – Prosecutorial Discretion (P7)
8. 20 NUR 523 – K.A.V. – Prosecutorial Discretion (P6)
9. 20 NUR 577 – A.S.W – Prosecutorial Discretion (P1)

Motion carried unanimously.

Proposed Stipulations and Final Decisions and Orders

MOTION: Jennifer Eklof moved, seconded by Lisa Pisney, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings of the following cases:
1. 19 NUR 202 – Lindsey L. Wendling, R.N.
2. 19 NUR 267 – Laura J. Stolt, R.N.
3. 19 NUR 435 – Sarah C. Bourget, R.N.
4. 19 NUR 546 – Julie R. Huse, R.N.
5. 20 NUR 306 – Lisa M. Miller-Butt, L.P.N.
6. 20 NUR 391 – Maranda J. Nabozny, R.N.
7. 20 NUR 484 – Maja Espana, R.N.

Motion carried unanimously.

Monitoring Matters

Rescha Dodd, R.N., A.P.N.P.
Requesting Full Licensure

MOTION: Lisa Pisney moved, seconded by Jennifer Eklof, to grant the request of Rescha Dodd, R.N., A.P.N.P, for full licensure. Motion carried unanimously.

Rachel Gunderson, R.N.
Requesting Full Licensure

MOTION: Lisa Pisney moved, seconded by Rosemary Dolatowski, to grant the request of Rachel Gunderson, R.N., for full licensure. Motion carried unanimously.

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Samantha Connaughty, R.N.
Requesting Full Licensure

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MOTION: Jennifer Eklof moved, seconded by Peter Kallio, to grant the request of Samantha Connaughty, R.N., for full licensure. Motion carried unanimously.

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Lori Cuene, R.N.
Requesting Reduction in Reporting Schedule and Reduction in Screens

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MOTION: Robert Weinman moved, seconded by Janice Edelstein, to grant the request of Lori Cuene, R.N., for a reduction in reporting schedule to two (2) times per year and reduction in the frequency of drug and alcohol screens to fourteen (14) a year, plus one (1) annual hair test. Motion carried unanimously.

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Stephanie Geiger, R.N.
Requesting Reduction in AA/NA Meetings and Reduction in Frequency of Screens

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MOTION: Luann Skarlupka moved, seconded by Robert Weinman, to deny the request of Stephanie Geiger, R.N., for a reduction in the frequency of AA/NA meetings and for a reduction in the frequency of drug and alcohol screens. **Reason for Denial**: Insufficient time under the Board Order (12/12/2019) to demonstrate adequate compliance. Motion carried unanimously.

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Melissa Owens, R.N.
Requesting Full Licensure

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MOTION: Rosemary Dolatowski moved, seconded by Robert Weinman, to grant the request of Melissa Owens, R.N., for full licensure. Motion carried unanimously.

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Jennifer Taylor, R.N.
Requesting Reduction in Screens and AA/NA Meetings

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MOTION: Luann Skarlupka moved, seconded by Jennifer Eklof, to grant the request of Jennifer Taylor, R.N., for a reduction in the frequency of AA/NA meetings to biweekly, and a reduction in the frequency of drug and alcohol screens to fourteen (14) a year, plus one (1) annual hair test. Motion carried unanimously.

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Katherine Techmeier, R.N.
Requesting Reduction in Screens and AA/NA Meetings

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MOTION: Lisa Pisney moved, seconded by Jennifer Eklof, to grant the request of Katherine Techmeier, R.N., for a reduction in the frequency of AA/NA meetings to once per week, and a reduction in the frequency of drug and alcohol screens to thirty-six (36) a year. Motion carried unanimously.

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APPEARANCE:
Christine Johnson (Bohl), R.N.
Requesting Reinstatement of Stay of Suspension

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MOTION: Peter Kallio moved, seconded by Lisa Pisney, to deny the request of Christine Johnson (Bohl), R.N., for reinstatement of stay of suspension. **Reason for Denial**: Failure to demonstrate continuous and successful compliance. Respondent needs to fully comply with the complete terms and conditions of the Board Order (6/9/2016) for at least six (6) months from today's date. Motion carried unanimously.

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Jourdan Kufahl, L.P.N., R.N.
Requesting Reduction in Drug Screens, Termination of Treatment Requirements and Access to Controlled Substances

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MOTION: Peter Kallio moved, seconded by Lisa Pisney, to deny the request of Jourdan Kufahl, L.P.N., R.N., for a reduction in the frequency of drug and alcohol screens but to grant termination of treatment requirement per treater recommendation and access to controlled substances. **Reason for Denial**: Access to controlled substances granted. Motion carried unanimously.

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Billie Lawler, R.N., A.P.N.P.
Requesting Full Licensure

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MOTION: Lisa Pisney moved, seconded by Rosemary Dolatowski, to grant the request of Billie Lawler, R.N., A.P.N.P., for full licensure. Motion carried unanimously.

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DELIBERATION ON PROPOSED FINAL DECISIONS AND ORDERS

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Jessica A. Lunde, R.N., Respondent (DHA Case Number SPS-20-026/DLSC Case Number 19 NUR 018)

MOTION: Rosemary Dolatowski moved, seconded by Lisa Pisney, to adopt the Findings of Fact, Conclusions of Law, and Proposed Decision and Order in the matter of disciplinary proceedings against Jessica A. Lunde, R.N., Respondent (DHA Case Number SPS-20-026/DLSC Case Number 19 NUR 018). Motion carried unanimously.

DELIBERATION OF ITEMS ADDED AFTER PREPARATION OF THE AGENDA

Proposed Interim Orders

20 NUR 485 – Kelly A. Lilja, R.N.

MOTION: Rosemary Dolatowski moved, seconded by Janice Edelstein, to adopt the Findings of Fact, Conclusions of Law, and Interim Order in the matter of disciplinary proceedings against Kelly A. Lilja, R.N., DLSC Case Number 20 NUR 485. Motion carried unanimously.

RECONVENE TO OPEN SESSION

MOTION: Luann Skarlupka moved, seconded by Robert Weinman, to reconvene into Open Session. Motion carried unanimously.

The Board reconvened into Open Session at 11:34 a.m.

VOTING ON ITEMS CONSIDERED OR DELIBERATED UPON IN CLOSED SESSION

MOTION: Lisa Pisney moved, seconded by Jennifer Eklof, 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: Luann Skarlupka moved, seconded by Jennifer Eklof, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 11:42 a.m.

State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and title of person submitting the request:	2) Date when request submitted:
Kassandra Walbrun, Administrative Rules Coordinator	2/16/2021
	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:	5) Attachments:	6) How should the item be titled on the agenda page?
3/11/2021	☒ Yes ☐ No	**8:00 AM Public Hearing: Emergency Rule (N 1 to N 8), relating to requirements in emergency situations.**

7) Place Item in:	8) Is an appearance before the Board being scheduled? *(If yes, please complete Appearance Request for Non-DSPS Staff)*	9) Name of Case Advisor(s), if required:
☒ Open Session ☐ Closed Session	☐ Yes ☒ No	

10) Describe the issue and action that should be addressed:

Attachments: Emergency Rule

11)   Authorization

Kassandra Walbrun   *2/16/2021*

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.

Revised 07/2019

STATE OF WISCONSIN
BOARD OF NURSING

IN THE MATTER OF RULEMAKING	:	ORDER OF THE
PROCEEDINGS BEFORE THE	:	BOARD OF NURSING
BOARD OF NURSING	:	ADOPTING EMERGENCY RULES

The statement of scope for this rule, SS 014-20, was approved by the Governor on March 27, 2020, published in Register 771B on March 30, 2020, and approved by the Board of Nursing on April 9, 2020.

This emergency rule was approved by the Governor on January 14, 2021.

ORDER

An order of the Board of Nursing to renumber and amend N 2.34; to amend N 1.08 (5m) (b), 2.31 (3), 2.33 (1), 2.35 (2), and 2.40 (3) (d) (intro.); and to create N 1.08 (5m) (c), 2.33 (3), 2.34 (2), 2.40 (3) (e), and 8.10 (8), relating to requirements in emergency situations.

Analysis prepared by the Department of Safety and Professional Services.

FINDING OF EMERGENCY

The continued spread of COVID-19 and its potential for an emergency surge of cases in the near future necessitates having the help of as many skilled nurses and other health care providers as possible. There are, however, requirements in current rules that would make response to an emergency surge of COVID-19 more difficult. An expeditious promulgation of the rule is in the best interest of public welfare, as it will help ensure Wisconsin's nursing workforce is in the best possible position to respond to COVID-19.

ANALYSIS

Statutes interpreted: Subchapter I of ch. 441, Stats.

Statutory authority: Sections 15.08 (5) (b), 441.01 (3), 441.16 (3), and 441.08, Stats.

Explanation of agency authority:

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 441.01 (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."

Section 441.16 (3), Stats., requires the Board to promulgate rules necessary to administer the prescription privileges of nurses, including defining the scope of practice within which an advanced practice nurse may issue prescription orders.

Section 441.08, Stats., provides "[t]he board may promulgate rules limiting the use and duration of temporary permits and providing for revocation of temporary permits."

Related statute or rule:

Subchapter I of ch. 441, Stats.

Plain language analysis:

The emergency rule will allow the Board to grant a waiver from or variance to the following requirements on a case-by-case basis, if a request for a waiver or variance is made due to a public health crisis, natural disaster, critical nursing workforce shortage, or similar emergency circumstances:

- The requirement under s. N 1.08 (5m) (b) that simulation be utilized for no more than 50% of the time designated for meeting clinical learning requirements.

- The requirement under s. N 2.31 (3) that an application for a temporary permit include an official transcript of nursing education.

- The requirement under s. N 2.33 (1) that the holder of a temporary permit practice only under the direct supervision of a registered nurse.

- The requirement under s. N 2.34 that practice under temporary permits, including renewals, may not exceed 6 months total duration.

- The requirement under s. N 2.40 (3) (d) that a person renewing a nursing credential after 5 years provide documentation of employment requiring a nursing license within the last 5 years or evidence of completion of a board approved nursing refresher course or education equivalent to a nursing refresher course.

The rule will also allow the Board to grant a temporary waiver of the requirement under s. N 8.10 (2) and (7) that an advanced practice nurse prescriber work in a collaborative relationship with at least one physician or dentist and document that relationship. The board may grant a waiver if a public health crisis, natural disaster, critical nursing workforce shortage, or similar emergency circumstances exist or have occurred that are federally declared or declared by the governor of Wisconsin or the governor's designee, and granting a waiver is necessary to protect the public health, safety, and welfare.

Summary of, and comparison with, existing or proposed federal regulation:

None.

Summary of public comments and feedback on the statement of scope and the Board's responses:

The Board held a public comment period and conducted a public hearing on April 9, 2020. The Board received testimony in support of the statement of scope from Gina Dennik-Champion on behalf of the Wisconsin Nurses Association. The Board also received written comments in support of the statement of scope from the Wisconsin Association of Nurse Anesthetists.

Comparison with rules in adjacent states:

Illinois:

Rules of the Illinois Department of Financial and Professional Regulation regulate the profession of nursing in Illinois (68 Ill. Adm. Code Part 1300). The Secretary of the Department may grant variances from the rules in individual cases when it is determined that:

- the provision from which the variance is granted is not statutorily mandated;

- no party will be injured by the granting of the variance; and

- the rule from which the variance is granted would, in the particular case, be unreasonable or unnecessarily burdensome.

The Secretary is required to notify the Illinois Board of Nursing of the granting of the variance, and the reason for granting the variance, at the next meeting of the Board (68 Ill. Adm. Code s. 1300.60).

Iowa:

Rules of the Iowa Board of Nursing regulate the profession of nursing in Illinois (655 IAC chs. 1 to 20). In response to a petition for waiver, the Board may in its sole discretion issue an order waiving in whole or in part the requirements of a rule if the Board finds, based on clear and convincing evidence, all of the following:

- The application of the rule would impose an undue hardship on the person for whom the waiver is requested.

- The waiver from the requirements of the rule in the specific case would not prejudice the substantial legal rights of any person.

- The provisions of the rule subject to the petition for waiver are not specifically mandated by statute or another provision of law.

- Substantially equal protection of public health, safety, and welfare will be afforded by a means other than that prescribed in the particular rule for which the waiver is requested (655 IAC 15.4).

Michigan:

Rules of the Michigan Department of Licensing and Regulatory Affairs regulate the profession of nursing in Michigan (Mich Admin Code, R 338.10101 to R 338.10705). The Michigan Board of Nursing may waive the requirement to provide evidence of attendance at educational programs as a condition to license renewal if, upon written application, the Board finds the failure of the licensee to attend was due to the licensee's disability, military service, absence from the continental United States, or a circumstance beyond the control of the licensee which the Board considers good and sufficient (Mich Admin Code, R 338.10601).

Minnesota:

Rules of the Minnesota Board of Nursing regulate the profession of nursing in Minnesota (Minnesota Rules, chs. 6301 to 6321). The Board must waive the requirement for licensure of graduation from an approved nursing program if:

- an applicant has been licensed by another jurisdiction based on requirements equivalent to the qualifications required in Minnesota at the time of the applicant's original licensure; or

- an applicant for licensed practical nurse licensure has been licensed by another jurisdiction and passed an acceptable examination as specified in subpart 12 and has had at least 4,000 clock hours of employment as a licensed practical nurse in the five years prior to application for licensure in Minnesota (Minnesota Rules, part 6305.0500, subpart 6).

In addition, on presentation of convincing evidence by a registration or reregistration applicant, the Board must grant a variance from the following requirements:

- For a receipt deadline, on presentation of convincing evidence of mail delay.

- For a fee, on presentation of convincing evidence of financial hardship.

- For document submission, on presentation of convincing evidence of loss of records through fire or other disaster.

- For the required number of continuing education contact hours, on presentation of convincing evidence of unexpected illness or personal tragedy (Minnesota Rules, part 6310.2800, subpart 9).

Summary of factual data and analytical methodologies:

In consultation with staff from the Department of Safety and Professional Services, the Board developed an emergency rule that gives it the ability to provide a waiver from or variance to certain requirements in the event of a public health crisis, natural disaster, critical nursing workforce shortage, or similar emergency circumstances.

Analysis and supporting documents used to determine effect on small business or in preparation of economic impact analysis:

These emergency rules do not impose any new requirements. The purpose of the rules is to give the Board the ability to provide a waiver from or variance to certain requirements in the event of a public health crisis, natural disaster, critical nursing workforce shortage, or similar emergency circumstances, including an emergency surge of COVID-19.

Fiscal estimate:

These emergency rules will not have a fiscal impact.

Effect on small business:

These emergency rules do not have an economic impact on small businesses, as defined in s. 227.114 (1), Stats. The Department's Regulatory Review Coordinator may be contacted by email at Daniel.Hereth@wisconsin.gov, or by calling (608) 267-2435.

Agency contact person:

Dale Kleven, Administrative Rules Coordinator, Department of Safety and Professional Services, Division of Policy Development, P.O. Box 8366, Madison, Wisconsin 53708-8366; telephone 608-261-4472; email at DSPSAdminRules@wisconsin.gov.

Place where comments are to be submitted and deadline for submission:

Comments may be submitted to Dale Kleven, Administrative Rules Coordinator, Department of Safety and Professional Services, Division of Policy Development, P.O. Box 8366, Madison, Wisconsin 53708-8366, or by email to DSPSAdminRules@wisconsin.gov. Comments must be submitted by the date and time at which the public hearing on these emergency rules is conducted. Information as to the place, date, and time of the public hearing will be published on the Legislature's website and in the Wisconsin Administrative Register.

TEXT OF RULE

SECTION 1. N 1.08 (5m) (b) is amended to read:

N 1.08 (5m) (b) ~~Simulation~~ Except as provided under par. (c), simulation may not be utilized for more than 50% of the time designated for meeting clinical learning requirements.

SECTION 2. N 1.08 (5m) (c) is created to read:

N 1.08 (5m) (c) If requested by a school of nursing due to a public health crisis, natural disaster, critical nursing workforce shortage, or similar emergency circumstances, the board may temporarily allow simulation to be utilized for up to 100% of the time designated for meeting clinical learning requirements. The board shall consider each request under this paragraph individually on its merits, and the board may grant additional utilization of simulation for a period of time deemed necessary by the board to address the emergency circumstances.

SECTION 3. N 2.31 (3) is amended to read:

N 2.31 (3) An official transcript of nursing education submitted by the school of professional nursing or practical nursing directly to the department. If requested by an applicant due to a public health crisis, natural disaster, critical nursing workforce shortage, or similar emergency circumstances, the board may waive the requirement under this subsection. The board shall consider each request for a waiver individually on its merits, and the board may grant a waiver as deemed appropriate.

SECTION 4. N 2.33 (1) is amended to read:

N 2.33 (1) Except as provided ~~in sub.~~ under subs. (2) and (3), the holder of a temporary permit shall practice only under the direct supervision of a registered nurse.

SECTION 5. N 2.33 (3) is created to read:

N 2.33 (3) If requested by an applicant under s. N 2.31 or the holder of a temporary permit and the employer of the applicant or permit holder due to a public health crisis, natural disaster, critical nursing workforce shortage, or similar emergency circumstances, the board may grant a waiver of the requirement under sub. (1). The board shall consider each request for a waiver individually on its merits, and the board may grant a waiver for a period of time deemed necessary by the board to address the emergency circumstances.

SECTION 6. N 2.34 is renumbered N 2.34 (1) and amended to read:

N 2.34 (1) The temporary permit is valid for a period of 3 months or until the holder receives notification of failing the NCLEX, whichever occurs first. ~~Practice~~ Except as provided under sub. (2), practice under temporary permits, including renewals under s. N 2.35, may not exceed 6 months total duration.

SECTION 7. N 2.34 (2) is created to read:

N 2.34 (2) The holder of a temporary permit renewed under s. N 2.35 (2) may practice for the duration of the renewal period established by the board.

SECTION 8. N 2.35 (2) is amended to read:

N 2.35 (2) Subsequent renewals may be granted in hardship cases or emergency circumstances including illness, family illness or death, accident, natural disaster, or delay of verification from another state. The board shall consider each application for renewal under this subsection individually on its merits, and the board may grant a renewal as for a renewal period deemed appropriate necessary by the board to address the hardship or emergency circumstances.

SECTION 9. N 2.40 (3) (d) (intro.) is amended to read:

N 2.40 (3) (d) (intro.) Meet Except as provided under par. (e), meet one of the following requirements:

SECTION 10. N 2.40 (3) (e) is created to read:

N 2.40 (3) (e) If requested by an applicant due to a public health crisis, natural disaster, critical nursing workforce shortage, or similar emergency circumstances, the board may waive the requirements under par. (d). The board shall consider each request for a waiver individually on its merits, and may grant a waiver based on satisfactory evidence that granting renewal of the license would adequately protect public health, safety, and welfare.

SECTION 11. N 8.10 (8) is created to read:

N 8.10 (8) If a public health crisis, natural disaster, critical nursing workforce shortage, or similar emergency circumstances exist or have occurred that are federally declared or declared by the governor of this state or the governor's designee, the board may grant a temporary waiver of the requirements under subs. (2) and (7) if the board determines that granting a waiver is necessary to protect the public health, safety, or welfare. A waiver granted under this subsection shall be for a stated term not to exceed 90 days, except that the board may extend the waiver if it determines that an extension is necessary to protect the public health, safety, or welfare.

SECTION 12. EFFECTIVE DATE. The rules adopted in this order shall take effect upon publication in the official state newspaper, pursuant to s. 227.22 (2) (c), Stats.

(END OF TEXT OF RULE)

Dated _____2/1/2021_____   Agency _____

Peter Kallio
Board Chair
Board of Nursing

State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and title of person submitting the request:	2) Date when request submitted:
Joan Gage, Program Manager	3/1/2021
	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:	5) Attachments:	6) How should the item be titled on the agenda page?
3/11/2021	☒ Yes ☐ No	Education and Examination Matters • Carthage College – Final Approval of Nursing School

7) Place Item in: ☒ Open Session ☐ Closed Session	8) Is an appearance before the Board being scheduled? ☐ Yes ☒ No	9) Name of Case Advisor(s), if required: N/A

10) Describe the issue and action that should be addressed:

See the attached documentation for the associated item and deliberate on the matter as appropriate.

Carthage College Representative(s): Frank D. Hicks, PhD, RN, CNE

11) Authorization

Joan Gage	3/1/2021
Signature of person making this request	Date

Supervisor (if required)	Date

Executive Director signature (indicates approval to add post agenda deadline item to agenda)	Date

Directions for including supporting documents:
1. This form should be attached to any documents submitted to the agenda.
2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director.
3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.

Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366	4822 Madison Yards Way
Madison, WI 53705-8366	Madison, WI 53705-8366
FAX #: (608) 266-2602	E-Mail: dsps@wisconsin.gov
Phone #: (608) 266-2112	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: Carthage College Department of Nursing

Address: 2001 Alford Park Drive

Kenosha, WI 53140

Program (ADN, BSN, Other): Bachelor of Science in Nursing

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.

#3029 (7/18)
Wis. Admin. Code Ch. N 1

Page 1 of 5

Committed to Equal Opportunity in Employment and Licensing

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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: E*vidence 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.

19. The curriculum includes all of the following:

(a) <u>Yes</u>   Evidence-based learning experiences and methods of instruction consistent with the written curriculum plan. *Note: Method of instruction may include distance education methods.*

(b) <u>Yes</u>   Diverse, didactic and clinical learning experiences consistent with program outcomes.

20. Coursework includes all of the following:

(a) <u>Yes</u>   Content in the biological, physical, social and behavioral sciences to provide a foundation for safe and effective nursing practice.

(b) <u>Yes</u>   Content regarding professional responsibilities, legal and ethical issues, and history and trends in nursing and health care.

(c) <u>Yes</u>   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

<u>NOTE:</u> *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) <u>Yes</u>   Integration of patient safety principles throughout the didactic and clinical coursework.

(b) <u>Yes</u>   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) <u>Yes</u>   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) <u>Yes</u>   Respect of patient differences, values, preferences, and expressed needs.

   2) <u>Yes</u>   Involvement of patients or designees in decision-making and care management.

   3) <u>Yes</u>   Coordination and management of patient care across settings.

   4) <u>Yes</u>   Explanation of appropriate and accessible interventions to patients and populations that may positively affect their ability to achieve healthy lifestyles.

(d) <u>Yes</u>   Collaboration of interprofessional teams to foster open communication, mutual respect and shared decision-making in order to achieve quality patient care.

(e) <u>Yes</u>   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) <u>Yes</u>   Use of information technology to communicate, mitigate errors and support decision-making.

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) **Yes**   Development of skills in direct patient care.

(b) **Yes**   Making clinical judgments.

(c) **Yes**   Care and management of both individuals and groups of patients across the lifespan.

(d) **Yes**   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:

Frank D. Hicks, PhD, RN, CNE
_____
Educational Administrator

Frank D. Hicks
_____
Signature

262-551-6038
_____
Telephone Number

Professor and Director of Nursing
_____
Title

July 1, 2020
_____
Date

fhicks@carthage.edu
_____
Email Address

State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and title of person submitting the request:	2) Date when request submitted:
Joan Gage, Program Manager	3/1/2021
	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:	5) Attachments:	6) How should the item be titled on the agenda page?
3/11/2021	☒ Yes ☐ No	Education and Examination Matters • Excelsior College – ACEN Accreditation and Student Teach Out Plan

7) Place Item in:	8) Is an appearance before the Board being scheduled?	9) Name of Case Advisor(s), if required:
☒ Open Session ☐ Closed Session	☐ Yes ☒ No	N/A

10) Describe the issue and action that should be addressed:

See the attached documentation for the associated item and deliberate on the matter as appropriate.

Excelsior College Representative(s): Michael DiSiena, Acting Legal Counsel & Marry Lee Pollard, Dean – School of Nursing

11) Authorization

Joan Gage   3/1/2021

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.

Revised 07/2019

Excelsior College Report to the Wisconsin Board of Nursing

Regarding the Planned Voluntary Withdrawal of ACEN Accreditation for the Associate Degree Nursing Program May 11, 2021

Background

During their March 2020 meeting, the Accreditation Commission for Education in Nursing (ACEN) Board of Commissioners voted to deny continuing accreditation for the Excelsior College associate degree nursing program. The Board identified evidence of non-compliance with Standard 4, Criterion 4.9 and Standard 6, Criterion 6.2. The College appealed this decision and an appeal hearing was held on August 26, 2020. The ACEN appeal panel notified the College and ACEN of its decision to affirm the decision of the ACEN Board of Commissioners to deny continuing accreditation to the associate degree nursing program on September 2, 2020. On September 30, 2020 an agreement was reached between ACEN and the College to permit the College to voluntarily withdraw from ACEN accreditation. The terms of the agreement include continued accreditation of the associate degree nursing program through May 10, 2021. The program will voluntarily withdraw accreditation effective 12 a.m. ET on May 11, 2021. The program was required to submit a teach-out plan to ACEN within 30 days of the effective date of the agreement and to submit a report summarizing the activities in the teach-out plan and each teach-out agreement on May 21, 2021. The program was notified on February 1, 2021 that the teach-out plan was accepted by the ACEN.

Excelsior College offers two associate degrees in nursing – an Associate in Science (AS) and an Associate in Applied Science (AAS) – collectively referred to as the Associate Degree (AD) in Nursing program. All students enrolled in the programs prior to December 6, 2020, are completing degree programs that consist of 67 credit hours organized into two major components: the general education component (31 credit hours), which includes a 1-credit information literacy requirement, and the nursing component (36 credit hours). For the AS, all 30 general education credits are arts and sciences while for the AAS, 6 credits of free college-level electives are allowed. The nursing component is the same for the AS and AAS degrees.

The nursing component is divided into four sequential phases. Each phase serves as the pre-requisite for the next phase, building on prior knowledge and increasing in breadth, depth, and complexity. To maximize the flexibility of the program, students may complete the requirements within Phases I, II, and III in any order they choose. Phase IV is the Clinical Performance in Nursing Education (CPNE); an 8-creidt clinical capstone assessment. In the Fall of 2021, the CPNE will be retired and replaced with two 4-credit online nursing theory courses that will include faculty facilitated clinical practice experiences. There are currently 22 residents of Wisconsin enrolled in the program. There are 2 students in the pre-requisite phase, 1 student in phase 1, 0 students in phases 2 and 3 and 19 students in phase 4. Students in phase 4 have adequate time to complete this final requirement before the May 10, 2021 degree

conferral date. Four students have not had academic activity for more than one year and will be withdrawn from the program.

Public Disclosure

All enrolled and prospective students were notified on October 1, 2020 of the decision to voluntarily withdraw from ACEN accreditation on May 11, 2021, consistent with ACEN's disclosure requirements. Students who reside in Wisconsin received communication via the student messaging system and U.S. Postal Service and outreach by their Academic Advisor to assist them in completing their nursing education. A link to the website public disclosure required by ACEN is provided: https://www.excelsior.edu/about/accreditations/.

Program Status- Teach Out Plan

The College will voluntarily withdraw ACEN accreditation for the AS and AAS nursing programs, collectively referred to as the associate degree nursing program on May 11, 2021. The program is not closing but the Teach-Out period for students who reside in Wisconsin for eligibility for licensure by examination will end on May 10, 2021 if the Wisconsin Board of Nursing does not stipulate a later date.

Since the teach-out period effectively consists of three 8-week terms, it was determined students enrolled in Phases II, III and IV of the curriculum have the most realistic opportunity to meet the May 10, 2021 deadline for completion. This determination guided development of the Teach-out timeline.

Teach-out activities during Fall 2 term (10/26/20-12/20/20)

Students completing pre-requisite courses or completing courses in Phase I of the curriculum:

- Students completing pre-requisite courses or phase I courses received messages with recommended deadlines for completion of each Phase of the nursing curriculum with the recommendation to contact their academic advisor to discuss realistic plans for program completion.

Students engaged in course work in phase II of curriculum:

- Academic Advisors phoned, texted and emailed students in Phase II of the curriculum to assist them in developing plans to complete Phase II by the end of the Fall 2020 trimester, making them eligible for the Phase III requirement in the Spring I term and completion of the clinical capstone (Phase IV) before the degree conferral date of May 10, 2021. Outreach to all students in phase II of the curriculum was completed on October 21, 2020- allowing time for all to develop a plan for program completion and to register for Fall 2 courses. Follow-up and individual student outreach continued during the term.

