BOARD OF NURSING

Room 121A, 1400 East Washington Avenue, Madison
Contact: Dan Williams (608) 266-2112
May 11, 2017

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

10:00 A.M.
(OR IMMEDIATELY FOLLOWING THE NURSING LEGISLATION AND RULES COMMITTEE MEETING)

AGENDA

CALL TO ORDER – ROLL CALL – OPEN SESSION

A. Adoption of the Agenda (1-3)

B. Approval of the Minutes of April 13, 2017 (4-9)

C. Administrative Matters – Discussion and Consideration
   1) Staff Updates
   2) Board Member – Term Expiration Date
      a. Paul Abegglen – 7/1/2019
      b. Elizabeth Smith Houskamp – 7/1/2020
      c. Maria Joseph – 7/1/2013
      d. Peter Kallio – 7/1/2018
      e. Sheryl Krause – 7/1/2018
      f. Lillian Nolan – 7/1/2019
      g. Luann Skarlupka – 7/1/2017
      h. Cheryl Streeter – 7/1/2018
      i. Pamela White – 7/1/2019

D. Education and Examination Matters – Discussion and Consideration (10-305)
   1) NCLEX Pass Rates of Board Approved RN and PN Schools
      a. Marian University (10-15)
      b. Rasmussen College – Green Bay (16-21)
   2) Request for Authorization to Admit Students to a Nursing School
      a. Americare School of Nursing (22-305)

E. National League of Nursing Accreditation – Discussion and Consideration (306-345)

F. Legislative and Administrative Rule Matters – Discussion and Consideration
   1) Update on Legislation and Pending or Possible Rulemaking Projects
G. Update as to Nurse Compact (NLC) and Enhanced Nurse Compact (eNLC) – Discussion and Consideration

H. Speaking Engagements, Travel, or Public Relations Requests

I. Information Item(s)
   1) National Council of State Boards of Nursing (NCSBN) Items

J. Discussion and Consideration of Items Received After Preparation of the Agenda
   1) Introductions, Announcements, and Recognition
   2) Election of Board Officers
   3) Appointment of Board Liaison(s)
   4) Informational Item(s)
   5) Division of Legal Services and Compliance Matters
   6) Education and Examination Matters
   7) Credentialing Matters
   8) Practice Matters
   9) Legislation / Administrative Rule Matters
   10) Liaison Report(s)
   11) Presentations of Petition(s) for Summary Suspension
   12) Presentation of Proposed Stipulation(s), Final Decision(s) and Order(s)
   13) Presentation of Final Decision and Order(s)
   14) Speaking Engagement(s), Travel, or Public Relations Request(s)

K. 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.).

L. Deliberation on Division of Legal Services and Compliance (DLSC) Matters
   1) Attorney Amanda Florek
      a. Administrative Warning
      b. Proposed Stipulations, Final Decisions and Orders
         1. 16 NUR 200 (P.M.B.) (346-357)
         2. 16 NUR 353 (A.L.L.) (358-364)
         3. 16 NUR 573 (D.J.G.) (364-376)
   2) Attorney Kim Kluck
      a. Proposed Stipulations, Final Decisions and Orders
         1. 16 NUR 654 (A.L.P.) (377-382)
         2. 16 NUR 654 (C.S.B.) (383-388)
         3. 16 NUR 655 (T.L.W.) (389-396)
   3) Case Closures
   4) Monitoring
      a. Department Monitor Jesse Benisch
         1. Melissa Bloechl, R.N. – Requesting Full Licensure (399-422)
         2. Lisa Morgan, R.N. – Requesting Full Licensure (423-438)
      b. Department Monitor Zoua Cha
1. Kelly Edlebeck, R.N. – Requesting Modifications (462-488)

   c. Department Monitor Ashely Ayres
   1. Matthew Elliott, R.N. – Requesting Full Licensure, or Modifications and Monitoring Interruption (489-512)
   2. Angela Hanaman, R.N. – Requesting Full Licensure (513-542)
   4. Brenda Pecor, L.P.N. – Requesting Modification (570-596)
   6. Judy Story, R.N. – Requesting Full Licensure or Modifications (630-651)

M. Proposed Final Decision and Orders: In the Matter of Disciplinary Proceedings Against:
   1) Debra L. Acker, L.P.N., Respondent, DHA Case No. SPS-17-001/DLSC Case No. 15 NUR 258 and 16 NUR 549 (652-662)
   2) Leia Cruz-Perez, R.N., Respondent, DHA Case No. SPS-16-0062/DLSC Case No. 15 NUR 443 (663-695)
   3) Deborah A. Polzin, R.N., Respondent, DHA Case No. SPS-16-0037/DLSC Case No. 15 NUR 259 – Objections and Response to Objections (696-738)

N. Deliberation of Items Received After Preparation of the Agenda
   1) Professional Assistance Procedure (PAP) Matters
   2) Division of Legal Services and Compliance Matters
   3) Monitoring Matters
   4) Credentialing Matters
   5) Education and Examination Matters
   6) Administrative Warnings
   7) Review of Administrative Warnings
   8) Proposed Stipulations, Final Decisions and Orders
   9) Proposed Final Decisions and Orders
   10) Orders Fixing Costs/Matters Related to Costs
   11) Petitions for Summary Suspension
   12) Petitions for Designation of Hearing Examiner
   13) Petitions for Re-hearings
   14) Appearances from Requests Received or Renewed
   15) Motions

O. Consult with Legal Counsel

RECONVENE INTO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION

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

P. Board Meeting Process (Time Allocation, Agenda Items) – Discussion and Consideration
   1) Newsletter Update

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

ADJOURNMENT

The next scheduled meeting is June 8, 2017.
BOARD OF NURSING
MEETING MINUTES
APRIL 13, 2017

PRESENT: Paul Abegglen, Elizabeth Smith Houskamp, Maria Joseph, Peter Kallio, Sheryl Krause, Lillian Nolan, Luann Skarlupka, Cheryl Streeter

EXCUSED: Pamela White

STAFF: Dan Williams, Executive Director; Nifty Lynn Dio, Bureau Assistant; and other DSPS Staff

CALL TO ORDER

Sheryl Krause, Chair, called the meeting to order at 10:09 a.m. A quorum of eight (8) members was confirmed.

ADOPTION OF THE AGENDA

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

APPROVAL OF MINUTES OF MARCH 9, 2017

Amendments to the Minutes

• Correct missing letters from PDF minutes

MOTION: Peter Kallio moved, seconded by Paul Abegglen, to approve the minutes of March 9, 2017 as amended. Motion carried unanimously.

EDUCATION AND EXAMINATION MATTERS

NCLEX Pass Rates of Board Approved RN and PN Schools

Wisconsin Indianhead Technical College

MOTION: Luann Skarlupka moved, seconded by Paul Abegglen, to acknowledge and thank Chaudette Miller from Wisconsin Indianhead Technical College for her appearance before the Board. Motion carried unanimously.

Herzing University Request

MOTION: Peter Kallio moved, seconded by Maria Joseph, to approve the request of Herzing University to increase the Herzing University-Kenosha BSN program length as outlined in today’s agenda. Motion carried unanimously.

UPDATE AS TO NURSE COMPACT (NLC) AND ENHANCED NURSE COMPACT (eNLC)

MOTION: Peter Kallio moved, seconded by Luann Skarlupka, to hold an informational hearing at the May 11, 2017 or alternate date of June 8, 2017 Board meeting to solicit public input on the proposed enhanced nurse licensure compact. Motion carried unanimously.
CLOSED SESSION

MOTION: Paul Abegglen moved, seconded by Cheryl Streeter, to convene to closed session to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85 (1)(b), Stats.); to consider closing disciplinary investigation with administrative warning (ss.19.85(1)(b), Stats. and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.); and, to confer with legal counsel (s.19.85(1)(g), Stats.). Sheryl Krause, Chair, read the language of the motion. The vote of each member was ascertained by voice vote. Roll Call Vote: Paul Abegglen-yes; Elizabeth Smith Houskamp-yes; Maria Joseph-yes; Peter Kallio-yes; Sheryl Krause-yes; Lillian Nolan-yes; Luann Skarlupka-yes; Cheryl Streeter-yes. Motion carried unanimously.

At this time, all external communication contacts will be terminated for purposes of going into Closed Session.

The Board convened into Closed Session at 12:21 p.m.

RECONVENE TO OPEN SESSION

MOTION: Paul Abegglen moved, seconded by Cheryl Streeter, to reconvene into open session. Motion carried unanimously.

The Board reconvened into Open Session at 2:54 p.m.

VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION

MOTION: Peter Kallio moved, seconded by Paul Abegglen, to affirm all motions made 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.)

DIVISION OF LEGAL SERVICES AND COMPLIANCE (DLSC) MATTERS

Attorney Amanda Florek

Administrative Warning

16 NUR 086 (A.N.L.)

MOTION: Peter Kallio moved, seconded by Paul Abegglen, to issue an Administrative Warning in the matter of 16 NUR 086 (A.N.L.) Motion carried unanimously.

Proposed Stipulations, Final Decisions and Orders

16 NUR 239 (V.L.L.)

MOTION: Peter Kallio moved, seconded by Paul Abegglen, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against V.L.L., DLSC Case No. 16 NUR 239. Motion carried unanimously.
DLSC Attorney Kim Kluck

Proposed Stipulations, Final Decisions and Orders

17 NUR 010 – D.M.L.F.

MOTION: Luann Skarlupka moved, seconded by Peter Kallio, to reject the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against D.M.L.F., DLSC Case No. 17 NUR 010. Motion carried unanimously.

MOTION: Paul Abegglen moved, seconded by Cheryl Streeter, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against:
1. 15 NUR 530 (A.M.V.)
2. 16 NUR 062 (T.R.M.)
3. 16 NUR 263 (T.D.S.)
Motion carried unanimously.

Attorney Gretchen Mrozinski

Proposed Stipulation, Final Decision and Order

15 NUR 617 (L.N.B.)

MOTION: Peter Kallio moved, seconded by Cheryl Streeter, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against L.N.B., DLSC Case No. 15 NUR 617. Motion carried unanimously.