Students engaged in course work in phase III of the curriculum:

- Academic advisors phoned, texted and emailed students in Phase III of the curriculum to assist them in developing plans to complete Phase III by the end of the Fall 2020 trimester and complete the clinical capstone (Phase IV) during the Spring 1 term in time for the degree conferral date of May 10, 2021. Outreach to all students enrolled in Phase III was completed on October 21, 2020. Follow-up and individual student outreach continued during the term.

Students eligible to register for phase IV capstone or in process of completing capstone:

- School of Nursing faculty and staff phoned and emailed students in Phase IV of the curriculum. Students eligible for the capstone who had not yet submitted an application were encouraged to do so and students who had applied but had not scheduled were encouraged to do so. Faculty hosted Zoom calls with students preparing for the capstone to provide feedback in skills demonstrations and attainment of competence with the concepts assessed during the clinical exam. Outreach to all students in Phase IV was completed on October 26, 2020. Follow-up and individual student outreach continued during the term.

Teach-out activities during Spring 1 term (1/11/21-3/7/21)

Students engaged in course work in phase III of the curriculum:

- Academic advising outreach including phone calls and emails to remind students phase III requirements must be completed by 2/1/21 to allow enough time to prepare for capstone was completed on 1/27/21.
- School of Nursing faculty are providing early access to capstone preparation material for students working to complete phase III and move to phase IV.
- Once grades are posted for the phase III requirement- academic advising is conducting a warm hand off to SON faculty and staff to begin outreach to register for the clinical capstone and to begin preparation for success with the capstone.

Students eligible to register for phase IV capstone or in process of completing capstone:

- School of Nursing faculty and staff continue to phone and email students in Phase IV of the curriculum who reside in Targeted States. Students eligible for the capstone who have not submitted an application are encouraged to do so and students who have applied but have not scheduled are encouraged to do so. Faculty continue to host Zoom calls with students preparing for the capstone to provide feedback in skills demonstrations and attainment of competence with the concepts assessed during the clinical exam.
- School of Nursing faculty and staff are contacting students who have completed part I of the capstone and still need to schedule part II. Students are being scheduled for part II while on phone with SON faculty and staff and/or via follow-up emails with dates for completing part II.

- School of Nursing faculty hosted a live webinar January 29, 2021 to address student questions, to provide information about preparing for the capstone and to encourage student success. The webinar was attended by 133 students.

Planned Teach-out activities during Spring 2 term (3/11/21-5/2/21).

Students eligible to register for phase IV capstone or in process of completing capstone:

- Priority outreach by the School of Nursing faculty and staff will be directed to students who have completed part I of the capstone and still need to schedule part II. Students will be contacted and provided a date for completing part II.
- School of Nursing faculty and staff will continue to phone and email students in Phase IV of the curriculum who reside in Targeted States. Students eligible for the capstone who have not submitted an application will be contacted and encouraged to submit application immediately. Students who have applied but have not scheduled will be assisted in scheduling capstone. Faculty will continue to host Zoom calls with students preparing for the capstone to provide feedback in skills demonstrations and attainment of competence with the concepts assessed during the exam.

Students engaged in course work in pre-requisites, phase I-phase III of the curriculum:

- Academic advisors will work with students to determine the best path for their individual circumstance. Students will have the option to continue in the program and complete the associates degree in nursing, transfer to a different program at Excelsior College, seek transfer to a partner teach-out institution, seek transfer to another nursing program, or withdraw from the program.

Equitable Treatment of Students

Additional assistance for students to complete the program by the May 10, 2021 deadline include:

Operational Accommodations:
- The Excelsior College Office of the Registrar has added an additional degree conferral day of May 10, 2021 exclusively for associate degree nursing students. The posted May 21, 2021 conferral date will remain in place for all other graduates.
- School of Nursing faculty developed a "fast-track" version of the phase III curriculum requirement, the Focused Clinical Competencies Assessment (FCCA) permitting students to complete phase III and move to phase IV at their own pace instead of within the confines of an eight week term.
- School of Nursing faculty are providing early access to preparation resources for the clinical capstone to students completing phase III, so they can begin preparation for phase IV clinical capstone earlier.

4

- Additional course sections were added to fall and spring terms to accommodate additional course registrations for students needing to meet the May 10, 2021 program completion deadline. Additionally, all courses were offered each term instead of alternating terms.

Financial Assistance:

Scholarships were established for students to assist with the financial burden of increased course registrations to complete the program by the deadline. The scholarships are designed for students who are in Phases II, III, and IV of the curriculum and who have a reasonable chance to complete the program by the May 10, 2021 deadline. The scholarship funds were awarded to students automatically, with no application required. Students who had already paid for a course, were issued a refund or credit. The records for students using Financial Aid were reviewed manually each term to determine need within their package. A code, Presidential Scholarship ADN, was created to track disbursement of the scholarship and to assess the impact of the funding on students' ability to complete the program.

Disposition of Records

The program will not be closing; student records will continue to be retained in the student information system and available upon request.

New York State Regulatory Oversight

The program continues to be accredited by the New York State Board of Regents through the New York State Education Department, Office of the Professions. The New York Board of Regents is approved by the U.S. Department of Education as a specialty nursing accrediting agency. Following notification of the April 2020 determination by the ACEN Board of Commissioners to deny continuing accreditation, the Office of the Professions conducted a review of the associate degree nursing program and as a result of the review, extended accreditation until September 1, 2021. After that date, registration will be extended annually until the Department's next review is conducted, tentatively scheduled for spring 2022.

Teach-Out Agreements

A request to establish a teach-out agreement has been made to every ACEN accredited associate degree program in Wisconsin. We have been unable to establish an agreement with a Wisconsin program but continue to communicate with programs located in areas where our students reside.

State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Joan Gage, Program Manager	2) Date when request submitted: 3/1/2021
	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: 3/11/2021	5) Attachments: ☒ Yes ☐ No	6) How should the item be titled on the agenda page? Education and Examination Matters • Mount Mary University – Final Approval of Nursing School

7) Place Item in: ☒ Open Session ☐ Closed Session	8) Is an appearance before the Board being scheduled? ☐ Yes ☒ No	9) Name of Case Advisor(s), if required: N/A

10) Describe the issue and action that should be addressed:

See the attached documentation for the associated item and deliberate on the matter as appropriate.

Mount Mary University Representative(s): Kara Groom, PhD(c), MSN, RN, Chief Nurse Administrator

11) Authorization	
Joan Gage	3/1/2021
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.

Revised 07/2019

WISCONSIN BOARD OF NURSING: Step 3 Program Approval

Mount Mary University RN to BSN Program

SUBMITTED BY:

Mount Mary University

Date: February 3, 2021

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1. A self-evaluation report setting forth evidence of compliance with the standards in §N1.08

2. The school of nursing's ongoing systematic evaluation plan. The systematic evaluation plan shall include an evaluation of the annual pass rate of any graduates who took the NCLEX or an advanced practice certification examination

1. **A self-evaluation report setting forth evidence of compliance with the standards in §N1.08**

Mount Mary University's (MMU) RN to BSN Program meets all requirements articulated in the N1.08 Standards. The self-evaluation report below lists each N1.08 requirement followed by MMU's evidence of compliance.

(1) ORGANIZATION AND ADMINISTRATION. The institution shall assume legal responsibility for overall conduct of the school of nursing. The institution shall do all of the following:

(a) Designate an educational administrator, establish administrative policies, and provide fiscal, human, physical, clinical, and technical learning resources adequate to support school processes, security, and outcomes.

MMU Response

Mount Mary University (MMU) has designated Dr. Kara Groom as the Chief Nurse Administrator and Nursing Department Chair. Mount Mary University has established administrative policies to support the successful operation of the RN to BSN program. Administrative policies are outlined in the Undergraduate Bulletin: https://my.mtmary.edu/ICS/icsfs/2020-2021_Undergraduate_Bulletin_rev._6-15-2020.pdf?target=e041a02b-a3b1-4434-b28e-07449c7004cf

MMU provides fiscal, human, physical, clinical, and technical learning resources adequate to support school processes, security, and outcomes.

Fiscal:
The department budget includes categories of travel and lodging, office supplies, refreshments, classroom supplies, postage charges, copy/print charges, guest speakers, professional development, accreditation fees, course fee expenses, and equipment.

The yearly budget process begins with the Chief Nurse Administrator reviewing the budget. The Chief Nurse Administrator then consults nursing faculty for budget requests through the Nursing Technology and Resources Committee. The Nursing Technology and Resources Committee returns their recommendations to the Chief Nurse Administrator. The Chief Nurse Administrator reviews requests and recommendations and submits operating, personnel, and capital budget (including information technology requests) in conversation with the Dean of the School of Natural and Health Sciences & Education.

A University budget committee comprised of President's Council, Deans, three faculty members, Director of Information Technology, Director of Human Resources, Director of Admissions Operations, Director of Corporate and Foundation Relations, Assistant Director of Athletics, Director of Buildings and Grounds, Director of Security, Controller, Director of Undergraduate Admissions, and Director of Marketing considers all capital and operating budget requests and

makes recommendations to the President on priorities for funding. Personnel requests (because of their confidential salary nature) will remain the purview of the President's Council. The budget committee meets during the fall semester and begins to consider budget requests for the following academic year during the spring semester.

Human
The RN to BSN completion program has a full time Chief Nurse Administrator, who also serves as department chair and instructor. Release time for Department Chair responsibilities is consistent with the Department Chairs of all other MMU departments including accredited health-focused departments.

In addition, the RN to BSN Program has a second full-time nursing faculty member, Dr. Jennifer Dahlman, Assistant Professor of Nursing. Mount Mary's RN to BSN program currently offers 4 courses each semester. Nursing courses are taught by Dr. Groom and Dr. Dahlman. Form #1114 with curriculum vitae is on file with the Wisconsin Board of Nursing for both Dr. Groom and Dr. Dahlman listing educational preparation and nursing instruction experience.

A full-time Administrative Assistant position supports the Nursing Program (0.5) and Education Programs (0.5). In addition, the Nursing Program employs a part-time student worker.

Physical
Physical space is sufficient and configured in ways that support the program's success. The Chief Nurse Administrator, nursing faculty, program Administrative Assistant, and student worker are well situated for program collaboration. All personnel have spacious private offices with a computer, phone, desk, and other needed equipment. Shared multi-function devices (MFD) are located on the same wing as the program offices. MFDs include printing, copying, scanning, and faxing functionality. As the RN to BSN program is offered fully online, it does not use a physical laboratory space.

Clinical
The MMU RN-BSN Nursing curriculum includes a planned clinical practice experience that enables students to integrate new knowledge and demonstrate attainment of student outcomes. The planned clinical practice experience occurs in the NUR 485 Capstone course. One of the Nursing Program Student Outcomes is to seek positions as nurse leaders. Accordingly, students are matched with nurse leaders for their capstone experience. The NUR 485 Capstone course was designed in accordance with the Expectations for Practice Experiences in the RN to Baccalaureate Curriculum (American Association of Colleges of Nursing, 2012) white paper.

Oversight and evaluation of the Capstone course is the responsibility of MMU faculty. Faculty have identified objectives for the course, complete student assessment, and evaluate the learning experience. Faculty engage the students in reflective discussion and course learning activities throughout the clinical capstone experience via the online learning management system, Canvas.

Preceptors are used in the clinical course to engage the student in achieving the identified objectives and integrating the new learning into practice. Preceptors are oriented to the learning objectives of the course and consult regularly with faculty. Practice experiences in the RN to

BSN Capstone course can occur in a variety of practice settings. Clinical preceptors are nurse leaders and course faculty ensure clinical experiences involve both direct and indirect care experiences. Definitions of direct care and indirect care experiences are consistent with the Expectations for Practice Experiences in the RN to Baccalaureate Curriculum (American Association of Colleges of Nursing, 2012). Both the definitions and examples of direct care and indirect care experiences are included in the course syllabus and preceptor guide to ensure consistent communication of expectations.

Clinical experiences are primarily arranged by the course faculty. In the case the student is not geographically located in southeast Wisconsin, the student can propose a clinical precepted experience in their geographic location. All student proposed clinical precepted experiences are reviewed by course faculty for approval. Student proposed clinical preceptors go through the same candidacy, onboarding, and ongoing communication processes.

Technical
As the Mount Mary RN to BSN program is offered fully online, technology is an important component of program delivery. The Information Technology (IT) Department offers extensive support for teaching-learning technology. MMU uses the learning management system Canvas. There exists substantial IT support for the learning management system. Training on Canvas is provided for all new faculty. In addition, training and workshops are offered each semester for instructors to learn additional functionality. There is a Canvas user group that serves as a resource for creating courses and utilizing Canvas in instruction. The user group includes feature-specific instructional handouts, useful presentations, and news and announcements.

MMU employs a full-time instructional designer as well as a full-time inclusive excellence curriculum specialist. These experts support nursing faculty in curriculum best practices and participate on nursing department committees. In addition, the campus-wide Innovative Technology in Education Committee (ITEC) serve in an advisory role on academic technology and learning spaces. The ITEC's responsibilities include: maintain a reciprocal role in communication to and from operational areas about academic technology needs and delivery, support processes and procedures related to instructional design, quality assurance for distance delivery and online course development, classroom upgrades including technology and furniture, technology hardware and software requests.

(b) Maintain institutional accreditation.

MMU Response

Mount Mary University (MMU) is accredited by the Higher Learning Commission (HLC). In addition, MMU's RN to BSN Nursing Program is currently accredited by the Commission on Collegiate Nursing Education (CCNE). Evidence of HLC and CCNE Accreditation are provided below.

HIGHER LEARNING COMMISSION

June 22, 2020

Dr. Christine Pharr
President
Mount Mary University
2900 Menomonee River Parkway
Milwaukee, WI 53222

Dear President Pharr:

This letter serves as formal notification and official record of action taken concerning Mount Mary University by the Institutional Actions Council of the Higher Learning Commission at its meeting on June 15, 2020. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC concurred with the evaluation findings and approved the institution's request to offer the Bachelor of Science in Nursing (BSN) pre-licensure program.

In taking this action, the IAC considered materials from the most recent evaluation and the institutional response (if applicable) to the evaluation findings.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at https://www.hlcommission.org/isr-request.

Within the next 30 days, HLC will also publish information about this action on its website at https://www.hlcommission.org/Student-Resources/recent-actions.html.

Please note: Revisions to HLC's Criteria for Accreditation will go into effect on September 1, 2020. Institutions will be evaluated against the revised Criteria for all reviews conducted after that date, including reviews related to previously assigned monitoring. Institutional reports submitted after September 1, 2020, that reference the Criteria should be written to the revised version. More information about the revised Criteria, including a crosswalk between the current and revised versions, is available on HLC's website at https://www.hlcommission.org/criteria.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Linnea Stenson. Your cooperation in this matter is appreciated.

Sincerely,

Barbara Gellman-Danley
President

CC: ALO

COMMISSION ON
COLLEGIATE NURSING
EDUCATION

655 K STREET NW
SUITE 750
WASHINGTON DC 20001

202-887-6791

CCNEACCREDITATION.ORG

June 3, 2019

Kara Groom, PhD(c), MSN, RN
Chief Nurse Administrator
School of Natural and Health Sciences and Education
Mount Mary University
2900 N Menomonee River Parkway
Milwaukee, WI 53222

Dear Dr. Groom:

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 7-10, 2019, to grant accreditation to the **baccalaureate degree program in nursing** at Mount Mary University for 5 years, extending to June 30, 2024. The accreditation action is effective as of November 5, 2018, 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 2023.

The *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (2018) went into effect January 1, 2019. As the on-site evaluation occurred in 2018, the program was considered using the *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (2013).

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

As is required for all accredited programs, a continuous improvement progress report (CIPR) must be submitted at the mid-point of the accreditation term. Please note that the CIPR needs to demonstrate the program's compliance with the CCNE standards and key elements that are in effect at the time of its submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator informing the program of the specific standards to be addressed and providing guidance for the preparation of the report. The deadline for submitting the CIPR to CCNE is December 1, 2021. The Report Review Committee, and then the Board of Commissioners, will review the CIPR. For more information about CIPRs and the report review process, please refer to the CCNE procedures.
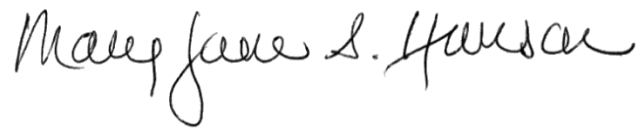
As you know, the team report and the program's response to the team report are available to the institution in the CCNE Online Community. We hope that the results of the self-study process and the team report will be useful to the continued growth and development of the nursing program. A certificate 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 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, all programs are expected to comply with the CCNE standards and procedures that are in effect throughout the period of accreditation. 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 *Procedures for Accreditation of Baccalaureate and Graduate Nursing Programs* (2019), available at https://www.aacnnursing.org/Portals/42/CCNE/PDF/Procedures.pdf.

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,

Mary Jane S. Hanson, PhD, CRNP, CNS, FNP-BC, ACNS-BC, FAANP
Chair, Board of Commissioners

cc: President Christine Pharr
        CCNE Board of Commissioners
        CCNE Accreditation Review Committee
        CCNE Evaluation Team

(c) Develop and maintain written school of nursing administrative policies which are in accord with the institution.

<u>MMU Response</u>

Academic policies for all undergraduate programs are outlined in the Undergraduate Bulletin: https://my.mtmary.edu/ICS/icsfs/2020-2021_Undergraduate_Bulletin_rev._6-15-2020.pdf?target=e041a02b-a3b1-4434-b28e-07449c7004cf. In addition, the RN to BSN Program maintains a Nursing Student Handbook which outlines program policies. The Nursing Student Handbook is included below for reference.

Nursing Student Handbook

Academic Year 2020-2021

Mount Mary University
2900 N. Menomonee River Parkway
Milwaukee, Wisconsin, 53222

Table of Contents

Here's to the BOLD

Mount Mary University Nursing Program is committed to developing nursing leaders to fulfill the mission of the University and the mission of the Nursing Profession, which ultimately serves the health and well-being of our society.

The health care team is evolving daily. BOLD nursing leadership is a priority for today's generation of health professionals. Graduates of the Mount Mary University Nursing Program are prepared to lead in multiple settings with proven quality and safe competencies as innovative, creative and transformational leaders.

1

Mount Mary University Mission

Mount Mary University, an urban Catholic university for women, sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Mount Mary University Vision: Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

Mount Mary University Values: At Mount Mary University education reflects a core group of values and is distinguished by the following characteristics:

Competence: A commitment to excellence that is reflected in the classroom experience and in the resulting knowledge base and skill set demonstrated by graduates.

Community: A shared sense of purpose within the Mount Mary environment to work in the spirit of the School Sisters of Notre Dame by creating a better world through education.

Compassion: An overt expression of concern and purposeful action that fosters human development and unity.

Commitment: A deliberate approach to advancing the universality of human dignity by encouraging leadership in the areas of personal development and global change.

2

Accreditation

Mount Mary University (MMU) is accredited by the Higher Learning Commission (HLC). HLC is listed by the U.S. Department of Education as a nationally recognized accrediting agency, and is a recognized member of the Council for Higher Education Accreditation.

HIGHER LEARNING COMMISSION

Higher Learning Commission
230 South LaSalle Street
Suite 7-500
Chicago, IL 60604

The baccalaureate degree program in nursing at Mount Mary University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

COMMISSION ON
COLLEGIATE NURSING
CCNE EDUCATION

Purpose of the Nursing Student Handbook

This handbook is prepared as a means to inform you of policies and procedures and share information regarding the nursing program. In the following pages, you will find policies, procedures, and guidelines to follow during your time in the Mount Mary Nursing Program. This information supplements information found in the Mount Mary Undergraduate Bulletin and the Mount Mary Student Conduct Code. In addition, you will have access to the Mount Mary Nursing Program Canvas site for additional reference. It is your responsibility as a Mount Mary nursing student to be aware of and adhere to the policies and procedures in these publications, this handbook, and the information on the Canvas site.

All policies/procedures in the following pages apply to any student registered in the nursing program. Exceptions to policies/procedures maybe made under extenuating circumstances. These circumstances will be examined on an individual basis by involved faculty, the program Chief Nurse Administrator and Dean of Natural and Health Sciences & Education.

Any changes to policy and procedures within this handbook and/or changes to clinical agency requirements that take effect during the academic year will be communicated to students via Mount Mary student email or announcements posted on Canvas. Students are expected to comply with these additional changes.

Nursing faculty review and update this handbook on a yearly basis. Both new and continuing nursing students are required to review this handbook on at least a yearly basis. Students have the opportunity to ask questions regarding program policies to their nursing advisor, faculty, or Chief Nurse Administrator.

Nursing Program Conceptual Framework

The MMU Nursing Program Conceptual Framework includes the Program Mission, Vision, and Values presented in the table above as well as Program Goals and Student Outcomes.

MMU & Nursing Program Mission, Vision, & Values

	MMU	**MMU Nursing Program**
Mission	MMU, an urban Catholic University for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from sensitivity to moral values and Christian principles. MMU commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.	The Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.
Vision	MMU is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.	Mount Mary University is recognized as a diverse learning community that prepares nurses to practice with individuals, families, communities, and global populations in diverse health care environments to transform patient care.
Values	A MMU education reflects a core group of values and is distinguished by the following four characteristics: • Competence: a commitment to excellence that is reflected in the classroom experience and in the resulting knowledge base and skill set demonstrated by graduates • Community: a shared sense of purpose within the Mount Mary environment to work in the spirit of the School Sisters of Notre Dame by creating a better world through education • Compassion: an overt expression of concern and purposeful action that fosters human development and unity • Commitment: a deliberate approach to advancing the universality of human dignity by encouraging leadership in the areas of personal development and global change.	The Nursing Program will develop nurse leaders whose competence, community, compassion and commitment to excellence lead to delivering high quality and safe patient care.

5

Essentials of Baccalaureate Education for Professional Nursing Practice

The program prepares the next generation of nurse leaders and offers coursework designed to meet the Essentials of Baccalaureate Education for Professional Nursing Practice required by the American Association of Colleges of Nursing (AACN). Information on the Essentials of Baccalaureate Education for Professional Nursing Practice can be found at: https://www.aacnnursing.org/Education-Resources/AACN-Essentials

Nursing Program Goals & Student Outcomes

	RN to BSN Program Goals		BSN Program Goals	
	Description	Alignment with Nursing Essentials	Description	Alignment with Nursing Essentials
1	Lead with a strong sense of community, compassion, competence and commitment in diverse health care settings	II, V	Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings	V, IX
2	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.	III, IV	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.	III, IV
3	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.	I, II, VI	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.	I, II, VI
4	Commit to lifelong learning and advancing practice in nursing.	VII, VIII, IX	Commit to lifelong learning and advancing practice in nursing.	VII, VIII, IX

	RN to BSN Student Outcomes		BSN Student Outcomes	
	MMU RN to BSN graduates are prepared to:	Alignment with Nursing Essentials	MMU BSN Pre-Licensure graduates are prepared to:	Alignment with Nursing Essentials
1	Seek positions as nurse leaders	II, VIII	Integrate professional values in nursing practice	VIII
2	Make clinical decisions based on evidence of nursing practice.	III, IX	Make clinical decisions based on evidence of nursing practice.	III, IX
3	Utilize information resources and systems to improve patient care.	IV, V	Utilize information resources and systems to improve patient care.	IV, V
4	Collaborate with inter-professional teams toward quality and safe patient care.	II, VI	Collaborate with inter-professional teams toward quality and safe patient care.	II, VI
5	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.	I, VII	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.	I, VII

6

Liberal Arts Education Requirements

A solid base in liberal education provides the distinguishing cornerstone for the study and practice of professional nursing. Liberal education enables the nurse to integrate knowledge, skills, and values from the arts and sciences to provide humanistic, safe quality care; to act as advocates for individuals, families, groups, communities, and/or populations; and to promote social justice. Information on MMU liberal education requirements can be found the in Undergraduate Bulletin: https://mtmary.edu/campuslife/resources/registrar.html

The core courses provide breadth within the liberal arts by allowing students to construct an understanding of the perspectives that each of the disciplines offers in each person's lifelong search for meaning. The goals of the core curriculum are articulated in seven mission-based liberal education student learning outcomes.

A minimum of 48 credits is required to meet the core requirements. Departments designate specific courses to fulfill core requirements. Courses that count towards fulfillment of core requirements in a specific realm have a parenthetical realm designator following the course code. For example, COM 104 (cm) counts in the Communication/Mathematics realm.

The Philosophy/Theology (phi/thy) realm presents an overall definition of the meaning of life. Through study of theology and philosophy, students reflect on their own identity, their purpose in life and their relationship with God. Students are required to earn 10 or more credits in the philosophy/theology realm. These credits must include the introductory course entitled "Search for Meaning," three or more credits in theology and three or more credits in philosophy.

The Communication/Mathematics (cm) realm develops a student's ability to express herself and translate others' self-expression. Through the communication arts of composition, speech, linguistics, world language, mathematics and computers, students learn to communicate the meanings they discover in other realms. Students are required to earn eight or more credits in the Communication/Mathematics realm. These credits must include an appropriate mathematics course, one semester of a world language, Composition II, and a minimum of two credits in a designated public speaking course. (Refer to the Academic Policies section of this Bulletin for details on specific graduation requirements.)

The Humanistics (ant/hum/bes/his/psy/soc) realm focuses on the relationships among people. Through the study of history, political science, sociology, psychology, anthropology, cultural geography and economics, students explore past and present societies. Students are required to earn nine or more credits in the Humanistics realm. These credits must include three or more credits in history and three or more credits in the behavioral or social science area.

The Literature/Fine Arts (lit/fa) realm emphasizes the human relationship to beauty. Students study literature, music, art, drama and dance to understand and appreciate this relationship. Students are required to earn nine or more credits in the Literature/Fine Arts realm. These credits must include three or more credits in fine arts and three or more credits in literature.

The Science (sci) realm examines the relationship between people and their physical environment. Students study earth science, biology, chemistry or physics. Students are required to earn three or more credits in the Science realm.

Accessibility Statement

Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the University will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see me or Sara Sharpe, Coordinator of Accessibility Services so that such accommodations may be arranged. She can be reached at 414-930-3173. Her email is sharpes@mtmary.edu. The Accessibility Services Coordinator's office is located in the Student Success Center on the first floor of Haggerty Library, room 124.

Academic Honesty and Integrity Statement

Mount Mary University is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

Copies of the full Academic Honesty and Integrity Policy and Procedures are available through the office of the Dean for Academic Affairs. The policy and procedures are included in the Mount Mary University Undergraduate and Graduate Bulletins *online.*

Policies and Regulations

Nursing students are guided by the policies and regulations as outlined in the Mount Mary University undergraduate bulletin and student handbook. In certain situations, policies governing nursing students may differ, and are specified here.

Expectations of Students in the Nursing Program

Ethical and Professional Behavior: Students are to comply with the American Nurses Association (ANA) Code of Ethics for Nurses (2015).

The Provisions of the Code of Ethics for Nurses are:
Provision 1
The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
Provision 2
The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
Provision 3
The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
Provision 4
The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
Provision 5
The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
Provision 6
The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
Provision 7
The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
Provision 8
The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
Provision 9
The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Violations of this code may include but are not limited to:
1. Acts of Incivility: Defined as rude, inconsiderate, or disrespectful behavior. Examples include use of cell phones in class, inattentive, creating unnecessary disruptions or noise, holding side conversations, repeatedly arriving late for class.
2. Disruptive Behavior: Defined as any behavior that creates discomfort in another and that distracts from or interferes with a positive learning environment. This may include overt behaviors such as showing disrespect or questioning a faculty member's authority in front of other students; making sarcastic remarks; mimicking; mean-spirited criticism of another's ideas; or interrupting or dominating a discussion. Refusal to cooperate with others is a subtle form of disruptive behavior, as are groaning,

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sighing, or eye rolling.

3. Bullying: Defined as any repeated, purposefully aggressive words, acts, or behavior (including gestures). Other instances of bullying include: real or perceived threats to an individual's safety or physical well-being; verbal abuse, use of taunts or loud, demeaning, or profane language; engaging personal attacks; use of humiliation; harassing comments. Mistreatment of one or more persons that takes one or more of the following forms: manipulation or intimidation; work interference or sabotage that prevents work from getting done; exclusion of students from workgroup; or gossip and spreading or rumors, including by email, text, or posting via social media.

4. Lack of integrity: Defined as failure to do what is expected, keep commitments, or adhere to class standards. Examples of this occur when a person repeatedly misses deadlines, fails to complete his or her full share of a group project, or unfairly benefits from the work or actions of others.

5. Dishonesty: Defined as lying or misrepresentation, either verbally, or by falsifying patient data. Academic dishonesty is defined in the Student Conduct Code and Undergraduate Academic Catalog.

6. Violations of student or patient privacy.

Social Media Guidelines

Online social media allow Mount Mary nursing students to engage in professional and personal conversations. The goal of these guidelines is to protect both students and Mount Mary. Because of the emerging nature of social media platforms, these guidelines do not attempt to name every possible platform. Rather, they apply to any online platform, both current and emerging ones, including social networking sites and sites with user-generated content. Examples include, but are not limited to: You Tube, Facebook, My Space, LinkedIn, Twitter, Blogs, Internet forums.

These guidelines represent a set of standards of conduct when students identify themselves with the Mount Mary nursing program and/or use their MyMountMary email address in social media venues. These guidelines apply whether the online activity is related to professional purposes, or occurs as part of personal social activities.

1. Students are personally responsible for content published on blogs, wiki, social forums or networks, or on any other user-generated media. When students post to friends, there is the need to realize these sites are in reality open to the general public. Therefore, be thoughtful about what is published. DO NOT disclose any information or publish any details about patients or their families, even if altered, or by using initials. Do not discuss clinical situations, staff, or the institutions. Doing so is a major violation of HIPAA. Violation of HIPAA privacy protections can incur fines to the institution and has serious consequences. It can lead to being banned from attending clinical in an agency, an entire healthcare system, and probably prevent you from getting a job with healthcare systems in the future. It might also impair Mount Mary's ability to use that facility/resource as a future clinical site.

2. If a student identifies him/herself as a Mount Mary Nursing student in any online forums, and/or uses their Mount Mary email to post comments, the student needs to make it clear that he or she is not speaking for the Mount Mary. In addition, the student needs to make it clear what is posted represents their personal views and opinions, not the view of Mount Mary. By virtue of self-identifying as part of the Mount Mary nursing program, students connect themselves to, and reflect upon the faculty, staff, student body, and alumni and on our partner agencies.

3. Be thoughtful about posting, and about the tone of writing. Students are preparing for a career providing services to the public. Be sure personal profile and any related content is consistent with manner of presentation to current and future colleagues, clients, patients, and potential employers. Employers routinely review personal pages on websites of persons they are considering hiring. Employers use what is found to assess attitudes, judgment, behavior, and discretion. Content contributed on all platforms becomes immediately searchable and can be immediately shared with anyone. Content can be archived and immediately leaves the individual student's control.

4. Always show respect to peers, co-workers, and faculty and staff when using social media. The Mount Mary is a community with faculty, staff and students who hold diverse values, customs, and points of view; the same is true of the patients and families served, and of the broader healthcare and general communities. Be sensitive to the thoughts, feelings, and perspectives of others. Respect others; this includes not only avoiding obvious offenses (racial or ethnic slurs, personal insults, or obscenity; provocative or racy, suggestive, or pornographic images; crude

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jokes, etc.) but includes thinking carefully before posting about controversial or inflammatory topics, including politics and religion. Remember, what may be humorous to some may be offensive to others. When comments are made, think carefully about wording before submitting. There is a responsibility as a professional to help maintain civility in online forums.

5. During courses and clinical, students are strongly encouraged to take their concerns to the faculty as needed for assistance in resolving conflicts. It is never appropriate to malign any member of the Mount Mary community in social forums, where that person may be unable to defend him or herself. In addition, students are routinely provided with opportunities to share their voices. Please use those structures and opportunities open to address issues, and work with others to create a positive atmosphere in the SON. Social media outlets are an inappropriate and harmful forum for such comments.

6. Faculty members request students to wait to comment if contacted by the media about posts on a forum or a social media site that relate to Mount Mary. Please speak first with the Chief Nursing Administrator before responding.

<div style="border-top: 1px solid black; width: 30%; margin-top: 2em;"></div>

Nursing Program Progression Policy

Students must achieve a grade of BC or better in all NUR coded courses and Pass grade in all clinical courses. Courses below a BC need to be repeated per the Nursing Course Progression Policy. Additionally, for NUR coded courses, a student can repeat each NUR coded course once and a student can repeat a maximum of 3 times for NUR coded courses over the entire program.

Nursing Success Strategies

The nursing program uses several strategies to promote student success in courses. Early Alerts and a Nursing Success Action Plan will be implemented by course faculty/advisor when they are concerned about a students' academic progress. Nursing Success Action Plans will also be used when a student withdraws from a course to make a plan for future course success.

Nursing Success Action Plan: See Appendix

Nursing Program Dismissal

The following academic situations will result in dismissal from the nursing program:

1. Earning less than a "BC" in three required nursing courses (this includes all NUR courses).

2. Earning less than a "BC" in the same NUR course twice.

3. Withdrawing from the same NUR course two times will be considered the equivalent of 1 earned grade below B/C. The student would then have 1 remaining attempt to complete the course to earn a grade B/C or above.

Appeal: See Undergraduate Bulletin

Academic Difficulty / Incompletes

If you, as the student, are having any difficulties in class due to personal or health reasons, or are at risk of not passing a course, it is important that you talk to your professor to discuss options/strategies that will help you to be successful. There are many things to consider including accessing resources, requesting an incomplete, and dropping a course. Your academic advisor can provide advice and guidance on this process

Academic Advising

All students are assigned to a nursing faculty for academic advising. Working with your advisor, you, as the student, will be provided with guidance, insight, and support. Your advisor will help you choose courses each quarter and will provide a listening ear, answer general questions, and direct you to other campus resources, as necessary. It is recommended that students consult with their advisor frequently regarding their academic progress. At a minimum, you will meet once every semester to discuss classes and plans for the following semester.

Advisee Responsibilities:

1. Schedule an appointment with your advisor each semester to discuss course selection for the following term.

2. Provide a realistic assessment of current academic progress at advisor meetings.

3. Carefully consider advisor's recommendations on course selection when registering for classes.

4. Consult advisor if you are struggling in a course or thinking about dropping a course.

5. Check progress towards graduation requirements at the end of each term.

6. Take responsibility for your academic plans and decisions.

7. Clarify your values, interests, and goals.

8. Make yourself aware of pertinent policies, procedures and requirements as outlined in the Mount Mary Undergraduate Bulletin and Nursing Program Student Handbook.

9. Take advantage of all resources that will improve and enhance your educational experience.

10. Be prepared to ask questions regarding continuing education.

Advisor Responsibilities:

1. Schedule an appointment with each advisee to recommend courses for the following semester.

2. Remove academic hold for each advisee individually after his/her advising appointment is complete.

3. Discuss educational and career objectives that are suited to each advisee's demonstrated abilities and expressed interests.

4. Help each advisee plan an appropriate plan of study (curriculum track).

5. Inform each advisee about the prerequisites for subsequent courses in the advisee's program.

6. Make an effort to establish a personal relationship with advisees.

7. Provide accurate information about policies, procedures and requirements in the Undergraduate Bulletin and Nursing Student Handbook when necessary or appropriate.

8. Understand campus resources available to students.

9. Refer advisees to additional resources when necessary or appropriate.

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Student Governance

Students have input into the workings of Mount Mary University and the nursing program through a variety of resources. Course evaluations are one means of seeking student feedback from each course. At the completion of the Nursing Program, graduates are also given a survey to assess how they feel their personal learning objectives were met. As alumni, survey data helps to determine how well the nursing program prepared graduates to meet the roles for which Mount Mary's Nursing Program has trained you.

Formal committees at Mount Mary University and within the nursing program provide another avenue for student input.

Nursing Program Advisory Board

Purpose: The Nursing Program Advisory Board acts in an advisory and consultative capacity to promote, assist, and perpetuate the goals and objectives of the MMU Nursing Program.

Functions:
- Identify emerging health care needs that may require programmatic and institutional response.
- Provide an opportunity for the exchange of viewpoints between business/professional persons, alumni, and academicians as they relate to nursing education.
- Provide a direct liaison between faculty and the community for the purpose of promoting the activities and mission of the MMU nursing program and the nursing profession.
- Advise and inform about local, state, and national perceptions regarding nursing education and the nursing profession, suggest possible avenues for marketing the program.

Membership: Chief Nurse Administrator, Dean School of Natural and Health Sciences and Education, Nursing Faculty, representatives from associate degree and baccalaureate degree programs in the region, leaders in nursing and health care, clinical affiliates, student and alumni.

Students interested in serving on the Nursing Program Advisory Board must complete the following steps:
1. Submit a request in writing to the Chief Nursing Administrator
2. Be in good academic standing at MMU and in the Nursing Program
3. If more than 1 student is interested, faculty will select the student representative
4. Students may serve for no more than 2 calendar years

Nursing Program Communication Process

MMU Nursing Program has a Communication Process for formal complaints not otherwise covered in the Undergraduate Bulletin. The MMU Nursing Program recognizes and respects the student right to full participation in their education. At times, student concerns with the educational experience may arise. The MMU Nursing Program has established a procedure for the communication of student concerns. This process is designed so students can voice their concerns and resolve issues as close to the source of distress as possible. When possible, the student communicates directly with the peer, preceptor, faculty member, or other participant to share the concern and resolve the conflict.

1. If #1 does not resolve the concern or the student does not feel comfortable with step 1, the student may choose to next bring their concern to the attention of the course faculty.
2. If communicating the student concern with course faculty does not achieve resolution, the student may choose to bring their concern to the attention of the Chief Nurse Administrator.
3. If communicating the concern to the Chief Nurse Administrator does not resolve the concern, the student may choose to initiate a formal complaint.
4. Formal complaints are complaints received in writing by the Chief Nurse Administrator stating "formal complaint".
5. The Chief Nurse Administrator will conduct fact finding regarding the formal complaint and inform the Dean, School of Natural and Health Sciences & Education about all complaints, findings, and resolution.

The MMU Nursing Program Chief Nurse Administrator maintains a record of all formal complaints received and notifies the Dean, School of Natural and Health Sciences and Education about all complaints, findings, and resolution.

NURSING PROGRAM DIVERSITY AND INCLUSION STATEMENT

The MMU Nursing Program values a diverse and inclusive environment in our program and in the broader healthcare environment. However, we recognize that much of science including nursing science is subjective and is historically built on a small subset of privileged voices. We also recognize health inequities and disparities in healthcare delivery.

In this class, we will make an effort to read papers from a diverse group of nurse scientists and leaders, but limits still exist on this diversity. We acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of nursing science. We would like to discuss issues of diversity in nursing and healthcare as part of the course.

We value inclusive excellence - the guiding principle for access, student success and high-quality learning through the integration of diversity, equity and educational quality efforts into the mission and institutional operations. As part of this goal, we seek to build an environment that invites advocacy and critique.

RN-to-BSN Program Features

Flexible
Log on day or night and you're in class. Network as you learn. Interact with respected technology leaders and fellow professionals from around the globe, or opt for even more flexibility with courses facilitated one-on-one with the instructor. Then apply what you've learned right away in your professional environment.

Tailored for the Adult Learner
Mount Mary University understands your educational needs as a working professional in this business climate and your need to have relevant opportunities for lifelong learning. All Mount Mary University courses are facilitated by expert instructors with advanced degrees, so you can be assured of a high level of relevant and meaningful feedback.

RN to BSN Program Admission
Provide documentation of a current, unencumbered license to practice as a registered nurse.

Curriculum
The RN to BSN Completion Program requires SYM 110 Leadership Seminar for Social Justice as part of its emphasis on nursing leadership.

Global Competency
All Mount Mary students are required to take one Mount Mary University "global designated" (g) course (3- 4 credits). NUR 402 Nursing Care in the Community is a global designated course.

RN-to-BSN Program Degree Completion Requirements

The RN-to-BSN Completion program offers a leadership-based curriculum that is consistent with the health care industry, including technology and communication, evidence-based practice and ethics, quality patient-care and advocacy, and business for healthcare.

The program is offered online to accommodate the schedules of working RNs. Courses are offered in 8-week sessions, two sessions each fall and spring semester for accelerated completion. The program culminates in a 16-week precepted clinical experience with a nurse leader.

Reference the MMU Undergraduate Bulletin: https://mtmary.edu/campuslife/resources/registrar.html for all degree requirements. Degree completion requirements are summarized below:

RN to BSN Major Requirements

Course Code	Course Title	Credits
SYM 110	Leadership for Social Justice Seminar	3
NUR 310	Evidenced Based Practice	3
NUR 356	Technology and Communication	3
NUR 401	Healthcare Economics and Regulation	3
NUR 402	Nursing Care in the Community	3
NUR 420	Nursing Leadership I	3
NUR 421	Nursing Leadership II	3
NUR 485	Capstone	3
Choose 1 of the following courses:		
MAT 208	Statistical Literacy	3
MAT 216	Elementary Statistics	4
PSY 310	Behavioral Science Statistics	4

Course Descriptions

NUR 310 Evidence Based Practice | 3 Credits
The study of basic research and quality improvement principles and their application in the practice of nursing and healthcare. Using various statistical and quality methods and metrics, current research and patient care improvement techniques will be evaluated for applicability in the clinical setting. Critique of current nursing research and case studies will enhance understanding of available information and how it impacts the current delivery of nursing and health care. Pre-requisite MAT 208/216/346 or PSY 310.

NUR 356 Technology and Communication | 3 Credits
Exploration of the principles of electronic/verbal/written patient communication and its value in the delivery of both individual and population health. The course will include an assessment of current available electronic medical record (EMR) systems and their effectiveness in care delivery with special emphasis on their value in interdisciplinary communication and information sharing. Documentation gaps, barriers, and legal requirements will be studied to understand the challenges of communicating in complex environments. Nursing students will assess their own communication styles and those of others to increase awareness of human diversity and the need to modify styles to increase personal effectiveness in teams and with patients/families.

NUR 401 Health Care Economics and Regulation | 3 Credits
Reading and discussion of the evolution of health care as an industry and its overall impact on the economy of the United States and the world in the context of changing demographics. The study of modern day attempts to reign in health care costs, including available nursing research on maintaining or improving quality outcomes while encouraging clinical advancements. Additional focus on the impact of regulation and the legal system on clinical decision-making and patient satisfaction.

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NUR 402 Nursing Care in the Community | 3 Credits
This course will enable the student's acquisition of knowledge and experience of the nursing process in home and community settings. Topics will include concepts of infectious disease, epidemiology, and disease surveillance and control. The impacts of cultural diversity, social and physical environments and policy will be included in a community needs assessment based on National Health Care Objectives. Students will demonstrate skills of communication, critical thinking and decision making in non-traditional health care settings.

NUR 420 Nursing Leadership I | 3 Credits
The role of a leader is explored in a health care team environment. Leadership styles as well as the power of authority and influence are explored with appreciation of various patient care situations. Strategies such as patient care simulation, role-play, and clinical case study critique will be utilized to enable the student to explore their personal comfort in a role as a nursing leader. Various nursing leadership roles within the health care setting will be examined for their respective challenges and contributions to quality patient care and healthy work environments.

NUR 421 Nursing Leadership II | 3 Credits
This course enables the nursing student to practice their nursing leadership skills and assess their effectiveness in reflective writings. The emphasis will be on increasing the student's comfort in the role of nurse leader while expanding their personal impact and responsibility in health care settings. Student's will also explore potential nursing career goals and prepare a personal development plan toward their nursing goal achievement. Pre-requisite NUR 420.

NUR 485 Capstone | 3 Credits
This course culminates the program and allows the student to incorporate new knowledge and skills into a clinical practice setting unlike their current work role. The blend of past experience with new will be assessed through personal reflection with interpretation for meaning. Discussions will reinforce the need for continuous learning and self-improvement as well as purpose and meaningful contributions to the care of patients and families.

Course Participation

Initially, all students must establish their attendance in the course in the first week, following Mount Mary University's academic participation policy. Throughout the course, students must participate in all academic activities of a course in a regular and substantive manner. Student participation is required and monitored.

Academic or academic-related activities include: a) submitting an academic assignment; b) taking a quiz or exam; or c) making a contribution to the online discussion forum.

Course syllabi include a schedule for all course activities to help the student stay on pace to successfully complete the course. Students should adhere to the academic participation schedule to avoid the risk of being administratively withdrawn from a class for failure to demonstrate adequate course participation and progress. Assignments are due each week on designated day established by the instructor, with a new module opening each week during an 8-week session. Assignments submitted late may incur a late penalty.

Refer to each course syllabus for specific instructor expectations on academic participation.

Grading Policies: Discussion Participation

Students are expected to actively participate in online discussions if assigned during the session. Students will make a minimum of one original posting to the discussion assignment prior to being able to see anyone's original posting. Students will then respond to a fellow learners' posting. If there are no other students in the course, the dialogue interaction will occur with the faculty member. Discussion participation allows the university to create a learning community in which the perspectives and viewpoints of others with diverse personal and professional experiences enhances the learning environment.

Discussions are to be short and to the point – a synthesis of your thought/topic. The quality of comments is as important as the quantity. Students are expected to be reflective in their original posts and responses (i.e. not "cut and paste" from a website or reiterate material directly from the textbook!). Generally, 250-350 words are adequate for your initial postings. Responses to fellow learners need to seek clarification, question, and help enhance the student's original thoughts. A minimum of 150-200 words is expected to accomplish this. Due dates are provided within each course by the respective instructors.

Grading Policy: Written Assignments

Written assignments will be graded in three main components. Each component area is independent of the other component areas, and is used to fully evaluate the completeness of your responses. A grading rubric for writing assignments is included in Appendix B.

> Demonstrated Understanding of Material (50%): Comprehension and content are the highest priority. Evidenced-Based Practice (EBP) is the goal of the literature used in all writings for the nursing profession. Reliable resources that provide accurate information is significant.

> APA, Grammar and Spelling (30%): Formatting for easy reading and appropriate English is

necessary in all writing. Misspelled words and inappropriate grammar are not acceptable.

Citation of Resources (20%) Finally, instructors will grade your papers based on citation of appropriate copyrights. Make sure that credit is given even in the smallest use of quotes. Look for a clear writing style, and sufficient usage of resources, both your textbook as the primary source and additional scholarly research as appropriate to support your presented answers and arguments.

Submitting Assignments

Submit only one assignment at a time, completing them in sequence. Assignments are submitted via the eLearning uploading system. Generally, all assignments are given a date and are due by 11:55 pm (CST). Late assignments are penalized based on the rule set by the course instructor.

Course Grades

The letter grade earned at the completion of each course in the RN-to-BSN program is based on a percentage of total points earned for all assignments (exercises, discussion questions, professional developments, etc.) in the course.

The nursing program follows the grading criteria outlined in the MMU Undergraduate Bulletin

Student Capstone Requirements
Students are required to complete all necessary clinical site orientation requirements. Failure to complete the clinical site orientation will result in inability to attend complete the Capstone course.

Specific health requirements must be met prior to the Capstone experience. The requirements are based on the Wisconsin State-Wide Health Requirements (4/2016) for students starting clinical rotations. Students will not be permitted to progress in the course if the required information is not current and on file on CastleBranch. If clinical time is missed due to missing information, student progression may be affected. Health requirements may not expire during the Capstone course. Any clinical requirements that are due to expire during the Capstone experience must be renewed prior to the start of the course. CastleBranch is the vendor used to submit and track your clinical requirements. Students are responsible for the cost. All documentation required by the nursing program must be submitted to CastleBranch.

While at clinical agencies, students are responsible for personal expenses including meals, parking, and any medical care.

Clinical experiences may occur in a variety of area facilities. Though public transportation is available to many sites within the metro Milwaukee area, students are expected to provide their own transportation to assigned agencies.

Further expectations regarding capstone clinical is in the NUR 485: Capstone course syllabus.

All information regarding clients, clinical agencies, staff and other students is to be kept in strict

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confidence and may be shared ONLY in faculty-led conferences per the Health Insurance Portability and Accountability Act (HIPAA). Documents from patient records are not to be removed from clinical sites. This includes photocopies and computer printouts, even if the patient name is cut off or blacked out. Clients cannot be identified by full name on any written document. In accordance with professional standards, full names of clients should not be used in any written work or computer documentation. Breaching confidentiality is a serious offense. Students who breach a client's or other student's confidentiality are subject to disciplinary action ranging from reprimand to exclusion from clinical experiences as required by federal regulations.

RUBRICS

Appendix A: Discussion Board Grading Rubric

Appendix B: Grading Rubric for Writing Assignments

Appendix A: Discussion Board and Reflection Grading Rubric

Points	20	15	10	5
Critical Thinking	• Rich in content • Full of thought, insight, and analysis	• Substantial information • Thought, insight, and analysis has taken place	• Generally competent • Information is thin and commonplace	• Rudimentary and superficial • No analysis or insight is displayed
Connections	• Clear connections to previous or current experiences • Clear connections to real-life situations	• Superficial connections • Lack relevance	• Limited, if any connections • Vague generalities	• No connections are made • Off topic
Uniqueness	• New ideas or new connections • Made with depth and detail	• New ideas or connections • Lack depth and/or detail	• Few, if any new ideas or connections • Rehash or summarize other postings	• No new ideas • "I agree with…" statements
Stylistics	• Few grammatical or stylistic errors	• Several grammatical or stylistic errors	• Obvious grammatical or stylistic errors • Errors interfere with content	• Obvious grammatical or stylistic errors • Makes understanding impossible
Contribution to the Learning Community	• Aware of needs of community. • Frequently attempts to motivate the group discussion • Presents creative approaches to topic • Posts answered by deadline	• Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group • Interacts freely	• Occasionally makes meaningful reflection on group's efforts • Marginal effort to become involved with group	• Does not make effort to participate in learning community as it develops • Seems indifferent • Does not post

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Appendix B: Grading Rubric for Writing Assignments

	Exceptional	Meets Expectations	Elements Missing	Below Expectations	Insufficient
Content 50 points	• Main idea is clearly stated. Writes in clear language throughout the paper • Information is accurate and based on readings • Sufficient and accurate supporting information (references used - a minimal of 3) • 50 points	• Main idea is stated. Writes in clear language throughout the paper • Information is accurate and fairly thorough based on readings • Sufficient and accurate supporting information (references used 2 - 3) • 40 points	• Main idea is not clearly stated. Writes in a throughout the paper • Information is inaccurate or not thorough based on readings • Supporting information is insufficient but mostly accurate (references used 1-2) • 30 points	• Missing main idea/purpose of paper. There are many issues with language usage • Information is inaccurate or not thorough based on readings • Writing is not easily followed by the reader • Supporting information is insufficient or inaccurate (no citations) • 20 points	• Component Missing • 0 points
APA Format, Grammar and Spelling 30 points	• Responses demonstrate proper APA format that are grammatically and structurally correct sentences with no misspelled words • 30 points	• Responses contain slight APA format errors and/or infrequent misspelled words. • 24 points	• Responses contain frequent APA format errors and/or sentences with grammatical and/or structural errors. • 18 points	• Responses contain six or more APA format errors, or sentences with grammatical and/or structural errors. • 12 points	• Missing APA format • 0 points
Citations 20 points	• >1 High quality references beyond textbook/course materials cited using APA format • 20 points	• At least 1 quality references beyond textbook/course materials cited using APA format • 16 points	• Textbook/course materials referenced & cited using APA format • 12 points	• References missing or not professionally appropriate • 8 points	• No references • 0 points

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Program Specific Information:
Nursing 1-2-1 Program

Enrollment in RN to BSN courses (NUR 310, 356, 401, 402, 420, 421 & 485) requires an active RN licensure. Nursing 1-2-1 or concurrent enrollment students can enroll in NUR 310, 356, 401, 402, 420, 421 with recommendation from their advisor and permission of department chair. Consideration for exception to RN licensure are made with the following:
1. Recommendation from student's advisor
2. Completion of all other MMU core course work
3. Career GPA of 3.5 or higher

Nursing 1-2-1 Students
There are additional academic polices for the Nursing 1-2-1 Program, as shown in the Undergraduate Bulletin.
- To remain in good standing in the program, a grade of C or better is required for all courses, a grade of BC or better is required in BIO 100, BIO 211, BIO 212, and BIO 325.

Other progression differences in the Nursing 1-2-1 Program are:
- Students need to complete American Heart Association (AHA) approved Healthcare Provider cardio-pulmonary resuscitation (CPR) in order to begin progression in the MATC or WCTC ADN portion of their program
- Other progression requirements to begin progression in the MATC or WCTC ADN program are completion of a Certified Nursing Assistant (CNA) course, and
- National League for Nursing (NLN) Pre-admission exam score of greater or equal to 100

Admission Policy for Change of Major or Transfer Students
Change of major & transfer students are reviewed by Nursing Admissions Committee
Candidates need:
- o 3.0 GPA in college science course
- o Maximum of 1 course repeat in college science courses
- o Preference for ACT of 18 or higher if available

Progression Policy
The MMU Undergraduate Bulletin includes language that allows for differences in program-specific regulations, programs, or policies. For example, the Undergraduate Bulletin indicates "It is especially important that students note that it is their responsibility to keep themselves apprised of current graduation requirements for their particular degree program."

The Nursing Program does have differences from MMU. A grade of BC or better is required in BIO 100, BIO 211, BIO 212, and BIO 325. Students must achieve a grade of BC or better in all NUR coded courses and a grade of Pass in all nursing clinical courses. Courses below a BC need to be repeated per the Course Progression Policy.

Additionally, for NUR coded courses, a student can repeat each NUR coded course once and a student can repeat a maximum of 3 times for NUR coded courses over the entire program. The Nursing Course Progression Policy is clearly delineated in the Nursing Student Handbook, below.

Other progression differences in the Nursing BSN Pre-Licensure Program are that students need to complete Caregiver Background Check, drug screen, health requirements, and American Heart Association (AHA) approved Healthcare Provider cardio-pulmonary resuscitation (CPR) in order to enroll in any clinical course. Compliance with the above clinical progression requirements are monitored through CastleBranch.

Any undergraduate or post-baccalaureate student who receives an unsatisfactory decision in an academic matter, including matters of retention and progression, has the right to appeal the decision. The appeal process is intended to ensure that students and faculty have access to procedures that ensure due process. The Grade and Other Academic Appeal process is in the Undergraduate Bulletin.

MMU
Action Plan for Nursing

Professor: _____   Date:

_____

Advisor: _____

Student: _____

Baseline goal: To obtain a passing score on each exam in this course.

☐   List Course Here

Additional student goal:

Resources & Strategies used to reach my goals:	Frequency of completion: (dates)	Task Accomplished	Comments
o Update planner	Nightly		
o Read * Review * Study	_____ hrs/night		
o Professors Office Hours Course: Course:	Date/Time		
o Tutoring Sessions: Course: Course:	Weekly	Initial	
o Seek/form study group Course:			
o Meet with advisor			
o Meet with professor			
o Attend exam review before exam	Date/Time		
o Review exam responses with professor	Date/Time		
o Reduce extracurricular/work activities List examples			
o Be aware of current academic standing (review current grade & timeline to improve) Course:	Weekly		
o Seek out counseling services			
o Other:			

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(d) Have written documentation between the school of nursing and institutions which offer associated academic study, clinical facilities, and agencies for related services for students.

<u>MMU Response</u>

MMU has written documentation between the school of nursing and nursing 1-2-1 partner institutions. The articulation agreement between MMU and Milwaukee Area Technical College (MATC) is provided below as an example.

MMU also has written documentation between the school of nursing and clinical institutions. The program agreement between MMU and Children's Hospital of Wisconsin (CHW) is provided below as an example.

April 25, 2017

Articulation agreement proposal for RN and BSN program (1-2-1) at Mount Mary University and the Milwaukee Area Technical College

The following specifies a program of study incorporating a course of study from both institutions between Mount Mary University (MMU) baccalaureate degree and the Milwaukee Area Technical College (MATC) associate degree. Under the terms of the agreement, MMU students who have met the agreed upon criteria will be placed into the Associate degree in nursing (ADN) program at MATC and upon successful completion of the MATC RN program and the NCLEX, 53 college transfer credits applied to the RN to BSN degree at MMU.