Case Closures

MOTION: Peter Kallio moved, seconded by Maria Joseph, to close the DLSC cases for the reasons outlined below:
1. 16 NUR 185 – Prosecutorial Discretion (P5-Flag)
2. 16 NUR 366 (Ackerman) – Insufficient Evidence
3. 16 NUR 366 (Bell) – Insufficient Evidence
4. 16 NUR 366 (Crape) – Insufficient Evidence
5. 16 NUR 366 (Knowles) – No Violation
6. 16 NUR 366 (Robertson) – No Violation
7. 16 NUR 575 – Insufficient Evidence
8. 16 NUR 588 – No Violation
9. 16 NUR 650 – Prosecutorial Discretion (P2)
10. 16 NUR 652 – No Violation
11. 16 NUR 760 – Prosecutorial Discretion (P3)
12. 17 NUR 028 – Prosecutorial Discretion (P6)
Motion carried unanimously.
Monitoring – Jesse Benisch

Stephanie McMillen, R.N. – Requesting Termination of Suspension and Review of Mental Health Assessment

MOTION: Peter Kallio moved, seconded by Maria Joseph, to grant the request of Stephanie McMillen for termination of suspension. The Board has determined Respondent shall continue mental health counseling, submit satisfactory quarterly reports from treater, show this order to her nursing employer and submit quarterly work reports. Respondent may petition for return to full license after one (1) year of submission of satisfactory reports as determined by the Board. Motion carried unanimously.

Monitoring – Ashley Ayres

Amy Brandenburg – Requesting Reduction in Screens and AA/NA Meetings

MOTION: Peter Kallio moved, seconded by Maria Joseph, to grant the request of Amy Brandenburg for reductions in drug screens to 14 per year and one hair test while Respondent is not working as a nurse. Upon employment as a nurse, the drug testing shall increase to 36 per year and one hair test. The Board denies reduction in AA/NA meetings. Reason for denial: Insufficient time under the Board Order (10/08/2015) to demonstrate adequate compliance. Motion carried unanimously.

Cassandra Conrath Bellin, R.N. – Requesting Termination of Direct Supervision, Reduction in Drug Screens and Access to Controlled Substances

MOTION: Luann Skarlupka moved, seconded by Cheryl Streeter, to grant the request of Cassandra Conrath Bellin for access to controlled substances. The Board denies the request for termination of direct supervision and reduction in drug screens. Reason for Denial: Respondent needs to practice nursing under the conditions of the modified Board Order (01/26/2012) before the Board will consider amending other requirements. Motion carried unanimously.

Kara Fedie, R.N., A.P.N.P. – Requesting Full Licensure

MOTION: Peter Kallio moved, seconded by Paul Abegglen, to grant the request of Kara Fedie for full licensure. Motion carried unanimously.

Julie Harley, L.P.N. – Requesting Reduction in Drug Screens

MOTION: Cheryl Streeter moved, seconded by Paul Abegglen, to grant the request of Julie Harley for reduction in drug screens to 28 per year and one hair test. Motion carried unanimously.

(Maria Joseph excused herself from the meeting at 2:13 p.m.)
Melissa Kamp, R.N. – Requesting Access to Controlled Substances, Reduction in Drug Screens and Termination of Treatment

MOTION: Peter Kallio moved, seconded by Lillian Nolan, to grant the request of Melissa Kamp for reduction in drug screens to 36 per year and termination of AODA treatment. The Board denies the request of access to controlled substances. **Reason for Denial:** Respondent needs to practice nursing under the conditions of the modified Board Order (10/08/2015) before the Board will consider amending other requirements. Motion carried unanimously.

Amanda Kautza, R.N. – Requesting Reduction in Drug Screens and Termination of Practice Limitations

MOTION: Paul Abegglen moved, seconded by Cheryl Streeter, to grant the request of Amanda Kautza for full licensure. Motion carried.

Brenda Pittman, R.N. – Requesting Termination of Direct Supervision and Reduction in Drug Screens

MOTION: Lillian Nolan moved, seconded by Luann Skarlupka, to grant the request of Brenda Pittman for termination of supervision. The Board denies the request for reduction in drug screens. **Reason for Denial:** Respondent needs to practice nursing under the conditions of the modified Board Order (09/11/2014) before the Board will consider amending other requirements. Motion carried unanimously.

MOTION Cheryl Streeter moved, seconded by Peter Kallio, to deny the request of Samantha Schlesner for full licensure. **Reason for Denial:** Failure to demonstrate continuous and successful compliance. Respondent needs to fully comply with the complete terms and conditions of the original Board Order (12/03/2009). Motion carried unanimously.

Katie Semling, R.N. – Requesting Full Licensure

MOTION: Peter Kallio moved, seconded by Lillian Nolan, to grant the request of Katie Semling for full licensure. Motion carried unanimously.

Carrie Skifstad, R.N. – Requesting Reduction in Drug Screens and Termination of AA/NA Meetings

MOTION: Peter Kallio moved, seconded by Cheryl Streeter, to grant the request of Carrie Skifstad for reduction in drug screens to 14 per year and one hair test while Respondent is not working as a nurse. Upon employment as a nurse, the drug testing shall increase to 36 per year. The Board denies the request for termination of AA/NA meetings and instead grants a reduction in formal substance abuse meetings to one per month. **Reason For Denial:** Insufficient time under the Board Order (03/24/2011) to demonstrate adequate compliance. Motion carried unanimously.

PROPOSED FINAL DECISION AND ORDER: IN THE MATTER OF DISCIPLINARY PROCEEDINGS AGAINST, VICKI L. DORN, R.N. RESPONDENT, DHA CASE NO. SPS 16-0065/DLSC CCASE NO. 15 NUR 404

MOTION: Peter Kallio moved, seconded by Paul Abegglen, to adopt the Findings of Fact, Conclusions of Law and Proposed Decision and Order in the matter of disciplinary proceedings against Vicki L. Dorn, Respondent, DHA Case No. SPS-16-0065/DLSC Case No. 15 NUR 404. Motion carried unanimously.
ORDER FIXING COSTS IN THE MATTER OF DISCIPLINARY PROCEEDINGS AGAINST CONNIE J. ZIMMERMAN, L.P.N.

MOTION: Cheryl Streeter moved, seconded by Peter Kallio, to adopt the Order Fixing Costs in the matter of disciplinary proceedings against Connie Zimmerman, L.P.N. Motion carried unanimously.

BOARD MEETING PROCESS (TIME ALLOCATION, AGENDA ITEMS)

MOTION: Paul Abegglen moved, seconded by Cheryl Streeter, to cancel the August 10, 2017 meeting. Motion carried unanimously.

ADJOURNMENT

MOTION: Elizabeth Smith Houskamp moved, seconded by Paul Abegglen, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 3:18 p.m.
Report to the Wisconsin Board of Nursing on the
NCLEX-RN® Improvement Plan for
Marian University School of Nursing
Fond du Lac, WI
April 17, 2017

Submitted by Linda Matheson, PhD, RN
Dean, School of Nursing and Health Professions
Marian University, Fond du Lac WI
Report to the Wisconsin Board of Nursing on the NCLEX-RN® Improvement Plan for Marian University School of Nursing

A NCLEX-RN® remediation plan was submitted to the Wisconsin Board of Nursing (WBON) on May 13, 2016 and reviewed at the June 9, 2016 WBON meeting. This plan included strategies encompassing fall 2015 through December 2016. This report will demonstrate that the May 2016 remediation plan is yielding positive results.

A major curricular change was initiated in fall 2013 in response to low NCLEX-RN® pass rates in prior years. This substantive curricular change was designed to better prepare graduates for the NCLEX-RN® examination and nursing practice demands. The new concept-based curriculum (CBC) created better alignment with the BSN Essentials and QSEN core competencies and was reduced from six to five semesters allowing for easier transfer of students from other colleges and universities. The 2015 NCLEX-RN® examination pass rate of 74.47% is reflective of May 2015 graduates from the previous curriculum. Four factors contributed to this pass rate: the transition of curricula, insufficient numbers of faculty, development of new programs in the School of Nursing and Health Profession (SNHP), and turnover in SNHP leadership (see May 2016 NCLEX-RN® Improvement Plan). All of these factors have been addressed. The previous curriculum has been phased out, the CBC curriculum has been fully implemented, five new faculty were added in academic year 2014-2015, the new programs are fully operational under dedicated chair leadership, and a new dean was hired in July 2015.

A closer examination of the December 2015 and May 2016 cohorts taking the 2016 NCLEX-RN® licensure exam demonstrates progressive improvements in cohort scores as a result of the full implementation of the remediation plan in spring 2016. According to the Mountain Measurement Inc. (2016) data (see Table 1), the December 2015 graduates who tested in the first quarter of 2016 had a first time pass rate of 65% (n = 40), and the May 2016 graduates who tested in the third quarter of 2016 had an 88% first time pass rate (n = 42). Despite the higher May 2016 cohort pass rate, the combination of the two groups (63 passers/82 total test takers) yields an unofficial rate of 76.8% for 2016. The National Council of State Boards of Nursing (NCSBN) report indicated there were 61 passers/80 total test takers for a 2016 pass rate of 76.25% (1.78% improvement over 2015). The 2016 all RN takers including repeaters pass rate was 95.2%, which was an improvement over the 2015 rate of 88.9%. Thus, remediation measures have been progressively successful at improving the overall pass rate.

Remediation Plan Implementation

The fall 2015 students were the first cohort taught in the new CBC, and as such, it was unknown how they might do on the NCLEX-RN®. Recognizing this concern, faculty proactively analyzed the curriculum and the May 2015 NCLEX-RN® test data to identify areas that needed enhancement (primarily, but not limited to, community, pediatrics, and obstetrics). Curricular revisions were subsequently incorporated into the fall 2015 curriculum. Additionally, several Health Education Systems Incorporated (HESI) products were integrated into a one credit NCLEX-RN® prep course, N461 Concept Synthesis. Students were provided a four day live
review by HESI instructors, and the HESI exit exam was included as a graduation requirement for the first time. This was problematic as the product is designed to be implemented across the curriculum (not just as an exit criteria). Despite these efforts, this cohort took the NCLEX-RN® test in 2016 and had a 65% pass rate (n = 40) (see Table 1).

The remediation plan submitted to the WBON on May 13, 2016 was initiated in January 2016 and addressed three strategies. The first strategy was to optimize the May 2016 nursing graduates’ ability to pass the NCLEX-RN® exam. The second strategy addressed optimization of learning for those who were progressing through the program, and the third strategy included an assessment of the nursing curriculum to resolve foundational issues.