Under this program of study (Attachment 1), nursing students will be enrolled in Year 1 at MMU, Years 2 and 3 at MATC to obtain an ADN, with Year 2 summer at MATC and MMU for the first cohort (2017-2018) and MMU for the second and subsequent cohorts (2018 and beyond), Year 3 summer at MMU and MATC, and Year 4 at MMU for courses and award of the Bachelor of Science in Nursing (BSN) degree. This new program responds to national initiatives in nursing to move more associate degree nurses to BSN completion programs in innovative ways, and build on 80% or higher BSN-prepared nursing workforce.
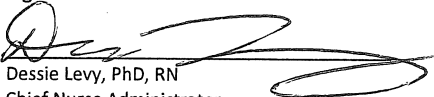
Program Criteria

Program admission criteria incorporates institution and nursing program admission criteria from both institutions. Each year, the number of students admitted to the BS in Nursing Program will be based on a minimum of 32 seats in the ADN program at MATC in Year 2 agreed upon by the Dean of Health Science (MATC) and the Chief Nurse Administrator (MMU). Students admitted to the BS in Nursing Program in Year 1 will have a guaranteed admission to MATC nursing program in year 2 with satisfactory progression in the program. Student progression will be monitored and communicated between institutions each semester. During the first three years of the program, tutoring support will be provided by MATC.
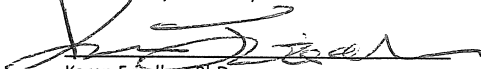
Financial Aid, Payments, Registration

Financial Aid will be administered by MMU. This program requires coordination between the registrar's and business offices of MMU and MATC. The financial agreement of payment to MATC is attached (Attachment 2). The MMU business office will bill students for all four years on a semester basis and coordinate with MATC for payments owed to MATC. MMU's refund policy will be in effect for all students of this program. The registrar's offices of MATC and MMU will exchange student grade and course data in a timely manner, maintain transcripts in both offices, inform students of academic regulations and registration guidelines.

Signatures:

Dessie Levy, PhD, RN
Chief Nurse Administrator
Mount Mary University

Karen Friedlen, PhD
Vice President for Academic and Student Affairs
Mount Mary University

Eileen Schwalbach, PhD
President
Mount Mary University

Nancy Vrabec, PhD, RN
Dean of Nursing
Milwaukee Area Technical College

Mohammad Dakwar, PhD
Provost
Milwaukee Area Technical College

Vicki Martin, PhD
President
Milwaukee Area Technical College

Attachment 1: Program of study

Year 1 at MMU

In the first cohort (2017-2018) the nursing assistant training course and CPR training will be taken between summers 1 and 2. In subsequent years (2018 and beyond) the nursing assistant training and CPR courses will be taken the summer before beginning courses at MMU.

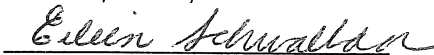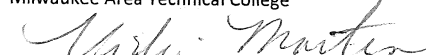| Year 1 (MMU)		
Fall		
MAT 105 Introductory Algebra	CHE113 pre-req (cm)	4
PSY 103 Introduction to Psychology	RN pre-req (bes)	4
BIO 100 Introduction to Cell and Molecular Biology	pre-req to A&P (sci)	4
SYM 110 Leadership for Social Justice	RN to BSN requirement, (general core)	3
NUR 112 Nursing Student Success Bootcamp	Career preparedness	1
	Total	16
CastleBranch© Process (initiated at beginning Spring semester)*		
Spring		
BIO 211 Human Anatomy	RN pre-req	4
CHE 113 General Chemistry	BIO 325 pre-req (sci)	4
BIO 212 Human Physiology	RN pre-req (sci)	4
ENG 120 English Composition II	Composition II (cm)	3
NUR 113 Nursing Student Success Bootcamp	Career preparedness	1
	Total	16

Summer		
Early Summer Session (MATC)		
Nursing Assistant training†	3	
CPR training*	N/A	
Pre-National League of Nursing Exam (pre-NLN)†		
Regular Summer Session (MMU)		
BIO 325 Microbiology	RN pre-req (sci)	4
COM 205 Professional Business Presentations	RN pre-req (cm)	3
	Total	7

* Completion is required before beginning Year 2. Additional fees may apply.
† Completion is required before beginning Year 2. Credits does not apply toward degree. Additional fees may apply.

Year 2 at MATC and MMU

Year 2 (MATC)		
Fall		
NRSAD-101 Nursing: Fundamentals	RN requirement, transfer to MMU as electives	2
NRSAD-102 Nursing: Skills	RN requirement, transfer to MMU as electives	3
NRSAD-103 Nursing: Pharmacology	RN requirement, transfer to MMU as electives	2
NRSAD-104 Nursing: Introduction to Nursing Practice	RN requirement, transfer to MMU as electives	2
SOC 10-809-106 Introduction to Sociology	RN requirement, transfer to MMU as SOC 101 (bes)	3
	Total	12
Spring		
NRSAD-105 Nursing: Health Alternations	RN requirement, transfer to MMU as electives	3
NRSAD-106 Nursing: Health Promotion	RN requirement, transfer to MMU as electives	3
NRSAD-107 Nursing: Clinical Care Across the Lifespan	RN requirement, transfer to MMU as electives	2
NRSAD-108 Nursing: Introduction to Clinical Management	RN requirement, transfer to MMU as electives	2
Economics 10-809-195	RN requirement, transfer to MMU as BUS 302 (hum)	3
	Total	13

Summer		
Summer Session 1 (MATC)		
NRSAD-112 Nursing: Advanced Skills	RN requirement, transfer to MMU as electives	1
Summer Session 2 (MMU)		
MMU XXX Fine Arts core course	(fa)	3
SEA 101 Search for Meaning	(sea)	4
	Total	8

Year 3 MATC and MMU

Year 3 (MATC)		
Fall		
NRSAD-109 Nursing: Complex Health Alterations	RN requirement, transfer to MMU as electives	3
NRSAD-110 Nursing: Mental Health Community Concepts	RN requirement, transfer to MMU as electives	2
NRSAD-111 Nursing: Intermediate Clinical Practice	RN requirement, transfer to MMU as electives	3
XX-XXX-XXX History	Transfer to MMU (his)	3
XX-XXX-XXX Fine Arts	Transfer to MMU (fa)	3
	Total	14
Spring		
NRSAD-113 Nursing: Complex Health Alterations 2	RN requirement, transfer to MMU as electives	3
NRSAD-114 Nursing: Management Concepts	RN requirement, transfer to MMU as electives	2
NRSAD-115 Nursing: Advanced Clinical Practice	RN requirement, transfer to MMU as electives	3
NRSAD-116 Nursing: Clinical Transition	RN requirement, transfer to MMU as electives	2
XX-XXX-XXX English Literature	Transfer to MMU (lit)	3
	Total	13
Summer		
Early Summer (MATC)		
NCLEX-RN Review‡	1	
NCLEX-RN Exam‡	N/A	
Regular Summer Session (MMU)		
THY XXX Theology course	(thy)	4
SPA XXX Language course	(cm), (g)	3
	Total	7

‡ NCLEX-RN Review is required. Additional fees may apply.

‡ NCLEX-RN Exam must be successfully completed before beginning Year 4. Additional fees may apply.

Year 4 MMU

Year 4 (MMU)		
Fall		
NUR 356: Session 1	RN to BSN requirement	3
NUR 401: Session 1	RN to BSN requirement (g)	3
PHI XXX Philosophy course: Session 1+2	(phi)	4
MAT 208 Statistical Literacy: Session 2	RN to BSN requirement	3
NUR 402: Session 2	RN to BSN requirement (g)	3
	Total	16
Spring		
NUR 310: Session 1	RN to BSN requirement	3
NUR 420: Session 1	RN to BSN requirement	3
NUR 485: Session 1 + 2	RN to BSN requirement	3
NUR 421: Session 2	RN to BSN requirement	3
	Total	12

Attachment 2: Financial Agreement

Mount Mary University will bill all students enrolled in the Nursing 1-2-1 Program at a tuition rate of $500.00 per credit beginning the Fall Semester 2017-2018. The tuition may be adjusted annually according to tuition increases approved by the Board of Trustees of Mount Mary University.

The students participating in the Nursing 1-2-1 Program will be billed by Mount Mary based on MATC's pricing structure as of Fiscal Year 2016-2017 rates, (see below details). Any annual price increases affecting tuition rates or fees will be provided by MATC to Mount Mary University six months in advance of the effective date of change.

Mount Mary will calculate the MATC fees per student on a semester basis and issue payment a week after Mount Mary University Census Date.

MATC Fee structure as of Fiscal Year 2017-2018
Student ID - Per Semester, $7.25
Student Accident Insurance - Per Semester, $7.00
Transportation Surcharge Per Credit, $4.75
Parking Charge Per Semester, $35.00; Daily Charge, $1.20
Academic Support Center Fee Per Credit, $2.75
Student Activity Fee Per Credit, $7.00
Nursing Course Fees, Term 1, $199.75; Term 2, $179.75; Term 3, $184.75; Term 4, $194.75
Annual Book Block Cost, Term 1, $329.20; Term 2, $263.00; Term 3, $266.00; Term 4, $55.96
Annual Drug Testing Charge, $35.00
MATC Purchased Uniforms Per Year, $52.00
Mini IPad - One Time Purchase, $465.00
C.N.A. Fee, One Time Charge if Applicable, $125.
A.D.N. Graduation Fee $15 graduation, $15 pinning

Mount Mary University's Refund Policy

Mount Mary University has a tuition refund policy of 100% refundable tuition up to the Census date. There are no tuition refunds after the Census date. During the summer term, and for accelerated programs, refunds of 100% will be given up to the first day of class. Again, there are no tuition refunds after the first day of class for the summer and accelerated programs.

AFFILIATION AGREEMENT
BETWEEN
CHILDREN'S HOSPITAL AND HEALTH SYSTEM, INC.
AND
Mount Mary University

THIS AFFILIATION AGREEMENT ("Agreement") is between Children's Hospital and Health System, Inc. on behalf of each of its affiliates ("CHHS") and Mount Mary University ("Facility"), a non-profit educational and/or healthcare institution (CHHS and Facility collectively referred to as the "Parties"). This relationship is established for the purposes of education and clinical training of Facility's students. By this Agreement, CHHS retains responsibility for the care of its patients and Facility accepts responsibility for the clinical activities and clinical education of its students. To establish this educational relationship, the Parties agree to the following:

1. Program Agreement

Annually, the Parties shall mutually agree in writing to the Facility's proposed objectives for clinical placement of its students in one or more programs (each, a "Program Agreement"). The Program Agreement sets forth the educational program objectives for the clinical experience of Facility's students at CHHS. Facility's clinical education program objectives will contain, at a minimum, the following:

" academic content and nature of anticipated clinical experience
" qualifications of its faculty and students as needed for the clinical experience
" anticipated schedule of the clinical experience and Facility's attendance policy
" the educational responsibilities of the Facility and CHHS pertinent to this Agreement

All fully executed Program Agreements are incorporated by reference and become a part of this Agreement.

2. Term and Termination

The term of this Agreement shall be three (3) years, from 6/1/2019 to 5/31/2022, subject to acceptance by CHHS. The Parties shall mutually agree in writing prior to any subsequent renewal of this Agreement. This Agreement may be terminated by either Party with ninety (90) days written notice to the other Party. CHHS reserves the right to immediately terminate this relationship with Facility for the failure to comply with conditions set forth in this Agreement.

3. Responsibilities of Facility

Facility agrees that it shall:

A. Be responsible for the educational program of its students assigned to CHHS, with the placement of students in accordance with a mutually agreed-upon schedule for clinical assignments;

B. Provide its on-site faculty (if applicable) and students with training on the privacy of health information under the Privacy Regulation provisions of the Health Insurance Portability and Accountability Act ("HIPAA");

C. Require its on-site faculty (if applicable) and students to submit to CHHS evidence of compliance with CHHS health requirements, and all other documentation listed on Exhibit A to the Program Agreement;

D. Require its on-site faculty (if applicable) and students to comply with the CHHS policy regarding Caregiver Background Checks and the legal requirements of Wisconsin Administrative Code, DHS

Code Chapters 12 and 13;

E. Require its on-site faculty (if applicable) and students to abide by all policies, rules and regulations of CHHS and/or its affiliate, as applicable, including, but not limited to, policies of conduct, confidentiality, infection control, and the handling of hazardous materials;

F. Ensure that its on-site faculty (if applicable) and students treat all information acquired by them with regard to patients as confidential in accordance with the Privacy Regulation provisions of HIPAA by requiring its on-site faculty (if applicable) and students to certify to CHHS their agreement to follow CHHS policies regarding patient privacy;

G. Remove any student or faculty member from CHHS upon reasonable request. CHHS reserves the right to remove from CHHS premises any student deemed by CHHS to be unsafe to its patients, employees or others;

H. Retain responsibility for the actions of its faculty and students while at CHHS; and

I. To the greatest extent permissible under the state laws of Facility, obtain and maintain in full force and effect during the term of this Agreement comprehensive general liability and malpractice insurance covering its students, faculty, employees and agents against all liabilities arising from the activities contemplated by this Agreement, with limits, if permissible under the state laws of Facility, of not less than $1,000,000 per occurrence and $5,000,000 in the aggregate. Upon the request of CHHS, the Facility shall provide CHHS with certificates of insurance evidencing such coverage within thirty (30) days of execution of this Agreement. Facility, itself or through its insurance carrier, shall provide CHHS with thirty (30) days prior written notice of any revocation or reduction in such coverage.

4. **Responsibilities of CHHS**

   CHHS agrees that it shall:

   A. Allow the use of its clinical and educational facilities in its sole discretion;

   B. Maintain standards of patient care and institutional policies for quality patient care and optimum educational experience in a safe environment;

   C. Provide facilities, supplies and materials for the delivery of patient care by the Facility's students; and

   D. Provide or refer students to alternate outpatient treatment in case of accident or illness. However, under no circumstances shall CHHS bear the cost of any such treatment including, but not limited to, emergency room or outpatient treatment.

5. **Responsibilities of Both Parties**

   In addition to the above, the Parties shall:

   A. To the greatest extent permitted under the state laws of Facility, Facility agrees to indemnify and hold harmless CHHS, its officers, directors, agents, employees, medical staff and representatives, from and against all costs, liabilities, damages and expenses (including reasonable attorney fees) arising from (i) a breach of any representation or warranty in this Affiliation Agreement or any Program Agreement, or (ii) its actions or omissions or the actions or omissions of its students, faculty, or employees, which cause any personal injury, bodily injury or property damage during the course of activities contemplated by this Agreement. CHHS agrees to indemnify and hold harmless Facility, its faculty and students, from and against all costs, liabilities, damages and expenses (including reasonable attorney fees) arising from (i) a breach of any representation or warranty in this Affiliation Agreement or in any Program Agreement, or (ii) its actions or omissions or the actions or omissions of its employees which cause any personal injury, bodily injury or property damage during the course of activities contemplated by this Agreement.

   B. Comply with, and Facility shall cause its faculty and students to comply with, all applicable federal and state laws, rules and regulations including, but not limited to, those regarding confidentiality of patient care records, the protection of human research subjects and the unlawful discrimination against any Party receiving services under this Agreement because of race, color, sex, national origin, age or handicap.

C. Deliver notices required to be given under this Agreement in writing by hand delivery or United States Certified or Registered mail, postage prepaid, to the addresses below:

to CHHS at: Children's Hospital and Health System, Inc.
                          9000 West Wisconsin Avenue, P.O. Box 1997
                          Milwaukee, Wisconsin 53201
                          Attn: General Counsel

to Facility at: Mount Mary University
                          2900 N Menomonee River Pkwy
                          Milwaukee, WI 53222
                          Attn: Ms. Cheryl Bailey, PhD

6. Authority

The persons executing and attesting to the provisions of this Agreement on behalf of CHHS and Facility, respectively, represent and warrant that they have full power, authority and right to execute this Agreement and that the execution of this Agreement by each such person is sufficient and legally binding on the respective party without the joinder or approval of any other person or party.

7. Assignment

This Agreement may not be assigned without the express written consent of both parties.

8. Governing Law

This Agreement shall be governed and construed under the laws of the State of Wisconsin. Any claim related to the subject matter of this Agreement shall be filed in Milwaukee, Wisconsin.

9. Integration

This Agreement and all agreements, attachments and exhibits referenced herein represent the entire agreement between the parties with respect to the subject matter hereof, superseding any prior agreements regarding the subject matter.

10. Amendment

This Agreement shall not be amended or modified in any way unless agreed to in writing and signed by both parties.

11. Waiver

No delay or failure by either party in exercising any right under this Agreement will constitute a waiver of that right or any future right.

12. Severability

If any provision of this Agreement shall be held or declared to be invalid, illegal or unenforceable under any applicable law, such provision shall be deemed deleted from this Agreement and shall be replaced by a valid and enforceable provision which so far as possible achieves the same objectives that the severed provision was intended to achieve, and the remaining provisions of this Agreement shall continue in full force and effect.

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Each party to this Agreement has caused its duly authorized representative to execute this Agreement on the date referenced below.

This Agreement is requested on behalf of CHHS and approved by:

Signature: _Amy Wenner_

Title: _director, nursing Student Placement_

(Director or Vice President, except for nursing students, which shall be signed by the designee of the Vice President- Patient Care Services)

CHILDREN'S HOSPITAL AND HEALTH SYSTEM, INC.

Signature: _Marc K. Kola_

President/Executive Vice President or designee

Date: _5/23/19_

MOUNT MARY UNIVERSITY

Signature: _Cheryl Bailey_

Title: _Dean, School of Natural & Health Sciences & Education_

Date: _5/2/19_

(2) EDUCATIONAL ADMINISTRATOR.
(a) The qualifications for the educational administrator are all of the following:
1. Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
2. A graduate degree with a major in nursing. A doctoral degree is required for a school of nursing offering a graduate degree nursing program.
3. Knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation and one of the following: a. Two years experience as an instructor in a nursing education program within the last 5 years. b. One year experience as an instructor in a nursing education program within the last 5 years and the graduate degree included education preparation.
4. Current knowledge of nursing practice.

MMU Response

MMU employs a qualified educational administrator. The current Chief Nurse Administrator, Kara K. Groom, PhD, RN began July 27, 2018. Dr. Groom's curriculum vitae is provided below. Dr Groom:

- Has a current, active registered nurse license in Wisconsin that is not encumbered
- Possess a Masters and PhD degree in Nursing
- Has had coursework in learning principles for adult education, including nursing curriculum development, administration and evaluation
- Has 12 years of experience as a nursing instructor (2008-2020)
- Possesses current knowledge of nursing practice

Dr. Groom has over 10 years of experience in nursing education. She has taught at the baccalaureate and associate degree levels. She has experience in online delivery, simulation, clinical, and didactic settings. Advanced coursework in nursing education includes: Educational Research, Policy and Leadership, Advanced Applied Statistics, Teaching Diverse Learners, Evaluation and Assessment, and Educational Diversity & Curriculum Development.

Dr. Groom has leadership experience and training. She served as an Assistant Dean of Health Sciences at Milwaukee Area Technical College. She has also had advanced coursework in conflict management and Nursing Faculty Leadership Training through the Center for Leadership Excellence.

Wisconsin Department of Safety and Professional Services

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             Madison, WI 53708-8366

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Phone #: (608) 266-2112

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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*): Groom, Kara   WI RN License #: 149582-30

School of Nursing Employed By: Mount Mary University

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

_____

Position: _X_   Educational Administrator   _____   Faculty

Appointment Effective Date: 7/27/2018

==

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

#1114 (Rev. 6/19)
Ch. N 1.08 Wis. Admin. Code

Page 1 of 2

Committed to Equal Opportunity in Employment and Licensing

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
Marquette University	Milwaukee, WI	1/8/2019	PhD Nursing	Nursing	
Marquette University	Milwaukee, WI	5/18/2008	MS in Nursing	Advanced Practice Nursing: Adults	
UW Milwaukee	Milwaukee, WI	12/19/2004	BS Nursing	Nursing	

B. NURSING INSTRUCTION EXPERIENCE

From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title
7/27/2018	Present	FT	Mount Mary University	Milwaukee, WI	Chief Nurse Administrator
8/2011	7/2018	FT	Waukesha County Technical College	Pewaukee, WI	Nursing Instructor
8/2008	7/2011	FT	Carroll University	Waukesha, WI	Clinical Assistant Prof of Nursing

Kara Groom, PhD, RN
Educational Administrator

Chief Nurse Administrator and Department Chair
Title

Kera Groom
Signature

8/10/20
Date

414-930-3391
Telephone Number

groomk@mtmary.edu
Email Address

K A R A   K .   G R O O M ,   P H D ,   R N

CHIEF NURSE ADMINISTRATOR, MOUNT MARY UNIVERSITY
GROOMK@MTMARY.EDU 414-930-3391

ACADEMIC PREPARATION:

Doctor of Philosophy in Nursing, Marquette University, Milwaukee, WI
Dissertation focus: Interprofessional education

- Graduation December, 2018, GPA 3.87
- Emphasis includes Educational Research, Policy, and Leadership, Vulnerable Populations, Dispute Resolution in Health Care, & Advanced Applied Statistics
- International grant award recipient
- Presentation at Midwest Nursing Research Society

Master of Science in Nursing, Marquette University, Milwaukee, WI
Graduated May, 2008

- Coursework Emphasis: Teaching Diverse Learners, Research Design Methodology, Health and Wellness of Adults

Bachelor of Science in Nursing, University of Wisconsin, Milwaukee
Graduated Cum Laude, December, 2004

- Coursework Emphasis: Nursing Care of Aggregates

Bachelor of Science in Business Economics, Marquette University, Milwaukee
Graduated Summa Cum Laude, May, 2001

- Coursework Emphasis: Principles of Managerial Accounting, Behavior and Organizations, Introduction to Financial Management

PROFESSIONAL EXPERIENCE:

Chief Nurse Administrator and Nursing Department Chair, Mount Mary University
July 2018 – Present
Responsibilities

- Chair, Mount Mary University Nursing Advisory Board
- Led expansion of Nursing 1-2-1 Program to additional technical college partners
- Department Chair
- Supervise faculty and administrative staff for department
- Lead accreditation activities

Assistant Dean, School of Health Sciences, Milwaukee Area Technical College
December, 20017- July 2018
Responsibilities

- Coordination of petition process for all School of Health Science programs
- Monitoring of criminal background check and student health requirements
- Special projects for the School of Health Sciences
- Member Provost council
- FMLA Training

Nursing Instructor, Waukesha County Technical College, Waukesha, WI
August, 2011- July 2018
Teaching Responsibilities

- Introduction to Clinical Care Management
- Health Alterations
- Simulation Instructor

Program and College Activities

- College Wellness Committee Member
  - Health Fair, Wellness Champion, and Be Active 150 Committees
- Program Coordinator, Nursing Peer Mentor Program
- iPad User Group
- Lifelong Learning Book Club

Leadership

- Semester 2 Curriculum Level Leader
- Introduction to Clinical Care Management Course Coordinator
- Health Alterations Course Coordinator
- Policy and Procedure Committee, Committee Champion
- Nursing Education Graduate Student Mentor

Clinical Assistant Professor of Nursing, Carroll University, Waukesha, WI
August, 2008- August, 2011
Teaching Responsibilities

- Introduction to, and Advanced Adult and Pediatric Nursing Care Practicum
- Introduction to, and Advanced Adult and Pediatric Nursing Care Laboratory
- Healthcare Policy and Administration

University Service Activities

- Hispanic Health and Human Services Program Advisor, Nursing Workforce Diversity HRSA Funded Grant
- Nursing Program Leadership Team
- Chair, Nursing Program Faculty Review Committee
- Member, University Faculty and Staff Concerns Committee
- Member, Nursing Program Simulation Committee

Registered Nurse, Post-Anesthesia Care Unit, West Allis Memorial Hospital
November 2006-August, 2008
- Plan and implement comprehensive nursing care for diverse post-surgical patients
- Focus on providing multi-modal pain management and relaxation interventions

Registered Nurse, Intensive Care Unit, Aurora Sinai Medical Center
December 2004-December 2006
- Coordinate specialized nursing care to acutely ill medical and cardiac patients
- Serve as preceptor to Nurse Interns, Graduate Nurses and Registered Nurses new to ICU

Planning Analyst, Kimberly-Clark Corporation
July 2001-December 2002
- Managed raw material and finished good inventories to support Family Care business line
- Led production team to decrease annual storage costs by more than $500,000

Marketing Services Assistant, University of Wisconsin, Milwaukee
January 2003-January 2004
- Direct marketing assistance to student groups to promote vibrant student life

PROFESSIONAL and SCHOLARLY ACTIVITIES:

Oral Presentations

Helping students meet learning outcomes in quality improvement, oral presentation, 22nd Annual Nurse Educators Conference, July 2011

Quality and safety in nursing education (QSEN) competencies in program assessment, Co-author for oral presentation, Charting the Course: 2011 QSEN National Forum, May 2011

Poster Presentations

Interprofessional Socialization in mixed discipline and nursing student only cohorts, poster presentation, International Death, Grief & Bereavement Conference, June 2019

Interprofessional Socialization in mixed discipline and nursing student only cohorts, poster presentation, Building Bridges to Clinical Practice Research Conference, May 2019

Interprofessional Socialization in mixed discipline and nursing student only cohorts, poster presentation, Midwest Nursing Research Society Conference, March 2019

Comparing interprofessional socialization in mixed discipline and nursing student only cohorts, poster presentation, Celebration of PhD progress, May 2018

Comparing interprofessional socialization in mixed discipline and nursing student only cohorts, poster presentation, Celebration of PhD progress, May 2017

Comparing interprofessional socialization in mixed discipline and nursing student only cohorts, poster presentation, Celebration of PhD progress, April, 2016

Interprofessional socialization: A concept analysis, poster presentation, Celebration of PhD progress, April, 2015

Clearing Summer Cobwebs: A Student-led Refresher Workshop, poster presentation, 2014 QSEN National forum

Speaking Engagements
Innovative solutions to Wisconsin's nursing shortage, Womens Court and Civic Conference, invited speaker, November 2019

Milwaukee area colleges offer 1-2-1 program to help get nursing students into the field faster, Lake Effect, WUWM Milwaukee's NPR, April, 2019

Awards
Best Research Poster Award, Building Bridges to Clinical Practice Research Conference, Milwaukee, WI, May 2019

Sigma Theta Tau International Small Grant Award 2015, Primary Investigator, "Comparing interprofessional socialization in mixed discipline and nursing student only cohorts"

Great Catch of the Year, Patient safety award winner, Aurora Healthcare, 2010

Professional Service
Administrators of Nursing Education of Wisconsin (ANEW) Member
Southeast Wisconsin Nursing Alliance (SEWNA) Member
Moraine Park Technical College Advisory Board Member
Nursing Dual Enrollment Pathways Member
Committee Member, Wisconsin League for Nursing Scholarship Committee
Member, National League for Nursing
Member, Wisconsin League for Nursing
Mentor, nursing education graduate student

CONTINUING EDUCATION:
   Wisconsin Technical College System
   - Evaluation and Assessment, Educational Diversity & Curriculum Development
   Center for Leadership Excellence
   - Nursing Faculty Leadership Training
   Quality and Safety in Nursing Education (QSEN)
   - Faculty Development Institute
   Documented Annual Continuing Education Units (CEUs)

CERTIFICATIONS:
   Basic Life Support (BLS)
   Registered Nurse, State of Wisconsin
   Wisconsin Technical College System, 5 year teaching certificate

VOLUNTEER WORK:

Wisconsin Emergency Assistance Volunteer
Village of Wauwatosa Public Health Department
Wauwatosa School District

(3) FACULTY.

(a) Faculty standards. The school of nursing shall have evidence of the faculty meeting the standards in this section on file in the school of nursing office and available upon request to the board.

(b) Qualifications for professional nursing faculty. The qualifications for the faculty of a school of professional nursing are all of the following: 1. Hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered. 2. A graduate degree with a major in nursing. 3. Notwithstanding subd. 2., interprofessional faculty teaching interdisciplinary courses not specific to nursing shall have expertise and a graduate degree appropriate for the content being taught.

(c) Qualifications for practical nursing faculty. Mount Mary University does not have practical nursing faculty.

(d) Faculty exceptions. Mount Mary University has not applied for any faculty exceptions.