**First Strategy.** The primary strategy was to incorporate standardized HESI practice tests and a new HESI product, Elsevier Adaptive Quizzing (EAQ), into N461 Concept Synthesis, and there were additional curricular enhancements. This group had an 88% (n = 42) NCLEX-RN® pass rate. The faculty feel the EAQ product was largely responsible for this significant improvement (see Table 1).

**Second and Third Strategies.** Faculty completed a major curriculum assessment on May 16-18, 2016 as outlined in the May 13, 2016 remediation plan to optimize learning of students already in the curriculum and to identify and resolve foundational issues. This included an analysis of student transcripts, NCLEX-RN® reports, and progression criteria. Faculty compared content, concepts, and clinical experiences to the original curriculum plan and best practices to identify where the curriculum had deviated from the original curricular plan and where it needed improvement or enhancement. The outcomes of the assessment were met as follows:

- Curriculum gaps that impact student learning outcomes and NCLEX-RN pass rates were identified;
- Improvement strategies were developed for the 2016-2017 academic year.

Specific strategies to proactively optimize AY 16-17 student learning were as follows:

1. Anatomy and Physiology I and II (8 total credits) replaced Fundamentals of Anatomy and Physiology (5 credits) to provide an enhanced foundation for nursing courses.

2. NRS 461 Concept Synthesis was revised to enhance senior II outcomes.

3. Clinical paperwork was revised and standardized across the curriculum to reflect increasing competency levels across the curriculum.

4. NRS 425 Trends and Issues was revised to include pediatric and obstetrics content pertinent to the course objectives.
5. Course assessment criteria were revised.
   a. The following testing policy was revised as follows:
      i. The percentage of course grades that come from NCLEX-RN style questions was increased from 80% to 90%
      ii. Ten percent of the 90% come from HESI standardized testing products
      iii. Ten percent of test questions are pulled from previously learned content.
      iv. Some nonclinical classes were excused from this requirement
   b. HESI products, including, but not limited to, EAQ, standardized practice tests, and case studies, were incorporated into every class.
   c. A testing committee was created to provide oversight of NCLEX-RN style test questions.

6. Select faculty taught across the curriculum according to their area of expertise (such as obstetrics and pediatrics) to enhance student learning in specialty areas.

7. All faculty were assigned a faculty mentor with advanced training in CBC to assist with course content.

8. Adjunct clinical faculty were oriented to their clinical by clinical coordinators prior to teaching and to CBC by two faculty CBC mentors.

Significant curricular revisions were implemented in fall 2016 based on work completed by faculty over summer 2016 due to the May 2016 curriculum assessment findings. In addition to content and course refinements, this included a revision of the types of clinical experiences students were receiving. Briefly stated, students no longer go to sites that do not prepare them for NCLEX-RN® exam. The graduating seniors attended an additional live review session by a Kaplan instructor prior to midterm. Subsequently, they took the HESI Exit Exam to identify areas of weakness and develop a remediation plan based on the HESI EAQ product. These students took another version of the HESI exam after a four day live review at the end of the semester. The expectation was that students needed to achieve a score of 900 on the exit HESI. Overall aggregate scores are rising from cohort to cohort as demonstrated in Table 2.

**Spring 2017 Remediation Activities**

Faculty continue to refine and target their efforts during the current spring 2017 semester to ensure student success. Faculty have recently submitted proposals to the Curriculum and Education Standards committee to require MAT 111 Fundamentals of Algebra as a prerequisite to the nursing program, increase the NRS 215 Pharmacology from 2 to 3 credits, and create an obstetrics/pediatrics course. The testing policy was revised to incorporate more medication calculations on tests. Faculty are in the process of refining admission and progression criteria to ensure a pipeline of high quality applicants who can be successful in a rigorous nursing curriculum while simultaneously ensuring that all applicants have equal opportunity to be admitted to the nursing program.
Summary

In summary, the Marian University nursing faculty believes the current NCLEX-RN pass rate is reflective of a confluence of factors over the period of time that a new curriculum was being phased in. We are encouraged by the fact that the May 2016 average mean aggregate HESI score was 848, while the national score was 824 (see Table 2), and that the December 2017 cohort score was even higher at 888. Therefore, the dean and faculty are confident that the new CBC and proactive assessment and curriculum strategies will lead to a 2016 NCLEX-RN first time taker pass rate that exceeds the 80% benchmark.
Table 1.

**PERCENTAGE OF YOUR GRADUATES PASSING THE NCLEX-RN® EXAMINATION**

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<td>44</td>
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<tr>
<td>Number Passing</td>
<td>68</td>
<td>10</td>
<td>32</td>
<td>26</td>
<td>37</td>
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<tr>
<td>Percent Passing</td>
<td>91%</td>
<td>71%</td>
<td>73%</td>
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Table 2.

**HESI Exit Comparison by Cohort**

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Marian University School of Nursing
NCLEX-RN Pass Rate Report Page 6
Date: April 25, 2017

To: Wisconsin Board of Nursing

From: Julie Williams, MSN, RN, Dean of Nursing
Rasmussen College - Green Bay
Professional Nursing Associate Degree Program (NCLEX Code US50408500)

Subject: Analysis of NCLEX pass rates, results from remediation plan, and continued remediation plan

I am excited to share that the implementation of our remediation plan has demonstrated success. The 2016 NCLEX first time candidate success rate was 76% and the overall candidate success rate was 82.5%. I am pleased that our 2016 graduates are achieving the required 80% pass rate. Based on the NCSBN data supplied, our first time pass rate for 2016 Rasmussen College - Green Bay graduates is 83.3%. This is a 21.3% improvement from our 2015 graduates. Overall, 50 out of 54 of our 2016 nursing school graduates passed, which is 92.59%.

I am also excited to share that our accreditation journey through the Accreditation Commission for Education in Nursing (ACEN) has been approved. On April 11, 2017 Green Bay received the formal letter of accreditation.

This memorandum serves as a follow-up to our memorandum dated April 11, 2016 (attached). We continue our progress and are committed to developing effective and productive nurses.

If you have any questions please contact me at (920) 593-8450 or Julie.Williams@rasmussen.edu.

Sincerely,

Julie Williams, MSN-Ed, RN
Dean of Nursing
Rasmussen College – Green Bay
Administration Summary:
• The Dean of Nursing, Dean Williams, accepted responsibility to direct and administer the Professional Nursing Associate degree program (“Program”) on the Rasmussen College - Green Bay campus on August 16, 2016. Prior to the current role, she served the School of Nursing for five years as an Associate Professor from March 2012 to August 2016. Nursing faculty, both full-time and part-time, received quarterly evaluations and performance feedback while under the direction of the prior Dean of Nursing, Dean Rogers. This continues under Dean Williams’ leadership.
• Consistency between Wisconsin Rasmussen College Nursing programs continues to be important through regular meetings between Dean Luoma, Dean of Nursing – Wausau campus and Dean Williams. Dean Luoma also serves as a mentor to Dean Williams. They connect weekly.
• Dr. Robert Muster, Regional Dean, has helped maintain continuity as his leadership remains constant.
• A fully trained proctor joined the team on January 1, 2017.
• Feedback from employers attending the April 2017 Advisory Board meeting led to additions of “soft skills” development and training in the clinical setting.

Administration Plan:
• Rasmussen College will continue to maintain consistency with all College and School of Nursing policies and procedures.
• Nursing policies and procedures are clearly communicated to students along with effective enforcement.
• As of September 2016, the Program introduced a more comprehensive process for clinical orientation and quarterly student professional development. An emphasized focus is placed on professionalism, soft skills, clinical requirements, EPIC electronic charting, and ATI electronic supplementary resources supplementing the core curriculum.
• Approval was sought and granted for additional testing proctor hours to support flexibility and student outcomes in March 2017.

Faculty Analysis:
• All full-time faculty positions are filled by credentialed, experienced, and qualified faculty (one faculty was granted permission to instruct via an approved waiver).
• Faculty retention continues to be addressed as enhancements have been made to the onboarding experience. The process is maintained through a formal checklist and frequent survey of the faculty in weekly one-to-one meetings.
• A strong dedicated part-time faculty presence provides continuity.
• Full-time and part-time faculty are required to complete an annual self-evaluation and participate in professional development to continually strengthen and improve their own skills and knowledge. This is facilitated by Rasmussen College by allocating three weeks annually exclusively for faculty professional development. Previous topics have included test-writing, test analysis, building custom assessments using Assessment Technologies Institute (ATI), Blooms taxonomy, and teaching students how to think critically. This continues to be the practice, with new teaching methods demonstrated.

Faculty Plan:
• The Program will continue to structure and support a strong and diverse faculty team. The current full-time faculty to student ratio is 1:20.
• The Program will focus on strengthening current faculty development and growth. One example of this is a simulation workshop being offered to the Dean and the campus simulation expert.
• Dean Williams will conduct weekly one-to-one meetings with all full-time faculty and quarterly one-to-one meetings with all part-time faculty.
• Faculty are required to complete quarterly course reports outlining student statistics within their course including pass rates, completion rates, and exam scores.
• Faculty are required to develop a plan each quarter to improve from the previous quarter based on student feedback. Previous quarter results are discussed during the frequent one-to-one meetings.

Student Analysis:
• In 2015, Rasmussen College- Green Bay implemented a Student Representative initiative which has resulted in great improvements in student motivation and engagement. Students are invited to attend faculty and curriculum meetings.
• In 2015, Rasmussen College - Green Bay implemented a Student Mentor Program. Each faculty was assigned incoming students to mentor. Faculty sent each student an email three or more times per quarter in an effort to cultivate supportive relationships. In 2016, Rasmussen College - Green Bay began sending quarterly student newsletters to address student concerns and post important information. This practice continues in 2017 with a quarterly report being sent mid-term.
• The Program has engaged groups such as the lab committee, pinning committee, students’ suggestions committee, and the communities of interest to improve processes and empower students on the campus. In late 2016 it was determined that it would be best to discuss each topic at staff meetings with the student representative present at the meetings. This has allowed for more student input which supports better decisions. The faculty and Dean believe that the above actions will lead to increased engagement by students.
• In September 2016, Dean Williams implemented a comprehensive orientation plan for students to better prepare them for clinical experiences. In orientation, the Dean and each full-time faculty present topics that are required for clinical preparation. The Green Bay Nursing team has also appointed two full-time faculty to become ATI champions to better mentor students. The faculty and Dean Williams also feel that by promoting the benefits of student representatives, as well as higher student participation, the Program will see a positive impact on student NCLEX-RN outcomes.
• The Green Bay campus is continuing its efforts to implement a Student Nurses Association chapter.

Student Plan:
• The Program will continue to look for ways to strengthen student relationships and foster a culture of community on campus. This focus continues in 2017 with student representation at nursing meetings and fostering student involvement.
• In 2017, the Student Mentor Program will continue to grow and improve, primarily based on student feedback. Faculty will start taping live sessions to introduce themselves, provide guidance, and make sure students know how to reach them.
• Beginning April 2016, live and archived webinar sessions are available to nursing graduates to assist with NCLEX-RN preparation. Topics such as acid/base balance, ABG analyses, test taking strategies and respiratory system alterations will be covered (not all-inclusive). The archived recordings are always available.
• As of April 2016, extended lab hours are available for students who would like to practice skills and/or receive assistance in understanding nursing concepts. The Dean of Nursing and/or faculty are appointed designated hours to assist students.

• In fall 2016 the lab was transformed to a fully functioning simulation lab. Faculty were trained with simulation techniques. The additional lab time provides opportunities to schedule appointments in advance if desired, or if necessary for remediation. Simulation was introduced to reinforce nursing concepts taught in the classroom. The simulation lab continues to be an integral part of student learning.

• ATI will be utilized to the full extent in each nursing course. The ATI representative created and delivered a live session in spring of 2016 to provide faculty with a deeper level of understanding of integrative tools. Currently, Dean Williams is an ATI champion and two faculty members are presently training to be ATI champions. One faculty member and Dean Williams will be attending a simulation conference in May 2017.

• Critical thinking skills are emphasized more heavily in the classroom, clinical, and lab.

Curriculum Analysis:

• In addition to the College Curriculum Committee, Rasmussen College utilizes a National School of Nursing Curriculum Committee comprised of Deans and faculty within the School of Nursing. This committee meets on a monthly basis to review and improve course content, exams, and overall rigor.

• In early 2017 Rasmussen College added additional positions specific to curriculum to facilitate the quality and strength of the nursing programs. These positions include Dr. Lynn Bilder, Director of Curriculum; Dr. Kari Luoma, Associate Degree of Nursing Program Chair; and Dr. Tami Rogers, Bachelor of Science in Nursing Program Chair.

• A Course Lead, a designated faculty member for each course, conducts three meetings with the teaching faculty quarterly to ensure consistency across campuses and evaluate current trends. Adjustments are made as needed after faculty teaching that course have shared input.

• Rasmussen College utilizes ATI as a benchmark throughout the program. ATI data analysis revealed students received the lowest scores in the following areas on their comprehensive predictor exam: physical adaption, reduction of risk, basic care and comfort, psychosocial integrity, and health promotion, resulting in the Program placing additional course emphasis in these areas.

Curriculum Plan:

• Dean Williams will continue to support and encourage faculty through consistent contact and frequent one-to-one conversations to provide input and collaborate with colleagues on best practices.

• Since August 16, 2016, Dean Williams ensures that Course Lead assignments are distributed to faculty in a timely manner. There is also an agenda item on each nursing meeting to discuss faculty lead issues.

• The National School of Nursing Curriculum Committee has created and implemented a new process which ensures consistency with ATI assessments. Information and feedback is continually taken to the curriculum committee via the participating faculty member.

• The Program is committed to monitor and analyze ATI results quarterly to identify gaps and implement direct curriculum revisions if needed.

• The Program faculty evaluate their courses quarterly and provide feedback to the course leads for review and analysis.
Policies Analysis:
- Rasmussen College has implemented a rigorous benchmark policy. In spring 2014, the required standardized Comprehensive Assessment Predictor score was raised from 90% to 95% to assure students had achieved the learning required to support the likelihood of first time success on the NCLEX-RN before graduation.
- The NCLEX-RN Comprehensive Predictor Assessment is given in the final quarter of the program during weeks 8 and 10.
- Rasmussen College nursing students who pass the Comprehensive Predictor Assessment and have successfully met all other graduation requirements are able to graduate and are released to the Board of Nursing for NCLEX-RN registration by the Dean of Nursing.
- Rasmussen College nursing students who do not pass the Comprehensive Predictor Assessment receive an extended incomplete in the course and are assigned to a mentoring faculty. These students have an additional opportunity to remediate and successfully meet the required benchmark.
- Effective January 2015, the policy was created allowing a maximum number of five attempts on the Comprehensive Prediction exam during the quarter of extended incomplete status in order to achieve the 95%. Students who achieve the benchmark of 95% or higher within five attempts and by week 11, receive a grade change based upon completion of all other assignments and exams within the course.
- Students who are unsuccessful in reaching the 95% benchmark during the extended quarter will fail the course and be registered to retake the course the following quarter. While retaking the course, heavy emphasis will be placed on the course content, but also the program overview, individual remediation and continued faculty mentoring.
- Students are required to attain a level two benchmark on the following ATI proctored assessments: Medical-Surgical, Pharmacology, Nutrition, Fundamentals, Maternal Child, Mental Health, Leadership, and Community Health.
- Students are required to achieve an overall total exam score average at or above 78% for all exams taken within each nursing course, in order to earn a passing grade in the course.
- Each student who has a clinical component must achieve 100% on a dosage calculation exam prior to the start of the clinical dates. If the student is unsuccessful, remediation and a retest will be allowed. If the student is still unsuccessful they must repeat the previous course.

Policy Plan:
- **Rasmussen College – Green Bay will continue to effectively enforce the above described policies and standards.**
- Rasmussen College – Green Bay continues to address process improvements in each aspect of the program including administration, faculty, student, curriculum, and policies. By strengthening each cornerstone, an improvement will be seen in the success of the first time NCLEX-RN test taker.
- The stable faculty and leadership of the Rasmussen College School of Nursing are prepared to enthusiastically support the changes necessary to improve the success of the first time test takers. The full-time and part-time faculty have engaged in professional development directly targeting improvement in concept-based teaching and the early identification of struggling students.
- The Program continues the commitment to provide the highest quality curriculum, monitoring, and supporting student academic success, through providing individualized remediation where necessary.
The continuing focus is supporting the Program’s graduates in the achievement of their professional goals.

- It is the Program’s firm belief that the actions that have been taken and are continuing will lead to the necessary improvement of the first time NCLEX-RN success rates, and that the Program will achieve the Wisconsin Board of Nursing benchmark of 80% NCLEX-RN first time success rate in 2017.
Request for Authorization to Admit Students to a Nursing School
BOARD OF NURSING

REQUEST FOR AUTHORIZATION TO ADMIT STUDENTS TO A NURSING SCHOOL

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

(1) Verification of employment of an educational administrator meeting the qualifications in N 1.08 (2) including the following:
   • Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered
   • Graduate degree with a major in nursing
   • Knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation and either educational preparation or 2 years' experience as an instructor in a nursing education program within the last 5 years
   • Current knowledge of nursing practice

(2) Evidence of faculty meeting the qualifications in N 1.08(3) including the following:
   A) For Professional Nursing Faculty:
      • Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered
      • Graduate degree with a major in nursing; interprofessional faculty teaching non-clinical nursing courses must have advanced preparation appropriate for the content being taught.
   B) For Practical Nursing Faculty:
      • Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
      • Baccalaureate degree with a major in nursing.

(3) School's philosophy and objectives

(4) Overview of curriculum including all of the following:
   • Content
   • Course sequence
   • Course descriptions
   • Program evaluation plan
   • Course syllabi for the first year and plan for subsequent years

(5) Verification of establishment of student policies for admission, progression, retention and graduation

(6) Updated timeline for implementing the program and intended date for entry of the first class
Verification of students' ability to acquire clinical skills by providing all of the following:
- Letter of intent or contracts from clinical facilities securing clinical opportunities and documentation of the facility type, size, number of beds, and type of patients.
- Documentation of simulation equipment and experiences.

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

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

To apply for authorization to admit students, submit the following required items to dpsexaminationsofficeccc.wisconsin.gov:

(1) Form #1114 for each faculty member and for the program educational administrator

(2) A written proposal addressing items three (3), four (4), five (5), and six (6) above.

(3) Form #1004 for each clinical facility

Institution applying for authorization to admit students:

Name of School: Americare School of Nursing

Address: 10503 Corporate Drive

Pleasant Prairie, WI 53138

Nursing Program(s) (ADN, BSN, Other): Associate Degree in Nursing with PN-Exit

Jinkee Sarah Beltran RN BSN-MSN

Nursing Educational Administrator

Signature: [Signature]

Educational Administrator

Title: [Title]

Date: 4/28/2017

Alliantmconsult@gmail.com

Telephone Number: 234-522-1588

Email Address

24
Educational Administrator
Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
Madison, WI 53708-8366
1400 E. Washington Avenue
Madison, WI 53703
FAX #: (608) 266-2602
Phone #: (608) 266-2112
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): Jinkee Sarah Beltran
WI RN License #: 226898

School of Nursing Employed By: Americare School Of Nursing

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

Position: X Educational Administrator

Appointment Effective Date: ________________________________

=================================================================================================

FACULTY APPOINTMENTS (complete Section A below).