MMU Response

Mount Mary's RN to BSN program currently offers 4 courses each semester. Nursing courses are taught by Dr. Groom and Dr. Jennifer Dahlman, Assistant Professor of Nursing. Dr. Dahlman's curriculum vitae is provided below. Dr. Groom's qualifications are provided in response above. Dr. Dahlman:
- Has a current, active registered nurse license in Wisconsin that is not encumbered
- Possesses a Masters degree in Nursing and her PhD in Nursing

Wisconsin Department of Safety and Professional Services

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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*): Dahlman, Jennifer_____   WI RN License #: 145560_____

School of Nursing Employed By: Mount Mary University_____

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

_____

Position: _____   Educational Administrator   __X___   Faculty

Appointment Effective Date: 8/19/2019_____

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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	In progress	51 credits	PhD Nursing	
Regis University	Denver, CO	8/2013	Post-Master's Certificate, Health Care Education		
Regis University	Denver, CO	5/2009	MSN	Nursing	
UW Oshkosh	Oshkosh, WI	5/2003	BSN	Nursing	

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Committed to Equal Opportunity in Employment and Licensing

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

B. NURSING INSTRUCTION EXPERIENCE

From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title

Kara Groom, PhD, RN
Educational Administrator

Kara Groom
Signature

414-930-3391
Telephone Number

Chief Nurse Administrator and Department Chair
Title

8/10/20
Date

groomk@mtmary.edu
Email Address

Jennifer Dahlman, RN, MSN, PhD(c)
1190 Sterling Heights Drive, Menasha, WI, 54952
Cell phone (240) 863-8160
Jennifer.dahlman@marquette.edu

CURRICULUM VITA

EDUCATION

Degree	Year	Institution	Major Area of Study
PhD-candidate	2019	Marquette University, WI	Nursing
Post-Master's Certificate	2013	Regis University, CO	Health Care Education; Practicum at Georgetown University, Washington, DC
MSN	2009	Regis University, CO	Management and Leadership in Nursing; Practicum at Spring Valley Hospital, Las Vegas, NV
BSN	2003	University of Wisconsin Oshkosh	Nursing

PROFESSIONAL EXPERIENCE

2018-current   Mentor Specialist, Project BEYOND-2, *Marquette University, Milwaukee, WI*

2015-current   Hospital Coordinator, *St. Elizabeth Hospital, Appleton, WI*

2017-2018   Research Assistant, *Marquette University, Milwaukee, WI*

2015-2016   Assistant Professor, *Bellin College of Nursing, Green Bay, WI*

2014-2015   Assistant Dean of Nursing, *School of Nursing and Health Professions, Trinity Washington University, Washington, D.C.*

2010-2015   Assistant Professor, *School of Nursing and Health Professions, Trinity Washington University, Washington, D.C.*

2014   Health Educator, *Inova Health System, Fairfax, VA*

2010-2013   Staff Nurse (Postpartum), *Inova Alexandria Hospital, Alexandria, VA*

2006-2010   Staff Nurse (Pediatric ER), *Children's Hospital of Nevada (formerly University Medical Center), Las Vegas, NV*

2005-2006   Staff Nurse (Pediatrics), *Inova Alexandria Hospital, Alexandria, VA*

2002-2005   Staff Nurse and Practice Assistant (Pediatrics and Urgent Care), *St. Elizabeth Hospital, Appleton, WI; Mercy Medical Center, Oshkosh, WI; and formerly Affinity Medical Group (various locations in the Fox Cities, WI)*

2002-2003   Unit Secretary (Rehab), *Theda Clark Medical Center, Neenah, WI*

2000-2002   Certified Nursing Assistant, *Parkview Medical Center, Oshkosh, WI*

CERTIFICATIONS

2003-present Registered Nurse Licensure (multi-state)
2003-present Basic Life Support for Healthcare Providers by American Heart Association
2006-2010   Emergency Nurse Pediatric Course Certified (ENPC)
2006-2010   Trauma Nurse Core Course Certified (TNCC)

TEACHING RESPONSIBILITIES

Previous Course #	Title	Credits	Theory	Clinical
N425	Adult Medical Surgical	5		X
N366	Fundamentals	3	X	
N205	Pharmacology	3	X	
N492	NCLEX Prep (Course Lead)	3	X	
N461	Pediatric Nursing (Course Lead)	5	X	X
N460	Emergency Nursing (RN-BSN)	3	X	
N220/320	Health Care Policy, Politics & Health Promotion (BSN and RN-BSN)	3	X	
N215	Pharmacology	3	X	

SCHOLARSHIP

Grants

2019 *Understanding the Process of Mentoring in the Online Environment Using Grounded Theory,* Nursing Education Research Grant submitted to the National League of Nursing

2018 *Understanding the Process of Mentoring in the Online Environment Using Grounded Theory,* Foundation Scholarship Award submitted to the National League of Nursing

2017 *Successful Components of Online Mentoring: A Pilot Study*, grant submitted to the Nurses Foundation of Wisconsin

Honors and Awards

2018 Nominated for K. Patricia Cross Future Leaders Award, Association of American Colleges and Universities

2016-2018 Graduate Student in Areas of National Need (GAAN) Fellow

2017 Recipient of Wisconsin Counties Association Group Health Trust Scholarship

2003 Commencement Speaker for Spring 2003 Ceremony

1999-2003 Recipient of Dixalene Bahleda and Theda Clark Auxillary Scholarships

Publications

2018   Jerofke-Owen, T. & Dahlman, J. (2018). Patients' perspectives on engaging in their healthcare while hospitalized. *Journal of Clinical Nursing*. doi: 10.1111/jocn.14639

Manuscripts in Progress

Dahlman, J. First-generation nursing students: A scoping review.

Dahlman, J. The development of an online mentoring program for first-generation college students in programs of nursing.

Dahlman, J. Successful components of an online mentoring program: A pilot study.

Dahlman, J. Understanding the process of mentoring in an online environment using grounded theory.

Dahlman, J. Program evaluation: An online mentoring program for first-generation college students in programs of nursing.

Presentations

2019   Dahlman, J. & Johnson, A. *Podium.* Strategies to create a safe space to promote diverse BSN student success. Cultural Inclusion Institute Annual Conference, San Antonio, TX.

2019   Dahlman, J. & Johnson, A. *Poster.* Assessing learning strategies among underrepresented populations of baccalaureate nursing students within a federally funded project. Cultural Inclusion Institute Annual Conference, San Antonio, TX.

2019   Dahlman, J. & Johnson, A. *Podium.* Strategies to create a safe space to promote diverse BSN student success. Symposium on Diversity, Inclusion, and Social Justice, Marquette University, Milwaukee, WI.

2019   Dahlman, J. *Poster.* Successful components on an online mentoring program. Midwest Nursing Research Society (MNRS) Annual Conference, Kansas City, MO.

2014   Dahlman, J. & Artis, D. *Podium.* High-risk student assessment in higher education. Myths & Movements: Reimagining Higher Education Assessment, Drexel University Regional Conference on Assessment, Philadelphia, PA.

Professional Development

Conferences Attended

2019   Cultural Inclusion Institute Annual Conference, San Antonio, TX.

2019   Symposium on Diversity, Inclusion, and Social Justice, Marquette University, Milwaukee, WI.

2019   Midwest Nursing Research Society (MNRS) Annual Conference, Kansas City, MO.

2015   American Assembly for Men in Nursing. 40th Annual Conference: Interprofessional education and practice, Minneapolis, MN.

2014   Myths & Movements: Reimagining Higher Education Assessment, Drexel University
        Regional Conference on Assessment, Philadelphia, PA.

2014   Pediatric Nursing Conference, National Harbor, MD.

2014   American Nurses Association Lobby Day, Washington, D.C.

2013   Robert Wood Johnson Foundation. Commission to Build a Healthier America,
        Washington, DC.

Continuing Education

2016   Test Development and Item Writing Course. National Council of State Boards of Nursing.

2015   Teaching Effectively Online. Bellin College, Green Bay, WI.

2014   Certified Pediatric Nurse Review. Pediatric Nursing Conference, National Harbor, MD.

SERVICE

Institutional and Extrainstitutional

2018-current   Mentor for American Nurses Association

2016-current   Mentor for MentorNet.com

2016-current   Reviewer for *Nursing Education Perspectives*

2015-2018   Mentor for Project BEYOND-2 Program, Marquette University, College of Nursing

2015-2017   Graduate student representative on the Inclusion Committee, Marquette
              University, College of Nursing

2016-2017   Graduate student representative on the University Library Board, Marquette
              University

2010-2014   Member of the university's Academic Honesty Review Board, Trinity Washington
              University

2010-2014   Member of the university's Professional Development Committee, Trinity
              Washington University

2010-2012   Faculty advisor for the Trinity Student Nurses' Association and for the
              Committee on Students, Trinity Washington University

Community

2011-2014   Volunteer and active member of Medical Reserve Corp., Alexandria, VA

2009-2010   Mission delivery chair, Las Vegas Relay for Life, American Cancer Society, NV

2002   Co-founder of the Women's Satellite Clinic, Waushara County Health
              Department, WI

Professional Nursing Affiliations

2018-current   American Nurses Association

2018-current   Midwest Nursing Research Society

2017-current   Wisconsin Nurses Association

2017-current   National League of Nursing

2005-current   Sigma Theta Tau International

(4) 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. All curriculum shall be developed by nursing faculty with a graduate degree and designed to teach students to use a systematic approach to clinical decision−making and safe patient care. Curriculum for graduate level courses shall be developed by nursing faculty with a doctoral degree. Curriculum shall be revised as necessary to maintain a program that reflects advances in health care and its delivery. The curriculum shall include all of the following:

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

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

(c) Coursework shall include all of the following: 1. Content in the biological, physical, social and behavioral sciences to provide a foundation for safe and effective nursing practice. 2. Content regarding professional responsibilities, legal and ethical issues, and history and trends in nursing and health care. 3. Didactic content and supervised clinical experiences in the prevention of illness and the promotion, restoration and maintenance of health in patients from diverse cultural, ethnic, social and economic backgrounds. Prelicensure programs shall include patients across the lifespan.

MMU Response

(a). MMU's RN to BSN curriculum has been developed, implemented, and revised to reflect relevant professional nursing standards and guidelines. The standards and guidelines are evident within the curriculum and within the expected student outcomes. The Essentials of Baccalaureate Education for Professional Nursing Practice are the professional nursing standards that guide the curriculum. The RN to BSN Curriculum Map is provided below and displays the linked Essential(s) for each course.

A variety of teaching-learning strategies are used to foster the development of reflective practice for the baccalaureate prepared nurse. Teaching-learning strategies promote the development of the adult learner. The MMU nursing program builds on nurses' knowledge and experience to prepare the next generation of nurse leaders. Courses are offered in 8-week sessions, two sessions each fall and spring semester for accelerated completion. The program culminates in a 16-week precepted clinical experience with a nurse leader. The online format aims to support working RNs by preparing program graduates to fulfill the roles of professional nurses in both clinical and non-clinical leadership roles working in complex healthcare environments. Flexible liberal art course sequencing, the choice of online or on-campus courses, and part-time and full-time options allows students the ability to work while completing the program.

Teaching-learning strategies include: case studies, role playing, guest speakers/lecturers, reading, self-assessment, discussion, small group activities, group projects, individual projects, discussion, and self-reflection. The teaching environment is collegial and respectful and asks

students to apply what they are learning to clinical examples and practice. Class sizes are small to facilitate deep student-instructor and student-student dialogue.

Online Course Best Practices
MMU teaching-learning practices are provided in a distance education environment. MMU has developed Online Course Best Practices to ensure the quality of distance education: https://my.mtmary.edu/ICS/Faculty/Online_Course_Best_Practices.jnz. The institution has adapted/adopted Creighton University's Quality Assurance Standards for Online Programming (with permission). The quality standards put forth require a review of institutional support, technology infrastructure, instructional design, teaching and learning relationships between students and faculty, faculty and student support to ensure success, and evaluation and assessment with each request for approval.

(b) MMU's RN to BSN includes didactic and clinical learning experiences consistent with program outcomes.

The MMU RN to BSN Curriculum Map, below shows how didactic and clinical courses are aligned with program outcomes

(c) Foundation of the Arts, Sciences, and Humanities
Mount Mary builds its academic program around a core curriculum based on the human search for meaning. Through this search, students explore their own responses to the questions, "What does it mean to be a human?" and "What can a person become?" The core curriculum consists of studies in five realms: Philosophy/Theology, Communication/Math, Humanistics, Literature/Fine Arts and Sciences. Each realm investigates the meaning of life from a different perspective and with different methods. The core courses provide breadth within the liberal arts by allowing students to construct an understanding of the perspectives that each of the disciplines offers in each person's lifelong search for meaning. The goals of the core curriculum are articulated in seven mission-based, liberal education student learning outcomes.

A minimum of 48 credits is required to meet the core requirements. Departments designate specific courses to fulfill core requirements. Courses that count towards fulfillment of core requirements in a specific realm have a parenthetical realm designator following the course code. For example, COM 104 (cm) counts in the Communication/Mathematics realm.

The Communication/Mathematics (cm) realm develops a student's ability to express herself and translate others' self-expression. Through the communication arts of composition, speech, linguistics, world language, mathematics and computers, students learn to communicate the meanings they discover in other realms. Students are required to earn eight or more credits in the Communication/Mathematics realm. These credits must include an appropriate mathematics course, one semester of a world language, Composition II, and a minimum of two credits in a designated public speaking course. (Refer to the Academic Policies section of the MMU Bulletin for details on specific graduation requirements.)

The Philosophy/Theology (phi/thy) realm presents an overall definition of the meaning of life. Through study of theology and philosophy, students reflect on their own identity, their purpose in life and their relationship with God. Students are required to earn 10 or more credits in the

philosophy/theology realm. These credits must include the introductory course entitled "Search for Meaning," three or more credits in theology and three or more credits in philosophy.

The Humanistics (ant/hum/bes/his/psy/soc) realm focuses on the relationships among people. Through the study of history, political science, sociology, psychology, anthropology, cultural geography and economics, students explore past and present societies. Students are required to earn nine or more credits in the Humanistics realm. These credits must include three or more credits in history and three or more credits in the behavioral or social science area.

The Literature/Fine Arts (lit/fa) realm emphasizes the human relationship to beauty. Students study literature, music, art, drama or dance to understand and appreciate this relationship. Students are required to earn nine or more credits in the Literature/Fine Arts realm. These credits must include three or more credits in fine arts and three or more credits in literature.

The Science (sci) realm examines the relationship between people and their physical environment. Students study earth science, biology, chemistry or physics. Students are required to earn three or more credits in the Science realm.

MMU's RN to BSN Curriculum includes content regarding professional responsibilities, legal and ethical issues, and history and trends in nursing and health care. MMU's RN to BSN Curriculum also includes didactic content and supervised clinical experiences in the prevention of illness and the promotion, restoration and maintenance of health in patients from diverse cultural, ethnic, social and economic backgrounds. These are shown in the RN to BSN Curriculum Map, below.

MMU RN to BSN Nursing Program

Curriculum Map

Program Mission
The Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.

Program Goals

1. Lead with a strong sense of community, compassion, competence and commitment in diverse health care settings
2. Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.
3. Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
4. **Commit to lifelong learning and advancing practice in nursing.**

Program Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change

MMU Core Curriculum
Exemplar: SYM 110 Leadership for Social Justice Seminar
Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
Program Goal #3: Integrate liberal arts & advocate for quality improvement & safety

Course Objectives
Mission

1. To develop awareness for the nature and challenges of college discourse.
2. To offer a context in the liberal arts and the leadership model for students to see their subsequent education at Mount Mary and beyond.
3. To increase awareness of how Leadership, Social Justice, and Creativity are connected.
4. To further develop reading, writing, and oral communication skills.

		X		

Course Objectives
Leadership

5. To increase knowledge leading to an understanding and increase in personal leadership skills, including the Mount Mary leadership model: competence, compassion, commitment, and community.
6. To become conscious of personal assumptions and to grow in self-assessment.
7. To improve listening skills.
8. To increase appreciation of different perspectives.
9. To increase ability to work within teams, build consensus, and resolve conflicts.
10. To improve professional behavior.

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change

11. To increase confidence in ability to act and lead				
			X	

Course Objectives
Social Justice
12. To explore issues related to race, gender, and class.
13. To become aware of power structures that disadvantage groups of people.
14. To increase awareness of the differences between charity and social justice.
15. To increase critical thinking and expand knowledge of local and global social justice issues.
16. To increase ability to act based on knowledge of local and global social justice issues.

				X

Course Objectives
Creativity
17. To increase recognition of existing personal creative skills and talents, including the Mount Mary model of creativity: agility, experimentation, imagination, open-mindedness, and the ability to navigate complexity.
18. To increase knowledge of and confidence in applying human-centered design process and tools.
19. To improve networks within and outside of class.
20. To increase creativity to bring about social change.

			X	

Course Objectives
Service Learning through Human-Centered Design/Design Thinking
21. To experience service learning as a means of growing in leadership, self-understanding, and knowledge of social issues.
22. To integrate experiential knowledge with conceptual understanding.
23. To improve leadership skills in problem-solving, dealing with conflict, risk-taking, collaboration, etc.
24. To increase ability to develop a plan of action and carry it out.

			X	

NUR 310: EBP
Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
Essential III: Scholarship for Evidence Based Practice
Program Goal #2: Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.

Course Objective
Analyze the nurse's role in evidence based practice for the nursing profession and healthcare

X				

Course Objective

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change

Course Objective	1	2	3	4	5
Develop relevant and meaningful research questions and research hypotheses within a given nursing context					X
Utilize the steps of the research process to investigate clinical problems related to nursing leadership in practice	X				
Analyze quantitative research and qualitative research as it relates to nursing practice	X				
Demonstrate skill in conducting a literature search using professional databases to increase understanding of the current level of evidence related to a specific identified clinical nursing problem		X			
Critique research studies related to clinical nursing problems	X				X
Explain research credibility as it relates to nursing practice					X
Describe data collection strategies in research studies as related to nursing practice					X
Evaluate findings in research studies as they relate to nursing					X
Describe ethical concerns within research including use of institutional research requirements				X	
Create a plan to implement an evidence-based change within nursing practice	X				
Identify priorities for future nursing research					X
Appreciate the rigors of the nurse researcher					

1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change
X				

1	2	3	4	5
NUR 356: Technology & Communication **Essential IV: Information Management and Application of Patient Care Technology** **Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes** **Program Goal #2: Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.**				
Course Objective Compare and contrast current available electronic medical record systems based on multiple criteria including ease of use, patient privacy, and applicability for research				
		X		
Course Objective Understand the implications of legal requirements on nursing documentation				
		X		
Course Objective Critique various communication methods for their effectiveness in complex patient care settings				
			X	
Course Objective Compare diverse styles of communication and complete an assessment of personal communication style with strengths and weaknesses				
			X	
Course Objective Practice various communication styles and evaluate their effectiveness in interdisciplinary and patient/family interactions				
			X	
Course Objective Demonstrate the nurse's role in emerging technologies such as telehealth to improve patient outcomes				
		X		
NUR 401: Healthcare Economics and Regulation **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety** **Essential V: Health Care Policy, Finance, and Regulatory Environments** **Program Goal #3: Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.**				
Course Objective Students will understand the different roles of the health care workforce members in the US healthcare system Course Outcome Students will be able to differentiate the roles of the health care workforce members in the US healthcare system Assessment Students will achieve a 79% or higher on their online quiz Students will achieve a 79% or 15.8/20 points on their online discussion posting				

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change
			X	

Course Objective
Students will understand the evolution & funding of the US healthcare system
Course Outcome
Student will be able to analyze the evolution & funding of the US healthcare system including unintended consequences of economic policy
Assessment
Students will achieve a 79% or higher on their online quiz
Students will achieve a 79% or 15.8/20 points on their online discussion posting
Students will achieve a 79% or 79/100 points on their paper discussing unintended consequences of economic policy

| | | | | X |

Course Objective
Students will understand the role ethics plays in the delivery of healthcare services
Course Outcome
Student will be able to analyze the role ethics plays in the delivery of healthcare services
Assessment
Students will achieve a 79% or higher on their online quiz
Students will achieve a 79% or 15.8/20 points on their online discussion posting reflecting on their response to a current healthcare ethical dilemma in news media.
Students will achieve a 79% or 79/100 points on their paper applying a model of ethical decision making.

| | | | | X |

Course Objective
Analyze the role of government in regulating healthcare
Course Outcome
Student will be able to describe the role of advocacy in government to regulate healthcare
Assessment
Students will achieve a 79% or higher on their online quiz
Students will achieve a 79% or 15.8/20 points on their online discussion on advocacy and active participation in their role in shaping healthcare regulations
Students will achieve a 79% or 79/100 points on their paper reflecting on impact of regulation to their clinical practice or personal healthcare

| | | | | X |

Course Objective
Differentiate between the US system and other countries' healthcare delivery systems
Course Outcome
Student will be able to compare and contrast the US system and other countries' healthcare delivery systems
Assessment
Students will achieve a 79% or higher on their online quiz

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change

Students will achieve a 79% or 15.8/20 points on their online discussion investigating WHO data to reflect on definitions of health and cost in various countries Students will achieve a 79% or 79/100 points on their paper critiquing different countries healthcare systems				
				X
Course Objective Analyze the role of informatics in healthcare Course Outcome Student will be able to explain the relationship between detailed nursing documentation, the electronic health record and using informatics to improve patient outcomes. Assessment Students will achieve a 79% or higher on their online quiz Students will achieve a 79% or 15.8/20 points on their online discussion on the nurses' role in assisting/teaching patients to evaluate sources of health information. Students will achieve a 79% or 79/100 points on their paper researching how data is collected and aggregated to make data driven decisions in healthcare.				
		X		
Course Objective Describe the ideal role of healthcare consumer in the healthcare delivery system Course Outcome Student will be able to explain the relationship between detailed nursing documentation, the electronic health record and using informatics to improve patient outcomes. Assessment Students will achieve a 79% or higher on their online quiz Students will achieve a 79% or 15.8/20 points on their online discussion researching and recognizing the difference between patient and health care consumer. Students will achieve a 79% or 79/100 points on their paper reflecting on types of healthcare consumer styles and discussing strategies for the nurse to advocate for patients being active participants in the healthcare team.				
			X	
Course Objective Recommend a model of healthcare delivery system Course Outcome Student will be able to explain the components of an ideal healthcare delivery system and the role of distribution of healthcare in that healthcare delivery system. Assessment Students will achieve a 79% or higher on their online quiz				

	1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change
			Student Outcomes		

	1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change
Students will achieve a 79% or 15.8/20 points on their online discussion reflecting on how the students' perspective has changed in the course and creating a revised definition of health from course learning. Students will achieve a 79% or 79/100 points on their paper using text and supplemental readings to summarize components of the model healthcare delivery system and making recommendations on a model healthcare delivery system.			X		
NUR 402: Nursing Care in the Community Essential VII: Clinical Prevention and Population Health Program Goal #4: Commit to lifelong learning and advancing practice in nursing.					
Course Objective Differentiate between population and community-based nursing					X
Course Objective Analyze the nurse's role in political advocacy and care management in population-based health					X
Course Objective Analyze global aspects of population-based nursing					X
Course Objective Determine the health needs of special populations and vulnerable populations in the US					X
Course Objective Determine nursing intervention for disaster-based populations		X			
Course Objective Analyze determinants and disparities associated with public health					X
Course Objective Observe and assess nurse manager leaders in a community health setting				X	
NUR 420: Nursing Leadership I Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes Essential VIII: Professionalism and Professional Values Program Goal #3: Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.					
Course Objective Understand the concepts of power, influence, authority, and leadership	X				

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change

1	2	3	4	5
Course Objective Compare and contrast several leadership theories and styles and their applicability in various healthcare settings and situations				
X				
Course Objective Examine fundamental nursing leadership competencies and describe how these competencies are exhibited in clinical settings				
X				
Course Objective Identify the challenges and contributions of a nursing leader and critique the effectiveness of their leadership style in achieving stated job expectations and patient outcomes				
X				
NUR 421: Nursing Leadership II Essential VIII: Professionalism and Professional Values Program Goal #1: Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings				
Course Objective Evaluate their personal leadership style, identify strengths and weaknesses				
X				
Course Objective Using a competency based approach to nursing leadership, assess their personal skill level in key performance areas and skills				
X				
Course Objective Generate a personal and professional action plan to strengthen nursing leadership skills and behaviors				
X				
Course Objective Execute their personal and professional plan and reflect on progress				
X				
Course Objective Describe a desired nursing career goal and create a developmental plan toward nursing goal achievement				
X				
NUR 485: Capstone Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety Essential IX: Baccalaureate Generalist Nursing Practice Program Goal #1: Lead with community, compassion, competence & commitment Program Goal #4: Commit to lifelong learning & advancing practice				
Course Objective Demonstrate clinical decision making in a leadership context				

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change

1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change
	X			
Course Objective Identify strategies to prepare for success in nursing leadership				
X				
Course Objective Competently use healthcare technology to improve patient care				
	X			
Course Objective Participate in interdisciplinary teams to improve patient outcomes				
			X	
Course Objective Apply the MMU values of community compassion, competence and commitment to nursing leadership				
				X

(5) CLINICAL LEARNING EXPERIENCES.

(a) Patient experiences shall occur in a variety of clinical or simulated settings of nursing practice expected at the level of licensure and shall include all of the following:

1. Integrating evidence−based research with patient goals and values to produce optimal care.

3. Providing patient−centered culturally competent care by doing all of the following: b. Recognizing that the patient or designee is the source of control and full partner in providing coordinated care. c. Coordinating and managing patient care across settings. d. Providing education at a level understandable by the patient.

4. Collaborating with interprofessional teams to foster open communication, mutual respect, and shared decision−making in order to achieve safe and effective patient care.

5. Experiencing 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.

6. Using information technology to communicate, mitigate errors, and support decision−making.

(b) All entities selected for clinical experiences shall adhere to standards which demonstrate concern for the patient and evidence of the skillful application of all measures of safe nursing practices.

(c) All faculty teaching clinical or practicum courses shall be experienced in the clinical area of the course and maintain clinical expertise.

(d) Faculty−supervised clinical practice shall include all of the following: 1. Development of skills in the provision of direct patient care. 4. Delegation to and supervision of other health care providers. 5. Effective application of the nursing process.

(e) Clinical experiences shall be supervised by qualified faculty.

(f) All student clinical experiences, including those with preceptors, shall be directed by nursing faculty.

<u>MMU Response</u>

The MMU RN-BSN Nursing curriculum include a planned clinical practice experience that enables students to integrate new knowledge and demonstrate attainment of student outcomes. The planned clinical practice experience occurs in the NUR 485 Capstone course. NUR 485 Capstone includes integrating evidence−based research, providing patient−centered culturally competent care, collaborating with interprofessional teams, quality improvement processes, and using information technology. These are reflected in the course description and course learning objectives for NUR 485.

Course Description:

This course culminates the program and allows the student to incorporate new knowledge and skills into a clinical practice setting unlike their current work role. The blend of past experience with new will be assessed through personal reflection with interpretation for meaning. Discussions will reinforce the need for continuous learning and self-improvement as well as purpose and meaningful contributions to the care of patients and families.

Course Objectives:

1. Demonstrate clinical decision making in a leadership context
2. Identify strategies to prepare for success in nursing leadership
3. Competently use healthcare technology to improve patient care
4. Participate in interdisciplinary teams to improve patient outcomes
5. Apply the MMU values of community compassion, competence and commitment to nursing leadership

One of the Nursing Program Student Outcomes is to seek positions as nurse leaders. Accordingly, students are matched with nurse leaders for their capstone experience. The NUR 485 Capstone course is taught by Dr. Kara Groom who has nursing leadership experience.

The NUR 485 Capstone course was designed in accordance with the Expectations for Practice Experiences in the RN to Baccalaureate Curriculum (American Association of Colleges of Nursing, 2012) white paper. The NUR 485 Capstone course syllabus is provided below.

Oversight and evaluation of the Capstone course is the responsibility of MMU faculty. Faculty have identified objectives for the course, complete student assessment, and evaluate the learning experience. Faculty engage the students in reflective discussion and course learning activities throughout the clinical capstone experience via the online learning management system Canvas.

Clinical experiences are primarily arranged by the course faculty. In the case the student is not geographically located in southeast Wisconsin, the student can propose a clinical precepted experience in their geographic location. All student proposed clinical precepted experiences are reviewed by course faculty for approval.

SIMULATION. (a) The Mount Mary RN to BSN program does not use simulation to meet clinical requirements.

NURSING DEPARTMENT
NUR 485: CAPSTONE, 3 CREDITS
SPRING 2020

Jan 21 – May 14, 2020

INSTRUCTOR	Kara Groom, RN, MSN, PhD
E-MAIL	groomk@mtmary.edu
TELEPHONE	414-930-3391

OFFICE HOURS
Tues & Wed 9-12 Other times available as well, please email or call me to schedule an appointment.