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

| A. EDUCATIONAL PREPARATION | | | |
|----------------------------|----------------------------|
| Name of Institution        | Location City/State         | Graduation Date | Degree Earned or # of Credits | Major | Minor |
|                            |                            |                |    |                               |      |      |
|                            |                            |                |    |                               |      |      |
|                            |                            |                |    |                               |      |      |
|                            |                            |                |    |                               |      |      |

#1114 (Rev. 12/14)
Ch. N 1.08 Wis. Admin. Code

Committed to Equal Opportunity in Employment and Licensing

Page 1 of 2
Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location City/State</th>
<th>Graduation Date</th>
<th>Degree Earned or # of Credits</th>
<th>Major</th>
<th>Minor</th>
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<tr>
<td>Walden University</td>
<td>Minneapolis,MN</td>
<td>Ongoing</td>
<td>Doctor of Nursing Practice</td>
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</tr>
<tr>
<td>Walden University</td>
<td>Minneapolis,MN</td>
<td>June 2012</td>
<td>MSN</td>
<td>Nursing</td>
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<tr>
<td>University of Makati</td>
<td>Philippines</td>
<td>May 2003</td>
<td>BSN</td>
<td>Nursing</td>
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<tr>
<td>Western Mindanao Unv.</td>
<td>Philippines</td>
<td>May 1991</td>
<td>Bachelor of Science</td>
<td>Science</td>
<td></td>
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B. NURSING INSTRUCTION EXPERIENCE*

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

<table>
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<tr>
<th>From Month/Year</th>
<th>To Month/Year</th>
<th>Part-time or Full-Time</th>
<th>Employer/School</th>
<th>Location City/State</th>
<th>Position/Job Title</th>
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<tr>
<td>October 2009</td>
<td>Present</td>
<td>Part-time</td>
<td>Americare Technical School</td>
<td>Park Ridge, Illinois</td>
<td>Lead Faculty</td>
</tr>
</tbody>
</table>

Jinkee Sarah Beltran RN BSN-MSN
Educational Administrator

Signature

224-522-1588
Telephone Number

Educational Administrator
Title

March 1, 2017
Date

Alliantmconsult@gmail.com
Email Address
Faculty
BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

Faculty/EA Name (Last, First): Stephanie M. Batallan

WI RN License #: 226631

School of Nursing Employed By: Americare School of Nursing

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

Position: X Educational Administrator

Appointment Effective Date: August 18, 2017

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location City/State</th>
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<th>Degree Earned or # of Credits</th>
<th>Major</th>
<th>Minor</th>
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<tr>
<td>Walden University</td>
<td>Minneapolis, MN</td>
<td>Feb. 2015</td>
<td>MSN</td>
<td>Adult Nurse Practitioner Track</td>
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<tr>
<td>Silliman University</td>
<td>Philippines</td>
<td>March 1989</td>
<td>BSN</td>
<td>Nursing</td>
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</table>
Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

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Jinkee Sarah Beltran RN BSN-MSN
Educational Administrator

Signature

Educational Administrator
Title

March 1, 2017
Date

224-522-1588
Telephone Number

Alliantmconsult@gmail.com
Email Address
Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
Madison, WI 53708-8366
1400 E. Washington Avenue
Madison, WI 53703
FAX #: (608) 266-2602
Phone #: (608) 266-2112
E-Mail: dspb@wisconsin.gov
Website: dspb.wisconsin.gov

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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Faculty/EA Name (Last, First): Rommel aenger, Marjo
WI RN License #: 71631

School of Nursing Employed By: American School of Nursing

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

Position: Educational Administrator Faculty

Appointment Effective Date: August 2017

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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

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<tbody>
<tr>
<td>Keiser University</td>
<td>Ft Lauderdale, FL</td>
<td>Dec 2015</td>
<td>Doctorate Degree</td>
<td>Instr Design and Tech</td>
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<tr>
<td>Regis University</td>
<td>Denver, CO</td>
<td>Dec 2008</td>
<td>Master of Science</td>
<td>Nursing</td>
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<td>Carroll College</td>
<td>Milwaukee, WI</td>
<td>May 1990</td>
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<td>Columbia Hosp Sch of Nurs</td>
<td>Milwaukee, WI</td>
<td>May 1978</td>
<td>Diploma</td>
<td>Nursing</td>
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#1114 (Rev. 12/14)
Ch. N 1.08 Wis. Admin. Code

Committed to Equal Opportunity in Employment and Licensing

Page 1 of 2
Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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B. NURSING INSTRUCTION EXPERIENCE*

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Jinkee Sarah Beltran RN BSN-MSN
Educational Administrator

[Signature]

Educational Administrator
Title

September 19, 2016
Date

Alliantmconsult@gmail.com
Email Address

224-522-1588
Telephone Number

Page 2 of 2
Wisconsin Department of Safety and Professional Services  
Mail To: P.O. Box 8366  
Madison, WI 53708-8366  
1400 E. Washington Avenue  
Madison, WI 53703  
FAX #: (608) 266-2602  
Phone #: (608) 266-2112  
E-Mail: dspb@wisconsin.gov  
Website: dspb.wisconsin.gov

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

Faculty/EA Name (Last, First): Mathias, Sarah  
WI RN License #: 15696

School of Nursing Employed By: Americare Shoo of Nurs ag

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

Position: Educational Administrator  
Faculty

Appointment Effective Date: August 2017

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location</th>
<th>Graduation Date</th>
<th>Degree Earned or # of Credits</th>
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<td>Walden University</td>
<td>Minneapolis, MN</td>
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<td>Master of Science</td>
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<td>University of Iowa</td>
<td>Iowa City, IA</td>
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<td>Bachelor of Science</td>
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<td>College of Lake County</td>
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Committed to Equal Opportunity in Employment and Licensing

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33
Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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</tbody>
</table>

Jinkee Sarah Beltran RN BSN - MSN
Educational Administrator
Signature

224-522-1588
Telephone Number

Educational Administrator
Title

September 19, 2016
Date

Alliantmconsult@gmail.com
Email Address
Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
Madison, WI 53708-8366
1400 E. Washington Avenue
Madison, WI 53703
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Faculty/EA Name (Last, First): Becker, Tulsi
WI RN License #: 137707

School of Nursing Employed By: Americare School of Nursing

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

Position: Educational Administrator
Faculty

Appointment Effective Date: August 2017

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

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<tr>
<td>Western Governors Univ</td>
<td>Salt Lake City, UT</td>
<td>Jun 2017</td>
<td>Master of Science</td>
<td>Nursing</td>
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<tr>
<td>Marquette University</td>
<td>Milwaukee, WI</td>
<td>Jun 2000</td>
<td>RN in Direct Entry M$N</td>
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<tr>
<td>University of Toledo</td>
<td>Toledo, OH</td>
<td>Jun 1995</td>
<td>Bachelor of Science</td>
<td>Speech Pathology and Audiology</td>
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Committed to Equal Opportunity in Employment and Licensing

Page 1 of 2

35
Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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Jinkee Sarah Beltran RN BSN-MSN
_ Educational Administrator

Signature

224-522-1588

Educational Administrator

Title

September 19, 2016

Date

glliantmconsult@gmail.com

Email Address

Page 2 of 2
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Faculty/EA Name (Last, First): Patricia Archer  
WI RN License #: Pending

School of Nursing Employed By: Mercy School of Nursing

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

Position: Educational Administrator  
Faculty

Appointment Effective Date: August 2017

FACULTY APPOINTMENTS (complete Section A below).

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

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<td>Chamberlain College of Nursing</td>
<td>Chicago, IL</td>
<td>Feb 2015</td>
<td>Master of Science</td>
<td>Nursing</td>
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<tr>
<td>Chamberlain College of Nursing</td>
<td>Chicago, IL</td>
<td>Mar 2013</td>
<td>Bachelor of Science</td>
<td>Nursing</td>
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<tr>
<td>College of Lake County</td>
<td>Lake County, IL</td>
<td>May 1988</td>
<td>ADN</td>
<td>Nursing</td>
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#1114 (Rev. 12/14)  
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Committed to Equal Opportunity in Employment and Licensing

Page 1 of 2

37
Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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Jinkee Sarah Beltran RN BSN-MSN

Educational Administrator

Signature

224-522-1588

Telephone Number

Educational Administrator Title

July 1, 2016

Date

alliantmconsult@gmail.com

Email Address
Americare School of Nursing:

- Philosophy & Objectives
- Curriculum
- Course Descriptions
- Program Evaluation Plan
- Course Syllabi
Mission and Vision:
Our vision for Americare School of Nursing is to promote nursing care excellence through a community of learning that focuses on society's need for high quality health care and educated professional nurses.
Our mission at Americare School of Nursing is to promote a supportive environment that fosters the educational and developmental needs of the students, faculty, staff and our alumni. Americare School of Nursing is committed to advancing the science and practice of nursing through an excellent nursing education program that focuses on preparing graduates to provide high quality nursing care to a diverse, multicultural society.

Core Values:
Americare School of Nursing expects its students to have the values:

HONESTY  COURAGE  HONOR  RESPECT

Philosophy:
Americare School of Nursing - Nursing Program and its faculty believe that nursing education should enable students to acquire knowledge and skills necessary to meet the changing needs of the healthcare system and society as a whole. The philosophy and conceptual model subscribed by the School is based on the constructs authored by Patricia Brenner's "Novice to Expert Theory" (2000, 2001) and Madeline Leininger's "Culture Care Theory" as well as "Human Caring Theory" (2002, 2006, and 2011).

The School and its faculty believe that the culturally congruent care reflects an infinite number of factors that affect well-being which is important for today's diverse society. It is through culturally congruent care that nursing finds an infinite number of explored dimensions of care as a pursuit for enhanced knowledge that may result in predictable care outcomes (Leininger, 2002).

The School and its faculty embrace Leininger's statement that "care is distinct, dominant, unifying and is the central focus of nursing, and while curing and healing cannot occur effectively without care, care may occur without cure. (Leininger, 2011). Thus, concepts of care are integrated throughout the program.
The School and its faculty further believe that a nurse's clinical judgment evolves over time as a nurse gains experience and further education in the profession (Brenner, 2000). Thus programs and approaches are built upon various student levels of education and experience to include activities that promote learning in the classroom, laboratory, and clinical setting. As the evolution of nursing science, practice and education grows, the commitment to incorporate and support a lifelong learning is embraced.

**Conceptual Framework:**
Program Objectives:

American School of Nursing Program provides the classroom/lab and clinical education and support so that the student will be able to:

**Educational Preparation in Classroom/Lab and Clinical Setting:**

- The formulation of a plan of care and the performance of competent nursing skills, that ensures that direct and indirect nursing care services provide for the individual, and his family will be centered on their safety, comfort, hygiene, health promotion and for disease prevention.
- Develop effective verbal and nonverbal communication skills
- Understand the professional role and functions of the nurse.
- Apply foundational knowledge of the nursing process in providing basic nursing care and the utilization of the nursing process to provide effective holistic care for the client and his family.
- Assist in formulating a teaching/learning plan for culturally diverse clients with selected health alterations
- Utilize relevant technology for client care and documentation

**Competency Based Application:**

- The utilization of critical thinking and problem-solving skills in establishing and maintaining an effective plan of care, taking into consideration knowledge of human behavior, cultural differences, and communication skills
- Function as an effective provider of care at an entry level staff position in a care setting that assist individuals, families, and communities within the health wellness- illness continuum through the provision of management and the coordination of patient care.
- Function as an effective provider of care at an entry level staff position in a care setting that assist individuals, families, and communities within the health wellness- illness continuum through the provision of management and the coordination of patient care.
- Initiate and apply therapeutic communication and a therapeutic relationship with clients as basic nursing care for clients throughout the lifespan is provided.
- Accept legal and ethical accountability for their nursing actions
- Expand upon decision-making, problem solving and critical thinking skills

**Nurse-Patient Relationship**

- Demonstrate professional behaviors and roles of a nurse upon entry into practice
- Collaboration with other health team members to utilize all available information and resources in the care of the individual, his family and community needs.
- Acts as the client’s advocate and educator by giving the client the opportunity to make informed decisions about health care before it is provided

**Evidenced-Based Practice:**

- Value life-long learning and continuation of their nursing education
- Assumes professional accountability and continuation of personal and professional growth and development, and ensures the reflection of a nursing practice that is evidenced-based.
Overview of the curriculum:

**General Education Courses:**

<table>
<thead>
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<th>Course</th>
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<td>Chemistry</td>
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<td>Written Communication</td>
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<tr>
<td>Speech</td>
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<tr>
<td>Anatomy &amp; Physiology I</td>
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<tr>
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<td>Introduction to Psychology</td>
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**Total Credits:** 31

**First Semester:**

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<td>Nursing Skills</td>
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<td>Nursing Pharmacology</td>
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<td>Intro to Clinical Practice</td>
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<td>Lab 2</td>
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**Total Credits:** 8

**Second Semester:**

<table>
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<td>Nursing Health Promotion</td>
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<tr>
<td>Clinical care Across the Lifespan</td>
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<tr>
<td>Introduction to Clinical Care Management</td>
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<tr>
<td>Lab 3</td>
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</table>

**Total Credits:** 11

**PN Exit:** Students who complete the second semester of the first year of the program have an option to graduate as a Practical Nurse and exit the program. They can take the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

**LPN Entry:** Students can reapply reentry into the program, at the third semester.

Transition from LPN to ADN Non-credit class

If more than 2 years since LPN graduation

**Third Semester:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Care Alterations</td>
<td>3</td>
</tr>
<tr>
<td>Mental Health Community Concepts</td>
<td>2</td>
</tr>
<tr>
<td>Intermediate Clinical Practice</td>
<td>2</td>
</tr>
<tr>
<td>Advance Skills</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 10

**Fourth Semester:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Health Alterations II</td>
<td>3</td>
</tr>
<tr>
<td>Management &amp; professional Concepts</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Clinical Practice</td>
<td></td>
</tr>
<tr>
<td>Nursing Clinical Transition</td>
<td></td>
</tr>
<tr>
<td>Lab 3</td>
<td></td>
</tr>
<tr>
<td>Clinical 2</td>
<td></td>
</tr>
<tr>
<td>Clinical 3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 10

**Total Program Hours:** 70
Pathways:

PN Exit: Students who complete the second semester of the first year of the program have an option to graduate as a Practical Nurse and exit the program. They can take the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

LPN Entry: Students can reapply reentry into the program, at the third semester.

PN-ADN Completion Program: This program is available to currently Licensed Practical Nurses choosing to further advance their education.
- Admittance into the program is dependent on space availability
- Completion of PN Orientation to Associate Degree Nursing prior to starting the 3rd semester. This orientation course is good for 6 months. If not completed within this timeframe, students will have to reapply.
- Students that withdraw from a class that is ongoing, has the opportunity to reenroll in the class twice.
- Students may reenter the program twice.

ADN Exit: Students, who choose to complete the two years of the ADN program, will be eligible to take the RN licensure, and take the NCLEX-RN after successfully completing the program. The NCLEX-PN is not a requirement for this option.

Course Descriptions:

General Education Courses:

Chemistry: 3 Credit Hour 45 Lecture Hours
This course provides an overview of chemistry that includes atomic structure, English-metric unit conversions, chemical nomenclature, molecule concepts, chemical reactions, physical behavior of gases solutions and acid-base theory.

Written Communication: 3 Credit Hour 45 Lecture Hours
This course introduces the writing process to complete written projects. Students analyze audience and purpose, generate ideas for writing, employ appropriate rhetorical strategies, research, synthesize and organize information, utilize an approve documentation system for research writing, utilize technology to format documents appropriately and follow grammar and punctuation rules.
**Speech:** 3 Credit Hour 45 Lecture Hours
This course explores the fundamentals of effective oral presentation to small and large groups. Topic selection, audience analysis, methods of organization, research, structuring evidence and support, delivery techniques and other essential elements of speaking successfully, including the listening process, form the basis of this course.

**Anatomy & Physiology I:** 4 Credit Hour 45 Lecture Hours 30 Lab Hours
Examines basic concepts of human anatomy and physiology as they relate to health sciences. Using a body system approach, the course emphasizes the interrelationship between structure and function of the entire human body. It is intended to prepare healthcare professionals who need to apply basic concepts of the whole body for informed decision making in relation to client care.

**Advance Anatomy & Physiology:** 4 Credit Hour 45 Lecture Hours 30 Lab Hours
Normal human anatomy and physiology are studies using a body system approach with on the interrelationship between form and function. Analysis of cellular metabolism, and the individual components of the body systems as the nervous system, neuromuscular system, cardiovascular and the urinary system are discussed as they relate to homeostasis, and imbalances within the body leading to disorders.

**General Microbiology:** 4 Credit Hour 45 Lecture Hours 30 Lab Hours
Examines microbial structure, metabolism, genetics, growth and the relationship between humans and microorganism. Disease production, epidemiology, host defense mechanisms and the medical impact of microbes in the environment, industry, and biotechnology are also addressed.

**Introduction to Sociology:** 3 Credit Hour 45 Lecture Hours
This course introduces the student to the basic concept of sociology as culture, socialization, social stratification, multiculturalism, and the five institutions including family, government, economics, religion and education. Other topics include demography, deviance, technology, environment, social issues, social change, social organizations and work place issues.

**Introduction to Psychology:** 3 Credit Hour 45 Lecture Hours
Surveys the multiple aspects of human behavior. Addresses the theoretical foundation of human functioning in areas such as perception, learning, motivation, development, personality, health and pathology, exploring physiological and psychological environmental influences. Directs the student to an insightful understanding of human relationship in personal and vocational settings.
Developmental Psychology: 3 Credit Hour 45 Lecture Hours
Focuses on the study of human development through the lifespan. It explores the developmental theory and research with emphasis on the interactive nature of the biological, cognitive and psychological changes that affect the individual from conception to birth. Application activities and critical thinking skills will enable the students to gain an increased knowledge and understanding of themselves and others.

First Semester:

Nursing Fundamentals: 2 Credit Hour 30 Lecture Hours
Introduces the study and practice of principles and skills basic to nursing in the care of a diverse client population of all ages. Human needs basic to all will be identified, utilizing the nursing process as the framework for the provision of nursing care. Principles of assessment of care as they relate to alterations in elimination, skin integrity, stress, pain, immobility, infection, inflammation, and fluid and electrolyte imbalances are discussed.

Nursing Skills 2 Credit Hour 60 Lab Hours
Introduces the development of clinical skills and physical assessment across the lifespan. Content includes mathematical calculations and conversions related to clinical skills, vital signs assessment, aseptic techniques, wound care, oxygen administration, tracheostomy care, suctioning, management of enteral tubes, basic medication administration, glucose testing, enemas, ostomy care and catheterizations. In addition, the course includes techniques related to obtaining a health history and basic physical assessment skills using he body systems approach.

Nursing Pharmacology: 2 Credit Hour 30 Lecture Hours
Introduces the principles of pharmacology, including drug classification and their effects on the body. Emphasis is on the use of the components of the nursing process when administering medications.

Intro to Clinical Practice: 2 Credit Hour 90 Clinical hours
This clinical course emphasizes basic nursing skills and application of the nursing process in meeting the needs of a diverse population. Focus is placed on performing basic nursing skills, formation of nurse-client relationship, communication, data collection, documentation, and medication administration.
Second Semester

**Nursing Health Alterations:** 3 Credit Hour 45 Lecture Hours
The concentration for this course is the basic concepts of health and illness. The theory of nursing practice is applied in the care of clients throughout the lifespan, utilizing problem solving and critical thinking skills. A study of conditions affecting the different body systems is explored and therapeutic nursing interventions are applied. Concepts of leadership, team building, and the scope of practice are emphasized.

**Nursing Health Promotion:** 3 Credit Hour  45 Lecture Hours
This course covers topics related to health promotion in the context of the family, that include nursing care of the developing family, reproductive issues, pregnancy, labor and delivery, post-partum, newborn, and the child. Recognizing the spectrum of the healthy family, this course will discern patterns associated with adaptive and maladaptive behaviors, and the application of mental health principles. Emphasis is placed on teaching healthy lifestyle choices, nutrition, exercise, and stress management, and empowerment and risk reduction practices.

**Clinical Care across the Lifespan:** 2 Credit Hour  90 Clinical Hours
Relates nursing concepts and therapeutic interventions to the client across the lifespan in a clinical setting. Provides an introduction to concepts of teaching and learning. Extending care to include the family is emphasized.

**Introduction to Clinical Care Management:** 2 Credit Hour  30 Lecture Hours
 Applies nursing concepts and therapeutic nursing interventions to a group of clients across the lifespan. Provides an introduction to leadership, management and team building.

**PN-ADN entry: Transition from LPN to ADN:** Non-Credit Class.
This course focuses on concepts and skills review.

Third Semester:

**Complex Care Alterations:** 3 Credit Hour  45 Lecture Hours
Focuses on the student’s expansion of knowledge from previous courses as well as the knowledge in caring for clients with alterations in musculoskeletal, cardiovascular, respiratory, endocrine, hematological systems as well as clients with fluid and electrolyte and acid base imbalances.

**Mental Health Community Concepts:** 2 Credit Hour  30 Lecture Hours
This course will assist the students to focus the delivery of nursing care to meet the specific mental health needs of the client, the family, and groups in the community. Community resources will be examined in relation to specific types of support offered to
racial, ethnic, and the economically diverse clients and groups. Mental health concepts will concentrate on adaptive/maladaptive behaviors and specific mental health disorders.

**Intermediate Clinical Practice:** 2 Credit Hour 90 Clinical Hours
This course aims to develop the student's role as a registered nurse working with the client with complex health care needs. A focus of the course is developing skills needed for managing multiple clients and priority setting. Using the nursing process, the students will gain experience in adapting nursing practice to meet the needs of clients with diverse needs and backgrounds.

**Advance Skills:** 3 Credit Hour 90 lab hours
This course focuses on the development of advanced clinical skills across the lifespan. Content include advanced intravenous skills, blood product administration, chest tube systems, basic EKG interpretation and nasogastric/feeding tube insertions.