CORRESPONDENCE
Please only use your mtmary.edu email address in your communication.

COURSE DESCRIPTION
This course culminates the program and allows the student to incorporate new knowledge and skills into a clinical practice setting unlike their current work role. The blend of past experience with new will be assessed through personal reflection with interpretation for meaning. Discussions will reinforce the need for continuous learning and self-improvement as well as purpose and meaningful contributions to the care of patients and families.

COURSE FORMAT
A total of 80 hours of precepted clinical experience is required. This equates to 8 hours/week for 10 weeks. An additional two to three hours per week for the duration of the 16 week course will be required for completion of discussion posts and assignments.

This online component of the course utilizes discussion forums, electronically submitted assignments, textbook and article readings. Online learning puts the impetus on the student to learn and apply the material. The instructor is the learning facilitator, guide, and resource as the students work with the course content, classmates and assignments.

Mount Mary University Mission
Mount Mary University, an urban Catholic university for women, sponsored by the School
Sisters of Notre Dame, provides an environment for the development of the whole person. The
University encourages leadership, integrity, and a deep sense of social justice arising from a
sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking
critically and creatively. The baccalaureate curriculum integrates the liberal arts with career
preparation for women of diverse ages and personal circumstances; the programs at the graduate
level provide opportunities for both men and women to enhance their professional excellence.

Vision
Mount Mary University is recognized as a diverse learning community that works in partnership
with local, national and global organizations to educate women to transform the world.

MOUNT MARY UNIVERSITY NURSING PROGRAM

Program Mission: The Nursing Program commits itself to excellence in teaching and learning,
preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver
high quality and safe patient care.

Program Vision: Mount Mary University is recognized as a diverse learning community that
prepares nurses to practice with individuals, families, communities, and global populations in
diverse health care environments to transform patient care.

Program Values: The Nursing Program will develop nurse leaders whose competence,
community, compassion and commitment to excellence lead to delivering high quality and safe
patient care.

Nursing Program Goals and Outcomes:
The MMU Nursing Program is committed to developing nursing leaders to fulfill the mission of
the University and the Mission of the Nursing Profession, which ultimately serves the health and
well-being of our society. The Nursing Program goals are aligned with professional nursing
standards as set forth in The Essentials of Baccalaureate Education for Professional Nursing
Practice (AACN, 2008).

MMU Nursing Program Goals	
	Description
1	Lead with a strong sense of community, compassion, competence and commitment in diverse health care settings
2	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.
3	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
4	Commit to lifelong learning and advancing practice in nursing.

MMU Nursing Program Outcomes	
	MMU RN to BSN graduates are prepared to:
1	Seek positions as nurse leaders
2	Make clinical decisions based on evidence of nursing practice.
3	Utilize information resources and systems to improve patient care.
4	Collaborate with inter-professional teams toward quality and safe patient care.
5	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.

COURSE ALIGNMENT

NUR 485: Capstone is aligned with Nursing Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety and Essential IX: Baccalaureate Generalist Nursing Practice

NUR 485: Capstone helps the student meet Program Goals 1 & 4 and Student Outcome 1, 2, 3, & 4.
Program Goal 1: Lead with community, compassion, competence & commitment
Program Goal 4: Commit to lifelong learning & advancing practice
Student Outcome 1: Seek positions as nurse leaders
Student Outcome 2: Make clinical decisions on evidence
Student Outcome 3: Utilize information resources & systems to improve care
Student Outcome 4: Collaborate with interprofessional teams toward quality and safety

COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Demonstrate clinical decision making in a leadership context
2. Identify strategies to prepare for success in nursing leadership
3. Competently use healthcare technology to improve patient care
4. Participate in interdisciplinary teams to improve patient outcomes
5. Apply the MMU values of community compassion, competence and commitment to nursing leadership

NURSING PROGRAM DIVERSITY AND INCLUSION STATEMENT

The MMU Nursing Program values a diverse and inclusive environment in our program and in the broader healthcare environment. However, we recognize that much of science including nursing science is subjective and is historically built on a small subset of privileged voices. We also recognize health inequities and disparities in healthcare delivery.

In this class, we will make an effort to read papers from a diverse group of nurse scientists and leaders, but limits still exist on this diversity. We acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of nursing science. We would like to discuss issues of diversity in nursing and healthcare as part of the course.

We value inclusive excellence - the guiding principle for access, student success and high-quality learning through the integration of diversity, equity and educational quality efforts into the

mission and institutional operations. As part of this goal, we seek to build an environment that invites advocacy and critique.

INSTRUCTOR STATEMENT
Please contact me or submit anonymous feedback if you have any suggestions to improve the quality of the course materials. Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this: If you have a name and/or set of pronouns that differ from those that appear in your official college records, please let me know. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

COURSE EXPECTATIONS
A total of 80 hours of precepted clinical experience is required. This equates to a typical schedule of 8 hours/week for 10 weeks. Hours in the healthcare setting with a preceptor can be arranged between student and preceptor for each week's experience.

An additional two to three hours per week for the duration of the 16 week course will be required for completion of discussion posts and assignments.

Online learning has many advantages related to the freedom of when to study. However, this method of learning also necessitates that all required learning activities are accomplished in a timely manner. Note that each week of the course has an associated lesson(s). For the purpose of course content and assignments, weeks start on Monday and end on Sunday.

Expectations for completion of course assignments and discussion postings is as follows:
1. Read the assigned materials for the week.
2. While reading, take note of important points, relevance to personal work experience, questions for clarification, and implications for patient care.
3. View/listen to PowerPoints and videos posted (when applicable).
4. Formulate thoughtful, reflective response to the initial discussion questions and post by Wednesday 11:55 pm of the respective week (when applicable). Incorporate notes of important points, relevance to personal work experience, questions for clarification, and implications for patient care.
5. Reply to the assigned number of posts by Sunday 11:55pm of the respective week (when applicable).
6. Submit assignments (papers/presentations/quiz) via the e-Learning assignment drop-box by **11:55pm** on the Sunday of the respective week.
7. New week/lessons begin each Monday.

STUDENT CAPSTONE REQUIREMENTS:
Students are required to complete all necessary clinical site orientation requirements. Failure to complete the clinical site orientation will result in inability to proceed in the Capstone course.

Specific health requirements must be met prior to the Capstone experience. The requirements are based on the Wisconsin State-Wide Health Requirements (4/2016) for students starting clinical rotations. Students will not be permitted to progress in the course if the required information is not current and on file on CastleBranch. If clinical time is missed due to missing information, student progression may be affected. Health requirements may not expire during the Capstone course. Any clinical requirements that are due to expire during the Capstone experience must be

renewed prior to the start of the course. CastleBranch is the vendor used to submit and track your clinical requirements. Students are responsible for the cost. All documentation required by the nursing program must be submitted to CastleBranch.

While at clinical agencies, students are responsible for personal expenses including meals, parking, and any medical care.

Clinical experiences may occur in a variety of clinical facilities. Students are expected to provide their own transportation to assigned agencies. Public transportation is available to many sites within the metro Milwaukee area.

All information regarding clients, clinical agencies, staff and other students is to be kept in strict confidence and may be shared ONLY in faculty-led conferences per the Health Insurance Portability and Accountability Act (HIPAA). Documents from patient records are not to be removed from clinical sites. This includes photocopies and computer printouts, even if the patient name is cut off or blacked out. Clients cannot be identified by full name on any written document. In accordance with professional standards, full names of clients should not be used in any written work or computer documentation. Breaching confidentiality is a serious offense. Students who breach a client's or other student's confidentiality are subject to disciplinary action ranging from reprimand to exclusion from clinical experiences as required by federal regulations.

COURSE MATERIALS:
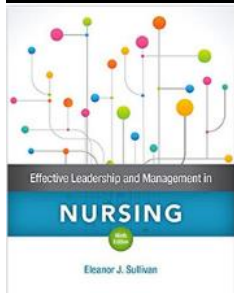
Required Text:
Sullivan, E. J. (2018). *Effective leadership and management in nursing* (9th ed.). New York, NY: Pearson. ISBN: 9780134153117

The course is online through Mount Mary University's e-Learning learning management system.

Other articles as assigned.

Recommended Text:
American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN: 978-1433805615

Accessibility Statement
Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the University will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this

class and for which you may require accommodations; please see the Director of Accessibility Services so that such accommodations may be arranged:
Sara Sharpe
Director of Accessibility Services
mmu-access@mtmary.edu
414-930-3173

Academic Honesty and Integrity Statement
Mount Mary University is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

Copies of the full Academic Honesty and Integrity Policy and Procedures are available through the office of the Dean for Academic Affairs. The policy and procedures are included in the Mount Mary University Undergraduate and Graduate Bulletins *online.*

GRADING CRITERIA

Clinical Evaluation
Grades for clinical experience performance will be assigned a "Pass" or "No Pass" grade. A grade of "Pass" is in order to successfully complete the course. The determination of whether a student has "passed" the clinical performance portion of the course will be made by the clinical faculty, based on the clinical course outcome assessment tool.

Graded Course Assessments
Grading rubrics for Discussion Postings, Written Assignments, and Presentation Assignments are included in the syllabus, below.

All assignments are weighted based on their point value. See Graded Course Assessments table on the following page.

Grades are calculated by taking the number of total points earned and dividing by the total possible points. This will be multiplied by 100 to yield a percentage achieved out of 100%.

The instructor will determine letter grades at the end of the term based on the Mount Mary University student grading scale found in the Undergraduate Bulletin and below:

MMU Grade and Quality Points

Grade Equivalent	Quality Points			Numerical Equivalent
A	Superior	4.00		95-100
AB	Between A and B	3.50		91-94
B	Above Average	3.00		87-90
BC	Between B and C	2.50		83-86
C	Average	2.00		79-82
CD	Below Average	1.50		75-78
D	Unsatisfactory, but Passing	1.00		70-74
F	Failing	0		69 or below
P	Pass			70 or above
I	Incomplete			
AU	Audit			
W	Withdrawn			
NR	Not Recorded			

Graded Course Assessments	Possible Points
Introductory Bio	10
Establish & Submit Clinical Schedule Log	10
Discussion 1 Exploring the Student and Clinical Preceptor Relationship	20
Assignment 1 Personal Goal Setting	100
Assignment 2 Patient Care Improvement Project PICO Statement	20
Discussion 2 Leadership Styles in Practice	20
Discussion 3 Leadership Competencies in Practice	20
Discussion 4 Technology in Practice	20
Assignment 3 Team Process Critique: Interprofessional Team Observation and Critique	100
Discussion 5 Effectively Using Electronic Health Records (EHR) with Interdisciplinary Teams	20
Midterm Evaluation Clinical Course Outcome Assessment Tool, Formative Assessment	
Assignment 4	100

Research Review Paper	
Discussion 6 Leadership Decision Making	20
Discussion 7 Role Transition	20
Assignment 5 Patient Care Improvement Paper	100
Assignment 6 Patient Care Improvement Presentation	100
Discussion 8 Closing a Professional Relationship	20
Assignment 7 Final Goal Reflection & Completion of Graduate Survey	100
Final Evaluation Clinical Course Outcome Assessment Tool, Summative Assessment	Pass/No Pass
Total Points	800

Nursing Course Progression Policy

Students must achieve a grade of C or better in all NUR coded courses. Courses below a C need to be repeated per the Nursing Course Progression Policy. The Nursing Course Progression Policy is in the Nursing Student Handbook.

Online Etiquette

The objective in an online discussion is to be collaborative, *not* combative. Please, proofread your responses carefully before you post them to make sure that they will not be offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your classmates can ask questions, express opinions, revise opinions, and take positions just as you would in a more traditional classroom setting.

Late Assignments

Late Assignments are not accepted. If there are extenuating circumstances, the student must contact the instructor before the assignment due date to request an extension. Late assignments/papers may be downgraded 5% for each day late.

Resubmitted Assignments

In the event that the student completes an assignment incorrectly and receives a failing grade, the student may be given the opportunity to make corrections and resubmit the assignment within one week of receiving feedback from the instructor. Resubmission will not be accepted after one week. It is the responsibility of the student to email the instructor and request to resubmit the assignment of their choosing. The instructor will then approve that the requested assignment can be resubmitted. There is only one overall assignment that may be resubmitted in the course, and

the assignment can only be resubmitted once for re-grading. The maximum possible grade for a resubmitted assignment is 88%.

Attendance
Students are expected to actively and regularly (4-5 times per week) access course materials online and provide commentary to acknowledge both understanding and participation. Course attendance in monitored. Extended periods (more than 4 days) away from online communication should be discussed with the instructor in advance as it may jeopardize the student's ability to meet course objectives. The course is fast paced with 1 or more lesson plans assigned to each of the 8 weeks of the course.

Course Calendar

	Course Objective	Learning Activities	Assignments & Assessments
Week 1 **1/21 – 1/26**	Apply the MMU values of community compassion, competence, and commitment to nursing leadership	Clinical practicum experience Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Introductory Bio Establish & submit clinical schedule log
Week 2 **1/27 – 2/2**	Apply the MMU values of community compassion, competence, and commitment to nursing leadership	Clinical practicum experience Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Discussion 1: Exploring the student and clinical preceptor relationship Assignment 1: Personal goal setting
Week 3 **2/3 – 2/9**	Demonstrate clinical decision making in a leadership context	Clinical practicum experience Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Assignment 2: Patient care improvement project PICO statement

Week 4 2/10 – 2/16	Identify strategies to prepare for success in nursing leadership	Clinical practicum experience Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Discussion 2: Leadership styles in practice
Week 5 2/17 – 2/23	Identify strategies to prepare for success in nursing leadership Competently use healthcare technology to improve patient care	Clinical practicum experience Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Discussion 3: Leadership competencies in practice Discussion 4: Technology in practice
Week 6 2/24 – 3/1	Participate in interdisciplinary teams to improve patient outcomes	Clinical practicum experience Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Assignment 3: Team process critique: Interprofessional team observation and critique Discussion 5: Effectively using electronic health records (EHR) with interdisciplinary teams

Week 7 3/2 – 3/8	Demonstrate clinical decision making in a leadership context Identify strategies to prepare for success in nursing leadership Competently use healthcare technology to improve patient care Participate in interdisciplinary teams to improve patient outcomes Apply the MMU values of community compassion, competence and commitment to nursing leadership	Clinical practicum experience Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Midterm Evaluation: Student, Preceptor and Instructor complete Clinical course outcome assessment tool (formative assessment) Assignment 4: Research review paper
Week 8 3/9 – 3/15	Demonstrate clinical decision making in a leadership context	Clinical practicum experience Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Discussion 6: Leadership decision making

Week 9 3/16 – 3/22 MMU Spring Break			
Week 10 3/23 – 3/29	Identify strategies to prepare for success in nursing leadership	Clinical practicum experience Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Discussion 7: Role transition
Week 11 3/30 – 4/5	Demonstrate clinical decision making in a leadership context	Clinical practicum experience Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Assignment 5: Patient care improvement paper
Weeks 12 & 13 4/6 – 4/19 MMU Easter Break: 4/9 – 4/13	Participate in interdisciplinary teams to improve patient outcomes	Clinical practicum experience Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Assignment 6: Patient care improvement presentation

Week 14 **4/20 – 4/26**	Apply the MMU values of community, compassion, competence, and commitment to nursing leadership	Clinical practicum experience Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Discussion 8: Closing a professional relationship
Week 15 **4/27 – 5/3**	Apply the MMU values of community, compassion, competence, and commitment to nursing leadership	Clinical practicum experience Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Assignment 7: Final goal reflection

| Weeks 16

5/4 – 5/10 | Demonstrate clinical decision making in a leadership context

Identify strategies to prepare for success in nursing leadership

Competently use healthcare technology to improve patient care

Participate in interdisciplinary teams to improve patient outcomes

Apply the MMU values of community compassion, competence and commitment to nursing leadership | Clinical practicum experience

Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc) | Final Evaluation: Student, Preceptor and Instructor complete Clinical course outcome assessment tool (Pass/No Pass summative assessment) |

Assignment 1
Personal Goal Setting
Students will formulate personal and professional goals for their Capstone Clinical Experience.

Assignment 2
Patient Care Improvement Project PICO Statement

Students will select a topic of interest to themselves with pertinence to their capstone clinical experience. The selected topic will be submitted as the Patient Care Improvement Project PICO Statement. The same topic will continue to be used on subsequent course assignments (Research Review Paper, Patient Care Improvement Paper, and Patient Care Improvement Presentation.

For topic ideas, see more information under Patient Care Improvement Paper.

Assignment 3
Team Process Critique: Interprofessional Team Observation and Critique
Students will observe an interprofessional team in action during their precepted clinical experience. Students will note team dynamics, processes, roles, responsibilities, and outcomes. Students may also choose to follow-up after the team observation to interview team members to discover further insight into team environment. The student will reflect on their observation and author an objective and insightful critique into lessons learned.

Assignment 4
Research Review Paper
The research review paper will engage students in the process of reviewing and utilizing evidence-based practice in the clinical setting. This assessment is a written research study review with application to your clinical practicum/project and setting/aggregate. Please use APA format in your submission. This includes the use of a 12-point font, cover page, reference page and appropriately formatted in-text citations.

Students will select a pertinent research article from a peer-reviewed nursing journal. Article must be within the past five years and must relate specifically to your clinical practicum project and setting. Choose an article that you will be able to use in the patient care improvement paper and presentation.

Be sure that your article is an actual research study (and not just an article or a review of other research studies). Although you can use review articles for other assessments, for this assessment an actual research article is required. The goal of this assessment is to be sure that you understand the strength of the research article and the application of the findings to your own clinical project or setting.

Students will describe the study, evaluate the strengths and weaknesses of the study and discuss the implications for nursing practice and improving outcomes in your clinical project/practicum setting.

Assignment 5
Patient Care Improvement Paper
The capstone course culminates in the creation of a patient care improvement project. The project consists of writing and paper and presenting the findings (see Patient Care Improvement Presentation below).

RN Capstone students will develop a clinical project during the semester. The project scope will be defined through collaboration among the student, course instructor and agency personnel. The purpose of the project assignment is twofold:
- To meet a need at the clinical site to support patient care or nursing practice.
- To integrate skills learned in previous semesters including needs assessment, data collection, research-based literature searches, evidence-based practice, evaluation, group process, management and leadership principles.

Criteria include: Description of scope and objectives of the clinical project, PICO statement, review of relevant literature, references, communication and collaboration with preceptor and agency or organization, creation of final product, identification of implementation barriers and facilitators, mechanics of style

Assignment 6
Patient Care Improvement Presentation
Students will present their project to the preceptor, clinical agency staff, course faculty, and peers. This could include presentation at a staff meeting, PowerPoint presentation, dissemination of written guidelines, or other modalities as appropriate.

When presenting at the clinical agency, be sure to alert your course instructor to the day/time as soon as possible. The course faculty will make every effort to attend in-person presentations.

The student will also upload their presentation to the e-Learning site for peer feedback.

Assignment 7
Final Goal Reflection & Graduate Survey
Students will reflect on achievement of personal and professional goals for their Capstone Clinical Experience (Assignment 1: Personal Goal Setting)

A link to the Nursing Student Graduate Survey is included in the online course management system. All students must complete the Nursing Student Graduate Survey.

Topic Ideas: Patient Care Improvement Paper & Presentation
This list is meant to generate ideas, not be exhaustive. The student is encouraged to collaborate early with the clinical preceptor and instructor to develop and approve their topic.
- Staff education clinical projects – examples include:
  - compassion fatigue; improving documentation of trauma care patients; improving surgery time-outs
- Research on a new product being introduced on the unit
- Creation of a module, poster or PowerPoint for an agency staff skills fair
- Writing a simulation scenario related to a high-risk event in your setting
- Staff development resource binder (community resources, cultural differences, etc.)

- Development or updating of a clinical guideline, care plan, protocol or policy
- Implementing a new policy for BP measurement or implementing a new pain assessment
- Developing a concussion protocol and care plan for coaches and teacher in a high school
- Implementation of a new unit or agency policy
- Quality review or evidence gathering clinical project
- Chart audits (examples include evidence of documentation of patient education related to discharge, sepsis, medication side effects, etc.)
- Gathering research and evidence-based practice guidelines for a Magnet Committee or a Joint Commission initiative, policy or procedure
- Creation of a patient education pamphlet (examples include constipation prevention in palliative care; sepsis prevention after surgery; first aid flyers in occupational health)
- Creation of a patient education tool-kit (examples include smoking cessation in pregnancy; education of new diagnosed diabetics; education about new vascular access in dialysis)
- Evaluation of reading/literacy level of current patient education materials
- Client needs-based health or wellness fair (in a church, school or employment setting)
- Other projects or initiatives as indicated by the clinical site or staff

ROLE OF PRECEPTOR:

Preceptors are used in the clinical course to engage the student in achieving the identified objectives and integrating the new learning into practice. Preceptors are oriented to the learning objectives of the course and consult regularly with faculty.

Practice experiences in the RN to BSN Capstone course can occur in a variety of practice settings. Clinical preceptors are nurse leaders and course faculty ensure clinical experiences involve both direct and indirect care experiences. Definitions of direct care and indirect care experiences are consistent with the Expectations for Practice Experiences in the RN to Baccalaureate Curriculum (American Association of Colleges of Nursing, 2012).

Direct Care

Nursing care activities provided at the point of care to patients or working with other healthcare providers that are intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long term care, home health, community-based settings, and education settings.

Examples of direct care experiences include:

- Provision of nursing care directly to patients, which are defined as individuals, families, groups, communities, or populations

- Working with other providers in any setting where health care is delivered, including the community, to identify gaps in care and implement a quality improvement strategy

- Collaborating with nursing staff to implement a new procedure or nursing practice that is evidence-based

- Working with an interprofessional team to evaluate the outcomes of a new practice guideline and implement recommended changes

- Designing and implementing a coordinated, patient-centered plan of care with an interprofessional team

Indirect Care

Indirect care refers to nursing decisions, actions, or interventions that are provided through or on behalf of patients. These decisions or interventions create the conditions under which nursing care or self-care may occur. Nurses might use administrative decisions, population or aggregate health planning, or policy development to affect health outcomes in this way.

Examples of indirect care experiences include:

- Educating other healthcare providers regarding the safe and effective use of new technology

- Writing a policy and working with other stakeholders to have the policy approved by the state board of nursing

- Working with community leaders to develop a disaster/emergency preparedness plan for a specific population in a community

- Collaborating with the facility information technology staff to design or implement an electronic health record

- Working with staff to write an administrative policy that will improve communication among the units in the facility.

Responsibilities of the nursing faculty and clinical preceptor are outlined in the table below.

Responsibility	MMU RN-BSN Nursing Faculty	Clinical Preceptor
Preceptor Selection	Verifies that the preceptor: • Is in a leadership position • Possesses baccalaureate preparation in nursing (preferred), is enrolled in a baccalaureate completion program, and/or certified in their area of practice. • Has a minimum of two years in practice • Is willing to work with students • Is recommended by a colleague or manager	• Provide a current curriculum vitae and position title as part of the application • Curriculum vitae provided includes academic preparation and certifications achieved • Curriculum vitae provided includes work history demonstrating years in practice • States a willingness to work with students • Provides letter of recommendation (email recommendation suffices) by colleague or manager
Onboarding	• Provide an orientation packet and answer questions regarding the orientation materials • Provide a current syllabus of the capstone course with student learning objectives of the capstone experience • Provide contact information for course faculty on the course syllabi • Meet in-person with new capstone preceptors prior to preceptor working with students	• Read orientation packet, direct questions regarding the orientation packet to the nursing faculty • Read the NUR 485 Capstone Course syllabus, direct any questions regarding the syllabus, learning objectives, or assignments to the course faculty • Reference course syllabi for instructor contact information • Share availability for in-person meeting with course faculty prior to start of student experience
Ongoing	• Maintain files with preceptor credentials and contact information in secure campus location • Answer any questions the preceptor may have • Meet regularly (minimum three times in 16 week course) with preceptor/student dyad	• Update course faculty with changes to credentials and contact information • Perform the responsibilities outlined in course syllabus and orientation packet, address any questions or concerns with course faculty • Access the course faculty for support and consultation

Clinical Course Outcome Assessment Tool

Student attainment of course objectives is evaluated through their clinical performance on the clinical course assessment tool.

The clinical course outcome assessment tool is completed at midterm and course completion. It is completed by the student, preceptor, and course faculty member. Clinical preceptors complete the tool to share their perspective on student performance. Course assessment and evaluation is the ultimate responsibility of the course faculty member.

Person completing form: _____

Course Outcome The student should be able to:	Knowledge, Skills, Attitudes	Formative Feedback (Midterm) Needs Improvement/Progressing/Met Provide Examples	Summative Feedback (Final) Pass/No Pass Provide Examples
Demonstrate clinical decision making in a leadership context	Apply leadership concepts, skills, and decision making in the provision of high quality nurse care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings. Design compassionate, patient-centered, evidence-based care that respects patient and family preferences. Implement evidence-based nursing interventions to promote health across the lifespan.	Needs Improvement/Progressing/Met Examples:	Pass/No Pass Examples
Identify strategies to prepare for success in nursing leadership	Demonstrate an awareness of complex organizational systems. Demonstrate the professional standards of moral, ethical, and legal conduct.	Needs Improvement/Progressing/Met Examples:	Pass/No Pass Examples

| | Assume accountability for personal learning and professional behaviors.

Articulate the values of pursing practice excellence, lifelong learning, and professional engagement to foster professional growth and development. | | |
|---|---|---|---|
| Competently use healthcare technology to improve patient care | Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.

Recognize the role of information technology in improving patient care outcomes and creating a safe care environment.

Apply patient-care technologies as appropriate to address the needs of a diverse patient population.

Evaluate data from all relevant sources, including technology, to inform the delivery of care. | Needs Improvement/Progressing/Met

Examples: | Pass/No Pass

Examples |
| Participate in interdisciplinary teams to improve patient care | Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team.

Contribute the unique nursing perspective to interprofessional teams to optimize patient outcomes.

Demonstrate appropriate teambuilding and collaborative strategies when working with interprofessional teams. | Needs Improvement/Progressing/Met

Examples: | Pass/No Pass

Examples |

Apply the MMU values of community, compassion, competence, and commitment to nursing leadership	Use an ethical framework to evaluate the impact of clinical decisions, especially for vulnerable populations. Advocate for the nursing profession. Advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities.	Needs Improvement/Progressing/Met Examples:	Pass/No Pass Examples

Appendix A: Discussion Board and Reflection Grading Rubric

Points allotted Category	20	15	10	5
Critical Thinking	• rich in content • full of thought, insight, and analysis	• substantial information • thought, insight, and analysis has taken place	• generally competent • information is thin and commonplace	• rudimentary and superficial • no analysis or insight is displayed
Connections	Clear connections • to previous or current experiences • to real-life situations	• superficial connections • lack relevance	• limited, if any connections • vague generalities	• no connections are made • off topic
Uniqueness	• new ideas or new connections • made with depth and detail	• new ideas or connections • lack depth and/or detail	• few, if any new ideas or connections • rehash or summarize other postings	• no new ideas • "I agree with…" statement
Stylistics	• Few grammatical or stylistic errors	• Several grammatical or stylistic errors	• Obvious grammatical or stylistic errors • Errors interfere with content	• Obvious grammatical or stylistic errors • Makes understanding impossible
Contribution to the Learning Community	• Aware of needs of community. Respectful • Frequently attempts to motivate the group discussion • Presents creative approaches to topic • Posts answered by 11:55 PM	• Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group • Interacts freely	• Occasionally makes meaningful reflection on group's efforts • Marginal effort to become involved with group	• Does not make effort to participate in learning community as it develops • Seems indifferent • Did not post

Appendix B: Grading Rubric for Writing Assignments

Writing Assignments 100 possible APApoints	Exceptional	Meets Expectations	Elements Missing	Below Expectations	Insufficient
Content **50** points	Main idea is clearly stated. Writes in clear language throughout the paper Information is accurate and based on readings Sufficient and accurate supporting information (references used - a minimal of 3) (**50** points)	Main idea is stated. Writes in clear language throughout the paper Information is accurate and fairly thorough based on readings Sufficient and accurate supporting information (references used 2 - 3) (**40** points)	Main idea is not clearly stated. Writes in a throughout the paper Information is inaccurate or not thorough based on readings Supporting information is insufficient but mostly accurate (references used 1-2) (**30** points)	Missing main idea/purpose of paper. There are many issues with language usage Information is inaccurate or not thorough based on readings Writing is not easily followed by the reader Supporting information is insufficient or inaccurate (no citations) (**20** points)	Component Missing (**0** points)
APA Format, Grammar and Spelling **30** points	Responses demonstrate proper APA format that are grammatically and structurally correct sentences with no misspelled words. (**30** points)	Responses contain slight APA format errors and/or infrequent misspelled words. (**24** points)	Responses contain frequent APA format errors and/or sentences with grammatical and/or structural errors. (**18** points)	Responses contain 6 or more APA format errors, or sentences with grammatical and/or structural errors. (**12** points)	Missing APA format (**0** points)
Citing of text(s) and articles **20** points	>1 High quality references beyond textbook/course materials cited using APA format (**20** points)	At least 1 quality references beyond textbook/course materials cited using APA format (**16** points)	Textbook/course materials referenced & cited using APA format (**12** points)	References missing or not professionally appropriate (**8** points)	No references (**0** points)

Appendix C: Grading Rubric for Presentation Assignment

100 possible points	Exceptional	Meets Expectations	Does not Meet Expectations	Missing
Content **40** points	Main idea is supported, content is compelling and evidence based Information is accurate, thorough, and based on research Sufficient and accurate supporting information (**40** points)	Main idea contains some support, content is not consistently evidence based Information is accurate, additional resources needed, research not thorough or inclusive Conclusion lacking sufficient and accurate supporting information (**32** points)	Main idea is not clearly stated. content disorganized and not based on evidence Information is inaccurate or not thorough based on research Supporting information is insufficient but mostly accurate (**24** points)	Component Missing (**0** points)
Delivery, Organization, & Audience **40** points	Discussion in clear language throughout, professional delivery Presentation is organized and logically structured Intended audience is identified and appropriate to topic, presentation applicable beyond course (**40** points)	Discussion in clear language throughout Presentation is mostly organized and logically structured Intended audience is identified and appropriate to topic (**32** points)	Main idea is not clearly stated. Discussion disorganized Presentation is not organized or logically structured Intended audience is not identified or not appropriate to topic (**24** points)	Component Missing (**0** points)
References **20** points	3 or more high quality references beyond textbook/course materials cited using APA format (**20** points)	At least 2 quality references beyond textbook/course materials cited using APA format (**16** points)	Textbook/course materials referenced & cited using APA format (**12** points)	No references (**0** points)

(6) PRECEPTORS.