**Fourth Semester:**

**Complex Health Alterations II:** 3 Credit Hour 45 Lecture Hours
This course further expands knowledge and skills from previous courses as well as the knowledge in caring for clients with alterations in the immune, neurosensory, gastrointestinal, hepato-biliary, renal/urinary and the reproductive systems. The students will also focus on the management care of clients that is on high perinatal risk, high-risk newborns, and the sick child. Synthesis and application of previously learned concepts will be evident in the management of clients with critical/life threatening conditions.

**Management & Professional Concepts:** 2 Credit Hour 30 Lecture Hours
This course concentrates on nursing management and professional issues to the role of the registered nurse. Emphasis is placed on preparing for practice as a registered nurse.

**Advanced Clinical Practice:** 2 Credit Hour 90 Clinical hours
This advanced clinical course is for the student to integrate concepts from all previous courses in the management of groups of clients facing complex health alterations. Students will have the opportunity to further develop critical thinking skills using the nursing process in making clinical decisions. Continuity of care through interdisciplinary collaboration is emphasized.

**Nursing Clinical Transition:** 3 Credit Hour 90 Clinical hours
This clinical experience integrates all knowledge learned in the previous course in transitioning to the role of the graduate nurse. This course promoted relatively independent clinical decisions, delegation, and works collaboratively with others to achieve client and organizational outcomes.
Technology Support:
The School is utilizing a learning management system called “Schoology” for communication, grades, quizzes, and other resources related to the nursing courses. Each student should have an active account. Computers are mostly used also for some assignments and projects. Computers are available for student use in the computer lab.

Academic Support:
Faculty is available to assist with student’s coursework, and students should not hesitate to contact them.

American Disabilities Act:
American School of Nursing complies with the Disabilities Act and makes reasonable accommodations upon request. A documented disability that requires accommodations can be presented to each instructor at the beginning of each course that the student is enrolled in, to ensure that there is adequate time to prepare.

Academic Advising:
Students are mandated to see the Academic Advisor so that there educational goals are reviewed, and reaffirmed for successful completion of the program.

Program Requirements:
The general education and related requirement courses must be completed prior to enrollment in the first semester of the ADN Program. Potential ADN students will be required to maintain cumulative 2.0 or higher GPA. All courses needs to be completed with a C or 75%. The curriculum involves 2-3 days a week each semester for classroom, lab, and/or clinical experience.

- **Complete Application Form**
- **Official Transcripts**: An official copy of transcript(s) from the high school of graduation or GED and all colleges or universities attended must be on file.
- **Entrance Exam Scores** (ATI-TEAS): Students are required to take the entrance exam. The recommended passing composite score is 60%. The entrance exam will cover Math, Reading Comprehension, and Science. (Please contact the School to schedule an appointment for testing).
- **A completed Criminal Background Check** must be completed prior to the beginning of the first semester of nursing courses. Please be aware that if you have history of and or pending criminal or civil convictions, these could affect entry into clinical sites, and could also affect your eligibility to obtain licensure. As part of our affiliation with clinical sites, copies of all students’ criminal background check results are submitted to them. They can deny students access to their facility.

If the student gets denied access to a clinical facility, it means that the clinical competencies required for the course cannot be completed. If the clinical competencies
cannot be completed, the student cannot complete the program, and therefore the student will have to exit the program regardless of their academic standing.

Graduation from a nursing program does not guarantee that a student can sit for the Board examinations as Criminal Background check results can affect eligibility to obtain licensure.

Students are therefore mandated to notify the School as soon as possible if the student has been convicted of a crime, abuse, neglect, misappropriation of client’s property, and or if the student has been denied a license, or if their license has been restricted or limited. A discussion with the Educational Administrator on the impact of these on program progression and or licensure is mandatory.

- **Student Health Records:**
  - History and Physical Examination. (Must be completed within the year).
  - CPR Certification
  - Hepatitis B - Documentation of completed vaccine series and or titer results.
  - Mumps/Rubella/Rubeola
  - Tetanus/Diphtheria - Documentation of immunization within the last 10 years and or titer results.
  - Varicella - Proof of documentation, documentation of disease history from an MD and or titer results.
  - FLU shot
  - PPD - 2-step PPD is required. A clear Chest X-ray is required for those that have a positive PPD and or a doctor’s note that states that the student is healthy.

- **Student liability insurance:**
- **Medical insurance:**
Core Performance Standards for Admission and Progression

Nursing involves the provision of direct care for individuals and is characterized by the application of knowledge in the skillful performance of nursing functions. Therefore, in order to be considered for admissions or be retained in the program after admission, all students must be able to demonstrate the following abilities:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking/ Coping</td>
<td>Critical thinking ability sufficient for clinical judgment. Ability to make fast decisions in stressful situations in a professional manner.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for interaction with others in verbal and written form.</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to move from room to room and maneuver in small spaces.</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective nursing care.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and assess health needs.</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical assessment.</td>
</tr>
<tr>
<td>Strength/Stamina</td>
<td>Sufficient stamina to provide patient care and related responsibilities for extended periods of time (8-12 hours).</td>
</tr>
</tbody>
</table>
Admission by Transfer:

Americare School of Nursing will evaluate transfer students on an individual basis. The School reserves the right to refuse transfer of credit. Students accepted by transfer may be asked to repeat course work if demonstrated performance in clinical or theory is unsatisfactory. The school reserves the right to charge the student a fee for all required proficiency and competency tests. Grades from transferred credits will not be calculated as part of the grade point average. It will only show as TC (Transfer Credit) on the transcript.

Transfer Credits:

The submission of College Transcripts can be evaluated for credit provided that:
The student have earned a grade of C or higher
- Course completed is equivalent to the Americare School of Nursing course descriptions.
- General courses classes can be given credit if the class has occurred within the last 5 years. All nursing courses will be evaluated for credit if class has occurred within the last 2 years. Content mastery of nursing subjects may be required and passed at Level 2 proficiency.
- Credits can also be provided if the student has completed a higher related degree.
- Submission of all the PN-program requirements needs to be completed.
- Conditional acceptance will be allowed in cases where unofficial transcripts are submitted, provided that they follow the stipulations in this agreement.
- Program Residency” A minimum residency of 75% of the:
  - PN Exit Program credit hours or
  - PN entry to the ADN program credit hours
  - ADN Program credit hours

Academic Policies:

Use of Social Media:

Social Media platforms are defined as to include (but are not limited) Facebook, Twitter, you Tube. Snap chat, personal websites, blogging and social media sites: While we recognize your right to engage in these forms of personal communications on your own time, be mindful that what you publish will be public for a long time.
- The students are personally responsible for the content you publish on blogs, wikis or any other form of user generated media
- The students are solely responsible for any web posting found to be defamatory, harassing, an invasion of privacy or in violation of any applicable or federal or state law.
- Protect your privacy and avoid saying anything online that you are not willing to be fully accountable for
• Ensure that your profile and related content is consistent with how you wish to present yourself to other students, and future employers. Students should also be aware of the consequences of these actions. Guidelines for social media use are as follows:
  • No posting of pictures, or make comments about academic and or clinical experiences.
  • Respect the patient’s privacy, by not posting online patient information.
  • Students should not speak on behalf of Americare School of Nursing, the Associate Degree Nursing Program unless authorized to.
  • Students should make aware the Director of Nursing Education of postings that invade the patient’s, faculty and staff, peers, clinical facilities, and clinical facility staff’s privacy.
  • Failure to adhere to the social media policy could result in suspension and or immediate termination from the program.

**Attendance Policy:**

• Students are only allowed excused absences at 10% of each class contact hours. Students must remain in compliance with program and Federal regulations at all times. Failure to maintain number of days required might result in financial aid being withheld and/or dismissal from the program.
• Students are obligated to comply with class attendance policies. The School emphasizes the need for all students to attend classes on a regular and consistent basis in order to develop the skills and attitudes necessary to compete in the highly competitive labor market. Since much of the program is conducted in a hands-on environment, attendance is critical to proper skill building.
• If a student is out of class for an extended period of time due to reasons beyond the student's control, it is the responsibility of the student to inform the instructor. If the student is out of class due to an emergency in which the School Administrator or Director of Nursing Education has intervened, a note will be sent from the Office of the School to the student's instructors notifying them of the prolonged absence.
• The School reserves the right to sever its relationship with any student who has been excessively absent, and that student who incurs excessive absences may be dismissed from a given class and/or from the program upon recommendations of the instructors and approval by the School Administrator or Director of Nursing Education. When it appears to an instructor that a student has discontinued a class without authority, the instructor will report this fact to the School Administrator or Director of Nursing Education.
• Class will start promptly as assigned unless otherwise pre-scheduled with the students. Students arriving late for a class or leaving early are considered tardy. Tardiness on five occasions will be counted as one absence and will be counted in relation to total allowable absences. Students who are not in attendance for at least 50 percent of any scheduled class will be considered absent for that class.
• **Missed Exam due to an absence:** It is the student’s responsibility to notify the appropriate instructor before the scheduled exam. The student must be prepared to take the missed exam on the first day he/she returns to School, unless an arrangement was made prior with the instructor.

• No cellphones are allowed in the examination room.

• The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.

• A student that does not follow the policy will have points deducted from their exam score.

**Clinical Attendance:**

Clinical rotations provide students with an opportunity to apply theoretical concepts into the practical setting, an essential component of our nursing curriculum, therefore clinical is mandatory.

• Clinical assignments may be in locations outside of the student’s city of residence. The student is responsible for transportation and other personal arrangements.

• Clinical performance will be affected by your attendance.

• Clinical absence must be called in to your clinical instructor 1 hour in advance. Failure to call in to report absence for clinical will result in suspension from the program. Late call-ins will result in a warning on first occurrence and probation on second.

• Only excused clinical absences can be made up. Excused absences are due to mitigating circumstances as, (but is not limited to) personal illness, death in the family, inclement weather, military obligation, religious observance, and court appointment. Documentation needs to be provided to excuse the absence.

• Students that missed a clinical rotation day will be asked to make up for the missed day. The student will obtain an incomplete (I) grade until the completion of all course requirements is satisfied. The student will be scheduled on course completion depending on the instructor availability, and the availability of seats and clinical space after currently enrolled students have been placed. If there is no availability, all make up for missed clinical days will have to be at the student’s expense.