(a) Preceptors shall be approved by the faculty of the school of nursing.

(b) The 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.

(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.

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

MMU Response

(a) Preceptors are used in NUR 485 Capstone course and are approved by the NUR 485 MMU course faculty.

(b) Preceptors are oriented to the learning objectives of the course and consult regularly with faculty. Clinical preceptors are provided an orientation packet and course syllabus to communicate roles and responsibilities and to understand student learning objectives of the capstone experience. The Preceptor Orientation Packet is provided below. In addition, first time preceptors in the MMU RN to BSN completion program will meet with the supervising faculty to answer any questions prior to beginning work with a capstone student. Returning preceptors will be offered the option of a meeting if they choose. The table below outlines the respective responsibilities of the supervising faculty and the clinical preceptor.

(c) Preceptor candidates are asked to provide a current curriculum vitae and position title. Additional requirements include that candidates have baccalaureate preparation in nursing (preferred), be enrolled in a baccalaureate completion program, and/or certified in their area of practice. Preceptors are sought who have a minimum of two years in practice, willing to work with students, and recommended by a colleague or manager.

(d) Preceptors shall demonstrate competencies related to the area of assigned clinical teaching responsibilities. Preceptor performance expectations are clearly communicated to preceptors and are reviewed periodically. Preceptor performance expectations are described in the orientation packet and the course syllabus. Preceptors receive both documents prior to working with students. Both the orientation packet and syllabus are reviewed prior to the start of each capstone course as described above.

The program ensures preceptor performance meets expectations in several ways. First, the program ensures preceptor performance meets expectations through the application and thorough candidacy review. In addition, students and faculty complete evaluations of the precepted experience. Feedback is aggregated over multiple semesters and preceptors receive feedback from the course faculty on the precepted experience.

Table: MMU Faculty and Clinical Preceptor Roles & Responsibilities

Responsibility	MMU RN-BSN Nursing Faculty	Clinical Preceptor
Preceptor Selection	Verifies that the preceptor: • Is in a leadership position • Possesses baccalaureate preparation in nursing (preferred), is enrolled in a baccalaureate completion program, and/or certified in their area of practice. • Has a minimum of two years in practice • Is willing to work with students • Is recommended by a colleague or manager	• Provide a current curriculum vitae and position title as part of the application • Curriculum vitae provided includes academic preparation and certifications achieved • Curriculum vitae provided includes work history demonstrating years in practice • States a willingness to work with students • Provides letter of recommendation (email recommendation suffices) by colleague or manager
Onboarding	• Provide an orientation packet and answer questions regarding the orientation materials • Provide a current syllabus of the capstone course with student learning objectives of the capstone experience • Provide contact information for course faculty on the course syllabi • Meet in-person with new capstone preceptors prior to preceptor working with students	• Read orientation packet, direct questions regarding the orientation packet to the nursing faculty • Read the NUR 485 Capstone Course syllabus, direct any questions regarding the syllabus, learning objectives, or assignments to the course faculty • Reference course syllabi for instructor contact information • Share availability for in-person meeting with course faculty prior to start of student experience
Ongoing	• Maintain files with preceptor credentials and contact information in secure campus location • Answer any questions the preceptor may have • Meet regularly (minimum three times in 16 week course) with preceptor/student dyad	• Update course faculty with changes to credentials and contact information • Perform the responsibilities outlined in course syllabus and orientation packet, address any questions or concerns with course faculty • Access the course faculty for support and consultation

CLINICAL PRECEPTOR ORIENTATION PACKET

Academic Year 2020-2021

Thank You!

Welcome to Mount Mary University. This clinical preceptor orientation packet is designed to provide an overview to Mount Mary University and the Mount Mary University Nursing Program.

Thank you for sharing your experience, time, and expertise with Mount Mary University RN to BSN Capstone students. We are thankful for the rich clinical experiences our students receive to help facilitate their transition to a baccalaureate prepared nurse leader!

If at any time you have additional questions, comments, or feedback please contact:

Kara Groom, RN, PhD
Chief Nurse Administrator
Mount Mary University
groomk@mtmary.edu
414-930-3391

University History

For more than one hundred years, Mount Mary University (MMU) has educated women to transform the world. The School Sisters of Notre Dame founded MMU in 1913 to mitigate educational inequity (gender, income, race) for immigrant women. MMU has intentionally broadened that mitigation to include other underrepresented groups. MMU is an urban Catholic University for women at the undergraduate level, and women and men in the RN to BSN Completion Program and at all graduate level degree programs. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

MMU was chartered in 1913 at Prairie du Chien, Wisconsin as St. Mary's College. It is Wisconsin's oldest independent University for women. MMU has been authorized by the State of Wisconsin to grant baccalaureate degrees since its charter. Accreditation by the North Central Association of Colleges and Schools Higher Learning Commission (HLC) has been held since 1926. The most recent reaccreditation by the HLC of the North Central Association of Colleges and Schools occurred in 2012. The college, with its charter, students, faculty, curriculum, and accreditation moved to its present Milwaukee location in 1929. At this time the name was changed to Mount Mary College. In 2013, Mount Mary College became MMU.

Educational Philosophy

The educational philosophy of MMU provides an environment and an approach to teaching and learning that emphasizes development of the whole person. Holistic education fosters intellectual, spiritual and emotional growth in both one's personal and professional life. In an educational environment that is fully dedicated to the student's total development, a holistic approach promotes interaction between the student and all members of the University community in such a way that learning is not limited by the boundaries of the classroom.

A holistic education places value on students' past experiences and integrates that experience into the academic and co-curricular activities of University life. This approach also encourages the student to connect theory to practice through the process of personal reflection, through the application of their skills and knowledge in the broader community, and through experiential learning.

All students in the RN to BSN Completion Program benefit from the rich liberal arts core curriculum in philosophy/theology, communications/math, humanistics, literature/fine arts, sciences, global designated coursework, and leadership for social justice. The MMU Nursing Program prepares BSN nurses with an emphasis on nursing leadership. The program builds on nurses' knowledge and experience to prepare the next generation of nurse leaders and offers coursework designed to meet the Essentials of Baccalaureate Education for Professional Nursing Practice required by the American Association of Colleges of Nursing (AACN, 2008).

MMU & Nursing Program Mission, Vision, & Values

	MMU	MMU Nursing Program
Mission	MMU, an urban Catholic University for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from sensitivity to moral values and Christian principles. MMU commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.	The Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.
Vision	MMU is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.	Mount Mary University is recognized as a diverse learning community that prepares nurses to practice with individuals, families, communities, and global populations in diverse health care environments to transform patient care.
Values	A MMU education reflects a core group of values and is distinguished by the following four characteristics: • Competence: a commitment to excellence that is reflected in the classroom experience and in the resulting knowledge base and skill set demonstrated by graduates • Community: a shared sense of purpose within the Mount Mary environment to work in the spirit of the School Sisters of Notre Dame by creating a better world through education • Compassion: an overt expression of concern and purposeful action that fosters human development and unity • Commitment: a deliberate approach to advancing the universality of human dignity by encouraging leadership in the areas of personal development and global change.	The Nursing Program will develop nurse leaders whose competence, community, compassion and commitment to excellence lead to delivering high quality and safe patient care.

MMU Nursing Program Conceptual Framework
The MMU Nursing Program Conceptual Framework includes the Program Mission, Vision, and Values presented in the table above as well as Program Goals and Student Outcomes.

The MMU Nursing Program uses the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008). Program Goals and Student Outcomes are aligned to the Essentials of Baccalaureate Education for Professional Nursing Practice as presented in the tables below:

Nursing Program Goals

Program Goals		
	Description	Alignment with Nursing Essentials
1	Lead with a strong sense of community, compassion, competence and commitment in diverse health care settings	II, V
2	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.	III, IV
3	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.	I, II, VI
4	Commit to lifelong learning and advancing practice in nursing.	VII, VIII, IX

Nursing Program Student Outcomes

Student Outcomes		
MMU RN to BSN graduates are prepared to:		Alignment with Nursing Essentials
1	Seek positions as nurse leaders	II, VIII
2	Make clinical decisions based on evidence of nursing practice.	III, IX
3	Utilize information resources and systems to improve patient care.	IV, V
4	Collaborate with inter-professional teams toward quality and safe patient care.	II, VI
5	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.	I, VII

ROLE OF PRECEPTOR:
Preceptors are used in the clinical course to engage the student in achieving the identified objectives and integrating the new learning into practice. Preceptors are encouraged to consult regularly with course faculty.

Practice experiences in the RN to BSN Capstone course can occur in a variety of practice settings. Clinical experiences need to involve both direct and indirect care experiences. Definitions of direct care and indirect care experiences are consistent with the Expectations for Practice Experiences in the RN to Baccalaureate Curriculum (American Association of Colleges of Nursing, 2012).

Direct Care
Nursing care activities provided at the point of care to patients or working with other healthcare providers that are intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long term care, home health, community-based settings, and education settings.

Examples of direct care experiences include:
- Provision of nursing care directly to patients, which are defined as individuals, families, groups, communities, or populations
- Working with other providers in any setting where health care is delivered, including the community, to identify gaps in care and implement a quality improvement strategy
- Collaborating with nursing staff to implement a new procedure or nursing practice that is evidence-based
- Working with an interprofessional team to evaluate the outcomes of a new practice guideline and implement recommended changes
- Designing and implementing a coordinated, patient-centered plan of care with an interprofessional team

Indirect Care
Indirect care refers to nursing decisions, actions, or interventions that are provided through or on behalf of patients. These decisions or interventions create the conditions under which nursing care or self-care may occur. Nurses might use administrative decisions, population or aggregate health planning, or policy development to affect health outcomes in this way.

Examples of indirect care experiences include:
- Educating other healthcare providers regarding the safe and effective use of new technology
- Writing a policy and working with other stakeholders to have the policy approved by the state board of nursing
- Working with community leaders to develop a disaster/emergency preparedness plan for a specific population in a community
- Collaborating with the facility information technology staff to design or implement an electronic health record
- Working with staff to write an administrative policy that will improve communication among the units in the facility.

Responsibilities of the nursing faculty and clinical preceptor are outlined in the table below.

Responsibility	MMU RN-BSN Nursing Faculty	Clinical Preceptor
Preceptor Selection	Verifies that the preceptor: • Is in a leadership position • Possesses baccalaureate preparation in nursing (preferred), is enrolled in a baccalaureate completion program, and/or certified in their area of practice. • Has a minimum of two years in practice • Is willing to work with students • Is recommended by a colleague or manager	• Provide a current curriculum vitae and position title as part of the application • Curriculum vitae provided includes academic preparation and certifications achieved • Curriculum vitae provided includes work history demonstrating years in practice • States a willingness to work with students • Provides letter of recommendation (email recommendation suffices) by colleague or manager
Onboarding	• Provide an orientation packet and answer questions regarding the orientation materials • Provide a current syllabus of the capstone course with student learning objectives of the capstone experience • Provide contact information for course faculty on the course syllabi • Meet in-person with new capstone preceptors prior to preceptor working with students	• Read orientation packet, direct questions regarding the orientation packet to the nursing faculty • Read the NUR 485 Capstone Course syllabus, direct any questions regarding the syllabus, learning objectives, or assignments to the course faculty • Reference course syllabi for instructor contact information • Share availability for in-person meeting with course faculty prior to start of student experience
Ongoing	• Maintain files with preceptor credentials and contact information in secure campus location • Answer any questions the preceptor may have • Meet regularly (minimum three times in 16 week course) with preceptor/student dyad	• Update course faculty with changes to credentials and contact information • Perform the responsibilities outlined in course syllabus and orientation packet, address any questions or concerns with course faculty • Access the course faculty for support and consultation

Alignment of Clinical Experiences to Program Goals and Student Outcomes

NUR 485 Capstone		
This course culminates the program and allows the student to incorporate new knowledge and skills into a clinical practice setting unlike their current work role. The blend of past experience with new will be assessed through personal reflection with interpretation for meaning. Discussions will reinforce the need for continuous learning and self-improvement as well as purpose and meaningful contributions to the care of patients and families.		
Course Objectives	Student Assessment Exemplar	Program Goal/Student Outcomes
Demonstrate clinical decision making in a leadership context	Leadership Styles in Practice Assignment	Make clinical decisions on evidence (Student Outcome 2)
Identify strategies to prepare for success in nursing leadership	Leadership Competencies in Practice Assignment	Commit to lifelong learning & advancing nursing practice (Program Goal 4)
Competently use healthcare technology to improve patient care	Effectively Using Electronic Health Records (EHR) with Interdisciplinary Teams Assignment	Utilize information resources & systems to improve care (Student Outcome 3)
Participate in interdisciplinary teams to improve patient outcomes	Interprofessional Team Observation and Critique Assignment	Collaborate with interprofessional teams toward quality and safety (Student Outcome 4)
Apply the MMU values of community, compassion, competence, and commitment to nursing leadership	Patient Care Improvement Project	Lead with community, compassion, competence & commitment (Program Goal 1)

The Capstone course culminates in a student Patient Care Improvement Paper and Presentation. A brief overview of this assignment is provided below. This student course assignment asks the student to collaborate with you the clinical preceptor on identification and selection to a patient care improvement topic that is applicable to the student's clinical unit and experience.

Patient Care Improvement Paper
The capstone course culminates in the creation of a patient care improvement project. The project consists of writing and paper and presenting the findings (see Patient Care Improvement Presentation below).

RN Capstone students will develop a clinical project during the semester. The project scope will be defined through collaboration among the student, course instructor and agency personnel. The purpose of the project assignment is twofold:
- To meet a need at the clinical site to support patient care or nursing practice.

- To integrate skills learned in previous semesters including needs assessment, data collection, research-based literature searches, evidence-based practice, evaluation, group process, management and leadership principles.

Criteria include: Description of scope and objectives of the clinical project, PICO statement, review of relevant literature, references, communication and collaboration with preceptor and agency or organization, creation of final product, identification of implementation barriers and facilitators, mechanics of style

Patient Care Improvement Presentation
Students will present their project to the preceptor, clinical agency staff, course faculty, and peers. This could include presentation at a staff meeting, PowerPoint presentation, dissemination of written guidelines, or other modalities as appropriate.

When presenting at the clinical agency, be sure to alert your course instructor to the day/time as soon as possible. The course faculty will make every effort to attend in-person presentations.

The student will also upload their presentation to the e-Learning site for peer feedback.

Topic Ideas: Patient Care Improvement Paper & Presentation
This list is meant to generate ideas, not be exhaustive. The student is encouraged to collaborate early with the clinical preceptor and instructor to develop and approve their topic.
- Staff education clinical projects – examples include:
    - compassion fatigue; improving documentation of trauma care patients; improving surgery time-outs
- Research on a new product being introduced on the unit
- Creation of a module, poster or PowerPoint for an agency staff skills fair
- Writing a simulation scenario related to a high-risk event in your setting
- Staff development resource binder (community resources, cultural differences, etc.)
- Development or updating of a clinical guideline, care plan, protocol or policy
- Implementing a new policy for BP measurement or implementing a new pain assessment
- Developing a concussion protocol and care plan for coaches and teacher in a high school
- Implementation of a new unit or agency policy
- Quality review or evidence gathering clinical project
- Chart audits (examples include evidence of documentation of patient education related to discharge, sepsis, medication side effects, etc.)
- Gathering research and evidence-based practice guidelines for a Magnet Committee or a Joint Commission initiative, policy or procedure
- Creation of a patient education pamphlet (examples include constipation prevention in palliative care; sepsis prevention after surgery; first aid flyers in occupational health)

- Creation of a patient education tool-kit (examples include smoking cessation in pregnancy; education of new diagnosed diabetics; education about new vascular access in dialysis)
- Evaluation of reading/literacy level of current patient education materials
- Client needs-based health or wellness fair (in a church, school or employment setting)
- Other projects or initiatives as indicated by the clinical site or staff

Clinical Course Outcome Assessment Tool

Student attainment of course objectives is evaluated through their clinical performance on the clinical course assessment tool.

The clinical course outcome assessment tool is completed at midterm and course completion. It is completed by the student, preceptor, and course faculty member. Clinical preceptors complete the tool to share their perspective on student performance. Course assessment and evaluation is the ultimate responsibility of the course faculty member.

Person completing form:_____

Course Outcome The student should be able to:	Knowledge, Skills, Attitudes	Formative Feedback (Midterm) Needs Improvement/Progressing/Met Provide Examples	Summative Feedback (Final) Pass/No Pass Provide Examples
Demonstrate clinical decision making in a leadership context	Apply leadership concepts, skills, and decision making in the provision of high quality nurse care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings. Design compassionate, patient-centered, evidence-based care that respects patient and family preferences. Implement evidence-based nursing interventions to promote health across the lifespan.	Needs Improvement/Progressing/Met Examples:	Pass/No Pass Examples
Identify strategies to prepare for success in nursing leadership	Demonstrate an awareness of complex organizational systems. Demonstrate the professional standards of moral, ethical, and legal conduct.	Needs Improvement/Progressing/Met Examples:	Pass/No Pass Examples

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	Assume accountability for personal learning and professional behaviors. Articulate the values of pursing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.		
Competently use healthcare technology to improve patient care	Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice. Recognize the role of information technology in improving patient care outcomes and creating a safe care environment. Apply patient-care technologies as appropriate to address the needs of a diverse patient population. Evaluate data from all relevant sources, including technology, to inform the delivery of care.	Needs Improvement/Progressing/Met Examples:	Pass/No Pass Examples
Participate in interdisciplinary teams to improve patient care	Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team. Contribute the unique nursing perspective to interprofessional teams to optimize patient outcomes. Demonstrate appropriate teambuilding and collaborative strategies when working with interprofessional teams.	Needs Improvement/Progressing/Met Examples:	Pass/No Pass Examples

Apply the MMU values of community, compassion, competence, and commitment to nursing leadership	Use an ethical framework to evaluate the impact of clinical decisions, especially for vulnerable populations. Advocate for the nursing profession. Advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities.	Needs Improvement/Progressing/Met Examples:	Pass/No Pass Examples

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(7) EVALUATION. The school of nursing shall implement a comprehensive, systematic plan for ongoing evaluation. Evidence of implementation shall reflect progress toward or achievement of program outcomes.

MMU's RN to BSN Program has a comprehensive, systematic plan for ongoing evaluation (SPE). Mount Mary's SPE is provided in response to item #2 below.

Upon completion of SPE, the Nursing Assessment Committee completes a Nursing Program Improvement Report. The Nursing Program Improvement Report indicates an action plan for changes that includes changes to be made, person making changes, and a date for the change to be implemented. The Nursing Program Improvement Report is housed on the Nursing shared folder. The Nursing Program Improvement Report for Academic Year 2019-2020 is provided below.

Nursing Program Improvement Report: Academic Year 2019-2020

Nursing Program Improvement Report				
Faculty Outcome				
Tools	Outcome	**Level of Achievement**		**Action Plan for Changes** For each item, the following will be completed: • Change to be implemented • Person responsible • Date to be completed
		Expected	Actual	
• Faculty Report on Student Learning Outcomes • Faculty Updates (continuing education, advising, community service, University service, committee service, & professional growth activities)	Educate the nurse of today for the future	1. 100% Completion of Faculty Report on Student Learning Outcomes 2. 50% of nursing faculty will have either a terminal degree (DNP or PhD) OR certification signaling expertise in a specialty, e.g. certified nurse educator (CNE) 3. 75% of nursing faculty attend 1 or more continuing education offering on best practice in teaching-learning 4. 75% of program faculty serve as student advisors 5. 75% of nursing faculty participate in community service, University service or University committee 6. 75% of nursing faculty demonstrate at least 1 Category I Professional Growth Activity	1. In progress: 100% Faculty Report on Student Learning Outcomes 2. Met: 100% of nursing faculty have a terminal degree 3. Met: 100% of nursing faculty attended continuing education on teaching-learning best practices JD MNRS 3/2020, NLN Nursing Education Research 3/2020 4. Met: 100% serve as student advisors 5. 100% of nursing faculty participate in community service, University service or University committee (see faculty updates)	• Change to be implemented • Person responsible • Date to be completed All nursing courses successfully moved to Canvas in Spring 2020 Jennifer will review alternate textbooks for 401 and make recommendation to curriculum committee by August 2020 Beginning in Fall 2020 Advising, all nursing advisors will encourage students to take NUR 310 early in the RN to BSN course sequencing

		7. 75% of nursing faculty demonstrate at least 1 Category II Professional Growth Activity	6. 100% of nursing faculty demonstrate at least 1 Category 1 Professional Growth Activity: Kara Groom accepted for oral presentation at NLN Nursing Education Research Conference, March 2020. JDahlman MNRS Conference poster presentation 3/20, & article *Diverse students collaborating to address social determinants of health using listening session* was published in the Journal of Professional Nursing in April 2020. 7. 100% Met: Conference attendance through conferences presented at	NUR 356: Propose adding course objective on telehealth. Jennifer will review current textbook coverage on telehealth and will discuss at Fall 2020 curriculum meeting

		Student Outcomes		
Tools	**Outcome**	**Level of Achievement**		**Action Plan for Changes** For each item, the following will be completed: • Change to be implemented • Person responsible • Date to be completed
		Expected	**Actual**	
Employment rates: MMU Student Graduation Survey Nursing Program Graduate Survey	Student Outcome 1: Seek positions as nurse leaders	MMU Student Graduation Survey: 75% or greater will be employed at graduation (Question #2) Nursing Program Graduate Survey: 75% or greater will self-identify as working as a nurse leader	• Met:100% employed at graduation • Met: 50% of May 2019 graduates & 100% of May 2020 graduates responded that they have applied or have a position as a nurse leader	Assessment Committee: Change to be implemented: • Job opportunities in online mentor program to highlight nurse leader positions. • Online mentor program includes "Career Development" component to coincide with efforts of Career Development Office on campus Person responsible • Jennifer Dahlman Date to be completed • May 2020
Course Completion Rates	• Student Outcome 1: Seek positions as nurse leaders • Student Outcome 2: Make clinical decisions on evidence	NUR courses will have a course completion of 75% or higher	AY 2019-20 all NUR courses had a 100% course completion rate	Goal met: Assessment Committee

	• Student Outcome 3: Utilize information resources & systems to improve care • Student Outcome 4: Collaborate with interprofessional teams toward quality and safety • Student Outcome 5: Analyze and interpret nursing research, identify disparities, advocate for change			

| Tools | Outcome | Level of Achievement | | Action Plan for Changes |
		Expected	Actual	For each item, the following will be completed: • Change to be implemented • Person responsible • Date to be completed
Program Completion Rates	Student Outcome 1: Seek positions as nurse leaders	• 75% of Nursing RN to BSN Completion students will complete the program in 3 years or less • 75% of Nursing 1-2-1 students will complete the program in 5 years or less	• Sp 2020 graduates: 100% completed the program in 3 years or less	Goal met: Assessment Committee
Nursing Student Graduation Survey	• Student Outcome 1: Seek positions as nurse leaders • Student Outcome 2: Make clinical decisions on evidence • Student Outcome 3: Utilize information resources & systems to improve care • Student Outcome 4: Collaborate with interprofessional teams toward quality and safety • Student Outcome 5: Analyze and interpret nursing research, identify disparities, advocate for change	Student responses will average 4.0 or higher on a Likert Scale of 5 being strongly agree and 1 strongly disagree to the following statements: The MMU RN to BSN Nursing Program prepared me to: • Seek positions as a nurse leader. • Make clinical decisions on evidence. • Utilize information resources & systems to improve care. • Collaborate with interprofessional teams toward quality and safety. • Analyze and interpret nursing research, identify disparities, advocate for change."	Sp 2020 Student response data: The MMU RN to BSN Nursing Program prepared me to: • Seek positions as a nurse leader: 4 • Make clinical decisions on evidence: 4 • Utilize information resources & systems to improve care: 4 • Collaborate with interprofessional teams toward quality and safety: 4 • Analyze and interpret nursing research, identify disparities, advocate for change: 4	Goal met: Assessment Committee

| Tools | Outcome | Level of Achievement | | Action Plan for Changes |
		Expected	Actual	For each item, the following will be completed: • Change to be implemented • Person responsible • Date to be completed
Nursing Student Satisfaction	• Student Outcome 1: Seek positions as nurse leaders • Student Outcome 2: Make clinical decisions on evidence • Student Outcome 3: Utilize information resources & systems to improve care • Student Outcome 4: Collaborate with interprofessional teams toward quality and safety • Student Outcome 5: Analyze and interpret nursing research, identify disparities, advocate for change	Student responses will average 4.0 or higher on a Likert Scale of 5 being strongly agree and 1 strongly disagree to the following statements: • I am satisfied with my experience in the MMU Nursing Program. The MMU RN to BSN Nursing Program prepared me to: • Seek positions as a nurse leader. • Make clinical decisions on evidence. • Utilize information resources & systems to improve care. • Collaborate with interprofessional teams toward quality and safety. • Analyze and interpret nursing research, identify disparities, advocate for change.	Spring 2020 Student response data: • I am satisfied with my experience in the MMU Nursing Program: 3 • Narrative student responses indicate "Overall the program was very well put together, however I would have liked to see more interactive activities like mock interviews, or projects instead of just papers and discussion posts" The MMU RN to BSN Nursing Program prepared me to: • Seek positions as a nurse leader: 4 • Make clinical decisions on evidence: 4	Goal met: Assessment Committee RN to BSN clinical hours: • Compare clinical hour requirement to other RN to BSN programs. Propose change from 80 to 60 clinical hours to Nursing Advisory Board and Nursing Assessment committee. Nursing Advisory Board and Nursing Assessment committee support change • Kara will change clinical hours to 60 in NUR 485 beginning Fall 2020 Program Satisfaction: NUR 420 has an assignment to interview a nurse leader. Consider adding NUR 421: mock interview activity • JDahlman will adjust course assignments to include mock interview assignment

			• Utilize information resources & systems to improve care: 4 • Collaborate with interprofessional teams toward quality and safety: 4 • Analyze and interpret nursing research, identify disparities, advocate for change: 4	

2. **The school of nursing's ongoing systematic evaluation plan. The systematic evaluation plan shall include an evaluation of the annual pass rate of any graduates who took the NCLEX or an advanced practice certification examination**

MMU's RN to BSN Systematic Plan of Evaluation (SPE) is provided below. MMU's RN to BSN program is a post-licensure BSN program. As such, the program does not have annual NCLEX or advanced practice certification pass rate data for graduates.

Nursing Program Systematic Plan of Evaluation (SPE)

SPE Tools, Outcomes, Expected Level of Achievement, Timeframe, & Process			
Faculty Outcome			
Tools	**Outcomes**	**Expected Level of Achievement**	**Timeframe & Process**
• Faculty Report on Student Learning Outcomes • Faculty Updates (continuing education, advising, community service, University service, committee service, & professional growth activities)	• Educate the nurse of today for the future.	• 100% Completion of Faculty Report on Student Learning Outcomes • 50% of nursing faculty will have either a terminal degree (DNP or PhD) OR certification signaling expertise in a specialty, e.g. certified nurse educator (CNE) • 75% of nursing faculty attend 1 or more continuing education offering on best practice in teaching-learning • 75% of program faculty serve as student advisors • 75% of nursing faculty participate in community service, University service or University committee • 75% of nursing faculty demonstrate at least 1 Category I Professional Growth Activity • 75% of nursing faculty demonstrate at least 1 Category II Professional Growth Activity	• Annual in spring • Faculty complete annual Faculty Report of Student Learning Outcomes and submit to Chief Nurse Administrator. Data is analyzed and changes made through Annual Department Meeting, see program response III-H • Faculty members submit completed Faculty Update to Chief Nurse Administrator in June • Chief Nurse Administrator compiles faculty accomplishments and completes Aggregate Faculty Expectations Related to Nursing Faculty Outcomes

Tools	Outcomes	Expected Level of Achievement	Timeframe & Process
Student Outcomes			
Employment rates: • MMU Student Graduation Survey • Nursing Program Graduate Survey	• Student Outcome 1: Seek positions as nurse leaders	• MMU Student Graduation Survey 75% or greater will be employed at graduation (Question #2) • Nursing Program Graduate Survey • 75% or greater will self-identify as working as a nurse leader	Timeframe: • At Graduation: MMU Student Graduation Survey (December and May) • 1-year post-completion: Nursing Program Graduate Survey (December and May) Process: MMU Student Graduation Survey • Chief Nurse Administrator Receives report of data from Institutional Research (IR) Nursing Program Graduate Survey • Chief Nurse Administrator collaborates with IR & Alumnae Donor Relations to administer Nursing Program Graduate Survey • Reports are shared with Nursing Assessment Committee for review and action
Course Completion Rates	• Student Outcome 1: Seek positions as nurse leaders • Student Outcome 2: Make clinical decisions on evidence • Student Outcome 3: Utilize information resources & systems to improve care • Student Outcome 4: Collaborate with interprofessional teams toward quality and safety • Student Outcome 5: Analyze and interpret nursing research, identify disparities, advocate for change	• NUR courses will have a course completion of 75% or higher	• Faculty report course completion rates to Chief Nurse Administrator at conclusion of each course • Chief Nurse Administrator compiles course completion rates and updates SPE • Report is shared with Nursing Assessment Committee for review and action

Tools	Outcomes	Expected Level of Achievement	Timeframe & Process
Program Completion Rates	• Student Outcome 1: Seek positions as nurse leaders	• The MMU Nursing Program expected level of achievement for program completion rates is 81%.	• Chief Nurse Administrator receives annual report from IR on Program Completion Rates. Report is shared with Nursing Assessment Committee for review and action
Nursing Student Graduation Survey	• Student Outcome 1: Seek positions as nurse leaders • Student Outcome 2: Make clinical decisions on evidence • Student Outcome 3: Utilize information resources & systems to improve care • Student Outcome 4: Collaborate with interprofessional teams toward quality and safety • Student Outcome 5: Analyze and interpret nursing research, identify disparities, advocate for change	Student responses will average 4.0 or higher on a Likert Scale of 5 being strongly agree and 1 strongly disagree to the following statements: The MMU RN to BSN Nursing Program prepared me to: • Seek positions as a nurse leader. • Make clinical decisions on evidence. • Utilize information resources & systems to improve care. • Collaborate with interprofessional teams toward quality and safety. • Analyze and interpret nursing research, identify disparities, advocate for change.	Timeframe: At conclusion of each NUR 485 Capstone course • NUR 485 Capstone course faculty administer the Nursing Student Graduation Survey at week 15 of 16 in the NUR 485 Capstone Course • NUR 485 Capstone course faculty share results of Nursing Student Graduation Survey with Nursing Assessment Committee and Chief Nurse Administrator • Nursing Assessment Committee reviews results and develops recommendations with plan of action to Chief Nurse Administrator
Nursing Student Satisfaction	• Student Outcome 1: Seek positions as nurse leaders • Student Outcome 2: Make clinical decisions on evidence • Student Outcome 3: Utilize information resources & systems to improve care • Student Outcome 4: Collaborate with interprofessional teams toward quality and safety • Student Outcome 5: Analyze and interpret nursing research, identify disparities, advocate for change	Student responses will average 4.0 or higher on a Likert Scale of 5 being strongly agree and 1 strongly disagree to these statements: I am satisfied with my experience in the MMU Nursing Program. The MMU RN to BSN Nursing Program prepared me to: • Seek positions as a nurse leader. • Make clinical decisions on evidence. • Utilize information resources & systems to improve care. • Collaborate with interprofessional teams toward quality and safety. • Analyze and interpret nursing research, identify disparities, advocate for change.	Timeframe: At conclusion of each NUR 485 Capstone course • NUR 485 Capstone course faculty administer the Nursing Student Graduation Survey at week 15 of 16 in the NUR 485 Capstone Course • NUR 485 Capstone course faculty share results of Nursing Student Graduation Survey with Nursing Assessment Committee and Chief Nurse Administrator • Nursing Assessment Committee reviews results of quantitative and qualitative responses to develops recommendations with plan of action to Chief Nurse Administrator

State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Joan Gage, Program Manager	2) Date when request submitted: 3/1/2021
	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: 3/11/2021	5) Attachments: ☒ Yes ☐ No	6) How should the item be titled on the agenda page? Education and Examination Matters • NCLEX 2020 Pass Rate Report

7) Place Item in: ☒ Open Session ☐ Closed Session	8) Is an appearance before the Board being scheduled? ☐ Yes ☒ No	9) Name of Case Advisor(s), if required: N/A

10) Describe the issue and action that should be addressed:
Consider the attached 2020 NCLEX Pass Rate Report

11)	Authorization	

Joan Gage   3/1/2021

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.

TEST	Education program	Pass Rate (%)
NCLEX-PN	WI - BLACKHAWK TECHNICAL COLLEGE - PN (US50100000)	97.92%
	WI - BRYANT AND STRATTON COLLEGE - PN (US50110000)	85.06%
	WI - CHIPPEWA VALLEY TECHNICAL COLLEGE - PN (US50109700)	95.56%
	WI - FOX VALLEY TECHNICAL COLLEGE - PN (US50105700)	100.00%
	WI - FOX VALLEY TECHNICAL COLLEGE - STAND ALONE (US50101200)	97.14%
	WI - GATEWAY TECHNICAL COLLEGE - PN (US50105900)	96.43%
	WI - HERZING UNIVERSITY - BROOKFIELD - PN (US50110400)	96.67%
	WI - HERZING UNIVERSITY - KENOSHA - PN (US50110300)	81.67%
	WI - LAKESHORE TECHNICAL COLLEGE - PN (US50109800)	100.00%
	WI - LAKESHORE TECHNICAL COLLEGE - PN STAND ALONE (US50110200)	92.31%
	WI - MADISON AREA TECHNICAL COLLEGE - PN (US50105600)	98.61%
	WI - MATC-MADISON PN STAND ALONE (US50101300)	100.00%
	WI - MID STATE TECHNICAL COLLEGE - PN (US50101000)	97.06%
	WI - MILWAUKEE AREA TECHNICAL COLLEGE - PN (US50105800)	93.75%
	WI - MILWAUKEE AREA TECHNICAL COLLEGE - STAND ALONE (US50101400)	91.67%
	WI - MORAINE PARK TECHNICAL COLLEGE - PN (US50105300)	97.78%
	WI - NICOLET AREA TECHNICAL COLLEGE - PN (US50100100)	96.30%
	WI - NORTH CENTRAL TECHNICAL COLLEGE - PN (US50100500)	97.10%
	WI - NORTHEAST WISCONSIN TECHNICAL COLLEGE - PN (US50105200)	88.46%
	WI - NORTHEAST WISCONSIN TECHNICAL COLLEGE - STAND ALONE (US50100600)	84.48%
	WI - SOUTHWEST WISCONSIN TECHNICAL COLLEGE - PN (US50109600)	100.00%
	WI - WAUKESHA COUNTY TECHNICAL COLLEGE - PN (US50109900)	96.00%
	WI - WESTERN TECHNICAL COLLEGE - PN (US50109500)	96.77%
	WI - WISCONSIN INDIANHEAD TECHNICAL COLLEGE - PN (US50100300)	93.94%
NCLEX-RN	WI - ALVERNO COLLEGE - BS (US50509100)	96.34%
	WI - BELLIN COLLEGE - BS (US50502200)	97.52%
	WI - BLACKHAWK TECHNICAL COLLEGE - ADN (US50407700)	97.37%
	WI - BRYANT & STRATTON COMBINED (US50400200) (US50510500)	92.98%
	WI - CARDINAL STRITCH UNIVERSITY COMBINED (US50502700) (US50408300)	88.52%
	WI - CARROLL UNIVERSITY - BS (US50500000)	100.00%
	WI - CARTHAGE COLLEGE OF NURSING (US50510400)	95.56%
	WI - CHIPPEWA VALLEY TECHNICAL COLLEGE - ADN (US50408100)	94.64%
	WI - COLUMBIA COLLEGE - MT MARY COLLEGE - BS (US50502000)	90.74%

WI - CONCORDIA UNIVERSITY WISCONSIN - BS (US50509400)	93.10%
WI - EDGEWOOD COLLEGE - BS (US50507500)	95.24%
WI - FOX VALLEY TECHNICAL COLLEGE - ADN (US50407000)	97.26%
WI - GATEWAY TECHNICAL COLLEGE - ADN (US50407800)	95.33%
WI - GEORGE WILLIAMS COLLEGE OF AURORA UNIVERSITY (US50510600)	100.00%
WI - HERZING COLLEGE - ADN/MADISON - BS COMBINED (US50405500) (US50510300)	86.96%
WI - HERZING UNIVERSITY - BROOKFIELD - BS (US50500200)	94.83%
WI - HERZING UNIVERSITY - KENOSHA - BS (US50509900)	83.75%
WI - HOLY FAMILY COLLEGE (US50510200)	90.48%
WI - LAKESHORE TECHNICAL COLLEGE - ADN (US50407600)	100.00%
WI - MADISON AREA TECHNICAL COLLEGE - ADN (US50407900)	96.59%
WI - MARANATHA BAPTIST UNIVERSITY - BS (US50500100)	100.00%
WI - MARIAN COLLEGE FOND DU LAC - BS (US50503900)	95.74%
WI - MARQUETTE UNIVERSITY COMBINED (US50509000) (US50509700)	99.66%
WI - MID STATE TECHNICAL COLLEGE - ADN (US50400000)	98.51%
WI - MILWAUKEE AREA TECHNICAL COLLEGE - ADN (US50408000)	96.52%
WI - MILWAUKEE SCHOOL OF ENGINEERING - BS (US50504400)	92.19%
WI - MORAINE PARK TECHNICAL COLLEGE - ADN (US50408200)	96.74%
WI - NICOLET AREA TECHNICAL COLLEGE - ADN (US50400100)	96.43%
WI - NORTH CENTRAL TECHNICAL COLLEGE - ADN (US50407500)	97.03%
WI - NORTHEAST WISCONSIN TECHNICAL COLLEGE - ADN (US50407300)	95.17%
WI - RASMUSSEN COLLEGE - GREEN BAY COMBINED (US50510000) (US50408500)	94.74%
WI - RASMUSSEN COLLEGE - WAUSAU COMBINED (US50400400) (US50510100)	92.98%
WI - SOUTHWEST WISCONSIN TECHNICAL COLLEGE - ADN (US50407100)	97.06%
WI - UNIVERSITY OF WISCONSIN OSHKOSH - BS (US50508100)	98.03%
WI - UNIVERSITY OF WISCONSIN MILWAUKEE - BS (US50508300)	90.78%
WI - UNIVERSITY OF WISCONSIN EAU CLAIRE - BS (US50508400)	100.00%
WI - UNIVERSITY OF WISCONSIN MADISON - BS (US50509500)	97.51%
WI - VITERBO COLLEGE - BS (US50508200)	96.93%
WI - WAUKESHA COUNTY TECHNICAL COLLEGE - ADN (US50407400)	98.89%
WI - WESTERN TECHNICAL COLLEGE - ADN (US50408400)	96.23%
WI - WISCONSIN INDIANHEAD TECHNICAL COLLEGE - ADN (US50407200)	93.33%
WI - WISCONSIN LUTHERAN COLLEGE - BS (US50500500)	100.00%

State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and title of person submitting the request:	2) Date when request submitted:
Kassandra Walbrun, Administrative Rules Coordinator	3/1/2021
	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:

3/11/2021 | 5) Attachments:

☒ Yes
☐ No | 6) How should the item be titled on the agenda page? Administrative Rule Matters – Discussion and Consideration

1)   N2 (Emergency Rule), related to temporary permits

2)   Pending and Possible Rulemaking Projects

         a. Status update of ongoing rule projects. |

| 7) Place Item in:

☒ Open Session
☐ Closed Session | 8) Is an appearance before the Board being scheduled? *(If yes, please complete Appearance Request for Non-DSPS Staff)*

☐ Yes
☒ No | 9) Name of Case Advisor(s), if required: |

10) Describe the issue and action that should be addressed:

1. **Begin drafting of emergency rule (scope pdf)**

2a. Overview of all ongoing rule projects (table)

11)	Authorization	
Kassandra Walbrun		*3/1/2021*
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.
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3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.

STATEMENT OF SCOPE

BOARD OF NURSING

Rule No.:   N 2

Relating to: Temporary Permits

Rule Type: Emergency and Permanent

1. Finding/nature of emergency (Emergency Rule only):

Administrative rules provide that a nurse who has graduated from an approved school or comparable school or granted a certificate of completion by an approved school may be granted a temporary permit to practice nursing. A temporary permit may not exceed 6 months duration, and the holder of the permit must practice under the direct supervision of a registered nurse. The spread of COVID-19 and the resulting closures and safety precautions have resulted in the postponement of NCLEX exams at Wisconsin testing sites. As a result, some graduate nurses currently practicing under a temporary permit may be unable to schedule their examination prior to the permit's expiration. In addition, the current supervision requirement would make response to an emergency surge of COVID-19 more difficult. An expeditious promulgation of the proposed rule is in the best interest of public welfare, as it will help ensure Wisconsin's nursing workforce is in the best possible position to respond to COVID-19.

2. Detailed description of the objective of the proposed rule:

The Board's primary objective is to promulgate an emergency rule that will allow an extension of the duration of temporary permits, and establish criteria under which the holder of a temporary permit may practice without direct supervision.

The Board will also evaluate the requirements for temporary permits in light of the potential need to respond to a future public health crisis or other emergency and may, as a result of this evaluation, promulgate a permanent rule to allow the Board to grant a waiver of or variance to the requirements in emergency situations.

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:

Chapter N 2 contains the requirements for temporary permits, including the duration of a permit and supervision of a permit holder. If the rules are not updated to allow an extension of the duration of temporary permits and establish criteria under which the holder of a temporary permit may practice without direct supervision, Wisconsin's nursing workforce will not be in the best possible position to respond to the spread of COVID-19. The Board will also determine if allowing a waiver or variance to the requirements on an ongoing basis is appropriate, given the potential need to respond to future emergency situations.

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 441.08, Stats., provides that "[a] nurse who has graduated from a school approved by the board or that the board has authorized to admit students pending approval but who is not licensed in this state may be granted a temporary permit upon payment of the fee specified in s. 440.05 (6) by the board to practice for compensation until the nurse can qualify for licensure. The temporary permit may be renewed once. Further renewals may be granted in hardship cases. The board may promulgate rules limiting the use and duration of temporary permits and providing for revocation of temporary permits."

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:

Graduate nursing students applying for or working under a temporary permit, and entities who are hiring these students or currently have these students in their employment.

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) 261-4472, DSPSAdminRules@wisconsin.gov

Authorized Signature

October 13, 2020

Date Submitted

Nursing Rules Update – 3/2/2021
Rule Projects - Ongoing

Clearinghouse Rule Number	Scope #	Scope Expiration	Date Scope Requested by Board	Rule Affected	Relating clause	Synopsis	Stage of Rule Process
21-009	134-20	4/19/2023	7/9/2020	N 1	Clinical learning experiences	Comprehensive review of ch. N 1, evaluating simulation-based clinical learning in schools of nursing and considering other models for clinical learning that are being developed.	14. Final rule and legislative report submitted to Governor's Office 3/1/21
20-069	014-20	9/30/2022	3/5/2020	N 1 to 8	Requirements in emergency situations	Comprehensive review of the Board's rules with the objective of establishing waivers and alternate requirements that the Board may utilize to respond to emergency situations.	14. Final rule and legislative report submitted to Governor's Office. 1/12/21
	162-20	6/28/2023	10/8/2020	N 2	Reciprocal credentials for service members, former service members, spouses	Act 143 implementation	09. EIA Comment period, ends on 3/11/2021.
			6/11/2020	N 2	Temporary permits	Requirements for temporary permits to respond to a future emergency and may promulgate a permanent rule to allow the Board to grant a waiver of or variance to the requirements in emergency situations.	03. Scope submitted to Governor's Office 10/15/2020
20-065	047-19	11/11/2021	3/15/2019	N 4	Licensure of nurse midwives	Comprehensive review of ch. N 4 for statutory compliance and current standards. Addresses 2 items identified in the BON 2019 biennial report.	14. Final rule and legislative report submitted to Governor's Office.

Nursing Rules Update – 3/2/2021

Clearinghouse Rule Number	Scope #	Scope Expiration	Date Scope Requested by Board	Rule Affected	Relating clause	Synopsis	Stage of Rule Process
			10/8/2020	N 8	APNP prescribing limitations	Review of limitations in N 8 regarding APNPs prescribing certain drugs.	03. Scope submitted to Governor's Office.
			7/30/2020	N 8	Collaboration with other health care providers	Review of the collaboration requirements in N 8 and other changes throughout the chapter.	03. Scope submitted to Governor's Office.

Emergency Rules

EMR Number	Rules Affected	Rule	Stage of Rule Process	Brief Synopsis of Rule Including Anticipated Stakeholder Support/Opposition if Known	Stage Details
EmR2107	N 1 to 8	Requirements in emergency situations	14. Emergency Rule Effective Date: 2/12/2021	Comprehensive review of the Board's rules with the objective of establishing waivers and alternate requirements that the Board may utilize to respond to emergency situations.	GORC approved 1/14/21, Chair signed 2/1/2021, WSJ publishing 2/12/21. **Effective until 7/11/2021. Public Hearing 3/11/2021.**
	N 2	Temporary permits	06. Scope Published	The Board will promulgate an emergency rule that allows an extended duration of temporary permits and establishes criteria to enable the holder of a temporary permit to practice without direct supervision.	Scope approved by Governor on 1/14/21. Published in Register.

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State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and title of person submitting the request:	2) Date when request submitted:
Marcie Gossfeld, License Permit Program Associate	2/26/2021
	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: 3/11/2021	5) Attachments: ☒ Yes ☐ No	6) How should the item be titled on the agenda page? **Credentialing Statistics and License Counts**

7) Place Item in: ☒ Open Session ☐ Closed Session	8) Is an appearance before the Board being scheduled? *(If yes, please complete Appearance Request for Non-DSPS Staff)* ☐ Yes ☒ No	9) Name of Case Advisor(s), if required:

10) Describe the issue and action that should be addressed:

EO 2 counts for Jan & Feb 2021

	JAN	FEB
APNP	18	13
LPN	5	1
RN	41	27

11)   Authorization

Marcie Gossfeld   *02/26/2021*

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:
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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.

Revised 07/2019

CREDENTIALS ISSUED BY MONTH
FROM: 1/1/2021 TO: 2/26/2021

PROFESSION NAME	YEAR	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	YR TOTALS
Advanced Practice Nurse Prescriber(33)	2021	46	65	0	0	0	0	0	0	0	0	0	0	111
Licensed Midwife (49)	2021	3	2	0	0	0	0	0	0	0	0	0	0	5
Licensed Practical Nurse(31)	2021	126	43	0	0	0	0	0	0	0	0	0	0	169
Nurse - Midwife(32)	2021	2	5	0	0	0	0	0	0	0	0	0	0	7
Registered Nurse(30)	2021	568	626	0	0	0	0	0	0	0	0	0	0	1194

run:2/26/2021 9:42:18 AM report:CredentialsIssuedByMonth url:http://DBWMAD0P3867:80/ReportServer user:ACCOUNTS\angesjdxc

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WISCONSIN DEPARTMENT OF
SAFETY AND PROFESSIONAL SERVICES
LICENSE COUNTS* AS OF 02/26/2021
Includes Temp. Licenses/*F=Firms; I=Individuals

Entity*	Reg.	Profession	In State			Out of State			Totals		
			Active	Inactive	Total	Active	Inactive	Total	Active	Inactive	Total
I	30	Registered Nurse	91,655	52,619	144,274	14,078	60,072	74,150	105,733	112,691	218,424
I	31	Licensed Practical Nurse	13,176	33,407	46,583	850	9,611	10,461	14,026	43,018	57,044
I	32	Nurse - Midwife	234	89	323	35	84	119	269	173	442
I	33	Advanced Practice Nurse Prescriber	6,725	1,398	8,123	1,155	1,477	2,632	7,880	2,875	10,755

License Counts

(Includes Temp. Licenses)

Active = Current License / Inactive = Licensed Expired

			In State			Out of State			Totals		
Reg.	Profession	License Count Date	Active	Inactive	Total	Active	Inactive	Total	Active	Inactive	Total
30	Registered Nurse	2/26/2021	91,655	52,619	144,274	14,078	60,072	74,150	105,733	112,691	218,424
		2/5/2021	91,329	52,672	144,001	13,940	60,092	74,032	105,269	112,764	218,033
		12/2/2020	90,309	52,929	143,238	13,630	60,152	73,782	103,939	113,081	217,020
		11/3/2020	90,103	52,991	143,094	13,377	60,210	73,587	103,480	113,201	216,681
31	Licensed Practical Nurse	2/26/2021	13,176	33,407	46,583	850	9,611	10,461	14,026	43,018	57,044
		2/5/2021	13,146	33,413	46,559	840	9,611	10,451	13,986	43,024	57,010
		12/2/2020	12,960	33,453	46,413	812	9,611	10,423	13,772	43,064	56,836
		11/3/2020	12,908	33,472	46,380	801	9,610	10,411	13,709	43,082	56,791
32	Nurse - Midwife	2/26/2021	234	89	323	35	84	119	269	173	442
		2/5/2021	231	89	320	33	84	117	264	173	437
		12/2/2020	229	89	318	32	84	116	261	173	434
		11/3/2020	228	89	317	32	84	116	260	173	433
33	Advanced Practice Nurse Prescriber	2/26/2021	6,725	1,398	8,123	1,155	1,477	2,632	7,880	2,875	10,755
		2/5/2021	6,695	1,404	8,099	1,127	1,482	2,609	7,822	2,886	10,708
		12/2/2020	6,610	1,434	8,044	1,050	1,508	2,558	7,660	2,942	10,602
		11/3/2020	6,539	1,450	7,989	1,030	1,502	2,532	7,569	2,952	10,521

Nursing Licenses Issued Pursuant to Emergency Order 2:

Profession	10/2020	11/2020	1/2021	2/2021
Registered Nurse	53	68	41	27
Licensed Practical Nurse	5	5	5	1
Nurse Midwife	1	-	-	-
Advanced Practice Nurse Prescriber	11	21	18	13

Created 11/2020, Revised 3/2021 – Policy Development: K. Wood

State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request:	2) Date When Request Submitted:
Jameson Whitney, Board Counsel	**3/2/21**
	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: **3/11/21**	5) Attachments: ☒ Yes ☐ No	6) How should the item be titled on the agenda page? Letter from the North Carolina Nurses Association—Discussion and Consideration

7) Place Item in: ☒ Open Session ☐ Closed Session	8) Is an appearance before the Board being scheduled? ☐ Yes (Fill out Board Appearance Request) ☒ No	9) Name of Case Advisor(s), if required:

10) Describe the issue and action that should be addressed:

The Department received the attached letter regarding the Board's use of the "Nursing Forward" title.

11)   Authorization

Signature of person making this request   Date 3/2/21
Jameson Whitney

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.

Revised 12/2016

THARRINGTON SMITH LLP

ATTORNEYS AT LAW | Est 1964

CRIMINAL DEFENSE
DIVORCE & FAMILY LAW
EDUCATION LAW
CIVIL LITIGATION
APPEALS

Daniel W. Clark

dclark@tharringtonsmith.com

February 11, 2021

VIA EMAIL AND CERTIFIED MAIL
RETURN RECEIPT REQUESTED
Peter Kallio, DNF, CRNA, APNP
Chairperson
Wisconsin Board of Nursing
Department of Safety and Professional Services
Post Office Box 8366
Madison, WI 53708-8366
peter.kallio@rosalindfranklin.edu

Amber L. Cardenas
Chief Legal Counsel
Wisconsin Department of Safety and Professional Services
Post Office Box 8368
4822 Madison Yards Way
Madison, WI 53708-8368
amber.cardenas@wisconsin.gov

Dear Dr. Kallio and Ms. Cardenas:

This firm is counsel to the North Carolina Nurses Association ("NCNA"). It has come to NCNA's attention that the Wisconsin Board of Nursing has been using the mark "Nursing Forward" in connection with its newsletter.

NCNA's service mark "Nursing Forward" is a registered service mark of the North Carolina Nurses Association for advertising and business management consultancy throughout the United States and has been used since 2013 for these services. A copy of the registration is enclosed. Our client is naturally concerned about maintaining the goodwill associated with its marks and wants to avoid the possibility of conflict or confusion which either has or will arise out of your Board's use of the mark.

We believe the Wisconsin Board of Nursing's use of the NCNA mark will likely cause confusion among the public and among national, regional and local clients and potential clients of NCNA and may violate various unfair competition laws of most states and federal trademark law as well.

P: 919.821.4711
F: 919.861.1338

150 Fayetteville Street | Suite 1800 | Raleigh, NC 27601
PO Box 1151 | Raleigh, NC 27602 - 1151

Info@TharringtonSmith.com
TharringtonSmith.com

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Our client respects the trademark rights of other entities and expects others to respect its rights. We suspect that your Board would not want to deliberately continue to use the mark of another company and diminish the value of the company's mark, especially now that this matter has been called to your attention. We anticipate that you will want to use a different mark which will not be damaging to our client, but will be one in which you can build up your own rights and which will become increasingly more valuable to your business with continued use.

We look forward to your acknowledgement of this letter and commitment to cease your use of the mark.

Thank you in advance for your prompt attention to this matter.

Sincerely,

THARRINGTON SMITH, L.L.P.

Daniel W. Clark

2261002

United States of America

United States Patent and Trademark Office

NURSING FORWARD

Reg. No. 4,711,942

Registered Mar. 31, 2015

Int. Cl.: 35

SERVICE MARK

PRINCIPAL REGISTER

NORTH CAROLINA NURSES ASSOCIATION (NCNA) (NORTH CAROLINA CORPORATION)
103 ENTERPRISE STREET
RALEIGH, NC 276052025

FOR: ADVERTISING AND BUSINESS MANAGEMENT CONSULTANCY, IN CLASS 35 (U.S. CLS. 100, 101 AND 102).

FIRST USE 10-2-2013; IN COMMERCE 1-7-2014.

THE MARK CONSISTS OF STANDARD CHARACTERS WITHOUT CLAIM TO ANY PAR-TICULAR FONT, STYLE, SIZE, OR COLOR.

NO CLAIM IS MADE TO THE EXCLUSIVE RIGHT TO USE "NURSING", APART FROM THE MARK AS SHOWN.

SER. NO. 86-361,138, FILED 8-8-2014.

FLORENTINA BLANDU, EXAMINING ATTORNEY

Director of the United States
Patent and Trademark Office