**Clinical tardiness** is any student that arrives at the clinical site 15 minutes late. Tardiness without legitimate reason on three separate occasions will be considered an absence. Students arriving at the clinical site later than 15 minutes will be sent home. This will be considered an absence.

**Maternity Policy:**

All information regarding pregnancy is considered confidential.

If a student suspects that she might be in the first trimester of pregnancy, she should inform the Instructor. Upon confirmation of pregnancy, a doctor’s statement, giving the due date of
delivery and permission to continue in the program, is required and will be placed in the student’s file. If difficulties arise during the pregnancy a new physician statement will be required.

If more days are necessary the Faculty will advise the student to take a leave of absence and return for the next school year. Prior to their return to class, the student is required to submit a doctor’s statement, allowing the student to resume all activities without restrictions.

**Illness:**

As future health care professionals concerned for the well-being of your patients, students are expected to report any personal rash, illness, allergy, or injury to the instructor. The instructor will determine appropriateness of the student remaining in the clinical area. The faculty reserves the right to dismiss the student from class or clinical if the student’s illness jeopardizes the health of others. A physician statement will be required prior to allowing the student to return. This will be in accordance with the attendance policy.

**Grading:**

Grade point average (GPA) is calculated based on a 4.0 scale. When calculating the GPA, all points awarded are divided by the total credits attempted. Grade point averages are calculated on a cumulative basis as well as for the individual semester. Upon graduation from an associate degree program or technical diploma program, the program specific GPA is indicated on the student’s official transcript. The letter grading scale used is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range:</th>
<th>GPA Quality Points:</th>
<th>Grade Definitions:</th>
<th>Other Definitions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>4.0</td>
<td>Excellent</td>
<td>INC- Incomplete</td>
</tr>
<tr>
<td>B</td>
<td>80-89.9%</td>
<td>3.0</td>
<td>Above Average</td>
<td>IP- In Progress</td>
</tr>
<tr>
<td>C</td>
<td>75-79.9%</td>
<td>2.0</td>
<td>Average</td>
<td>R-Repeated Course</td>
</tr>
<tr>
<td>D</td>
<td>60-74.9%</td>
<td>1.0</td>
<td>Unsatisfactory</td>
<td>P-Pass</td>
</tr>
<tr>
<td>F</td>
<td>0-60%</td>
<td>0</td>
<td>Fail</td>
<td>F-Fail</td>
</tr>
</tbody>
</table>

_Incomplete (INC)_

An Incomplete grade (INC) is a temporary grade indicating completion of most but not all of the requirements of the course due to circumstances beyond the student’s control. An incomplete grade requires the student to make necessary arrangements with the assigned instructor to complete by the end of the next term. If the requirements are not completed within the time frame allowed, the grade will be automatically become an F.
The INC grade has no academic standing and will not impact the student’s grade point average, until the final grade is assigned.

*In-Progress (IP)*
An in-progress grade is given to a class that is still ongoing.

*Repeated Course (R)*
If a student fails to pass a class, the class may be repeated. These hours are hours attempted but not completed. Only the latest grade will be counted towards the grade point average. The repeated course hours will be added as hours attempted. The course must be passed for the course hours to be allocated from attempted to completed hours.

*Withdrawal (W)*
Withdrawing from the school may have both academic and financial aid consequences. You are encouraged to understand the consequences before you decide to withdraw. Students may withdraw from a class by completing and submitting a Drop Form. The “W” grade will be applied to a dropped class according to the percent of classes having met at the time the class is dropped, as follows:
- 0-10% — No record of the class will appear on the transcript
- 11-50% — “W” grade appears on transcript
- 60-100% — Grade of “F” appears on transcript

If no notification of withdrawal is received, and a student has had an unexplained absence of more than five (5) class days, Americare School of Nursing shall consider the student to have withdrawn from the program. In all cases, the date of withdrawal shall be the last day of attendance. Courses that are withdrawn are counted as hours attempted but not completed.

*Pass/Fail Grades (P/F)*
While the hours spent on these classes are part of the requirements for graduation, these are not calculated as part of your GPA. These hours will count towards your hours attempted and completed.
Content Mastery Exams are part of the requirement to pass the course; they are not calculated as part of your GPA.

*Hold Status*
Hold Status is placed on a student’s account for any amount of tuition, fees, or any other outstanding balance due until such charges have been satisfied. This status prevents the student from registering for classes and prevents the release of and online access to, transcripts/ grades and diplomas.
Progression in the Nursing Program:

The satisfactory academic progression established by AMERICARE SCHOOL of NURSING is consistently applied to all students. All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.

Grade Requirements:

- **Lecture:** A grade of 75% (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. **Failure to pass this content mastery exam will result in an F in the class,** and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.

- **Laboratory Courses** are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.

- **Clinical Courses** are either a Pass/Fail. Student must successfully complete these clinical courses to progress.

Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program. At the end of each term evaluation period, students that failed a course are counseled and placed on **academic warning.** By the next term evaluation period, the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a minimum grade of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on **second academic warning.** At the 3rd term evaluation period, if the student has not obtained a minimum passing grade of 75%, the student will be placed on **academic probation.** This is the last term that the student has to achieve a passing grade. If still unable to obtain a grade of 75% after this term, the student will be dismissed from the program.

Withdrawal Process:
Students that are planning to withdraw from a required nursing course must:

- Meet with the Educational Administrator and or the Academic Counselor. Failure to do this will affect the student’s ability to reenter the program.

- Students may be required to complete competency testing and or a refresher course, if out of the program for more than six months.

Readmission:
A student may apply for re-admission to the program two (2) times. Entrance into the program will be limited to three (3) times. A meeting with the Educational Administrator is required.
Those students granted readmission after having withdrawn due to academic/clinical probation, as well as those previously dismissed, will return to the program on probationary status. The length of the probation will be the balance of the program year.

Students having been dismissed for academic or clinical difficulty must provide evidence of having accomplished the recommendations/requirements outlined on the dismissal form.

Students requesting readmission to the program after withdrawal for health related issues would be asked to submit a physician’s statement regarding physical ability to return to nursing school.

The Educational Administrator may request additional information:
• Students who have been out of the program for one (1) year or longer must submit a new physical examination form and a proof of up-to-date immunization.
• The student that failed the drug screen test has an opportunity to reapply to the program after a year has passed. Students that were in violation of the Drug and Chemical Dependency policy will be readmitted provided that all the recommendations were fulfilled. A physician’s statement is to be submitted regarding their ability to return. Readmission requires random three negative drugs screens in the preceding year at the school’s affiliated facilities. The cost for this requirement is the student’s responsibility.

Appeal Process:
• The student may file an appeal due to a death in the family, illness and other serious reasons.
• The appeal must be made in writing addressed to the Educational Administrator, explaining the reasons that caused the problem.
• The student also has to submit a plan on how he/she plans to attain a satisfactory academic progress.
• The student will receive a written notice as to the decision of their appeal within five business days of submitting the appeal request to the administration. The expectation is that they should adhere to their plan during the appeal process and after it’s approved.

Program Outcomes:
Americare School of Nursing’s plan for assessing its effectiveness encompasses the following elements:
• Instructional Delivery: The effectiveness of the instructional delivery methods are evaluated through the student completion of surveys at the end of each class, lab and or clinical rotation. These include teaching and learning activities as online assignments, case studies, critical thinking scenarios, videos, discussions, assigned projects, nursing skills videos, and return demonstrations in the lab setting, and the submission of clinical diaries and nursing care plans as they rotate in their respective clinical areas.
- **Student Population**: Americare School of Nursing demonstrates that 75% of its students complete their program.

- **Credentialing Examination Participation Rate**: Americare School of Nursing demonstrates that 75% of its graduates participate on credentialing exams required for employment.

- **Credentialing Examination Pass Rate**: Americare School of Nursing demonstrates that 75% of its graduates are successful on credentialing examinations required for employment.

- **Job Placement Rate**: Americare School of Nursing demonstrates that 75% of its graduates are successfully employed in the field, or related field, for which they were trained.

- **Satisfaction Surveys** are conducted that encompasses the following areas:
  - Students Satisfaction (in the classroom, lab and clinical experiences)
  - Graduate Satisfaction: Three months after graduation, Americare School of Nursing conducts a graduate satisfaction survey.
  - Employers Satisfaction: Every year, Americare School of Nursing conducts an employer survey to measure employer satisfaction with our graduates.

The results of all of these are evaluated, interpreted and a plan is formulated to further improve these goals.

**Code of Conduct Policy:**
Americare School of Nursing students are expected to act as mature, responsible adults. Americare School of Nursing recognizes that a student's and or staff's behavior cannot give his or her best performance if subjected to unwelcome and misconduct that can affect and interfere with their growth as a student and interfere with their ability to achieve a satisfactory academic progress.

Americare School of Nursing expects its students to have the values of honesty, courage, honor and respect. Any student found to have committed this misconduct would be subjected to disciplinary action up to and including termination/dismissal from the program.

- Verbal or physical behavior as derogatory comments, slurs, and or physical and verbal threats directed at a student or a group of students that is more likely to create a hostile environment, and invoke a violent response.
- Disruption of classroom/lab and clinical instruction through fighting, insubordination, disrespectful behavior, unnecessary talking during lecture, sleeping or incorrigibility that causes material disruption or obstruction to the educational process.
- Physical abuse, threats, intimidation, harassment, coercion, sexual assault, and behaviors that places the other students/staffs' safety at risk.
• The possession, use and intent to distribute narcotics, controlled drug substances, and alcoholic beverages on campus. Unless permission was granted for alcoholic beverages on certain occasions.
• Attempt or actual theft of some students’ personal and or school property.
• Students are expected to uphold professional standards and express their opinions in an ethical and respectful manner in the classroom, lab and or clinical area. Any student that deviates from this is in violation of this policy.

Instructors can also set behavioral expectations in the class, and students are expected to abide by them. Instructors can address negative behaviors as they occur, and subject the students to a disciplinary action.

**Student Conduct while Providing Nursing Care:**
While providing nursing care for the healthcare client in the clinical area, the student shall be held to the same standard of behavior as a practicing nurse. This standard includes but is not limited to the following:

While providing nursing care, the student shall:
• Report and document nursing assessment or observations including the care provided and the client response to care
• Accurately and timely report to the appropriate instructor or nurse any error(s) or deviations from the prescribed regimen of care
• Not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice
• Implement measures to promote a safe environment for each client
• Delineate, establish and maintain professional boundaries with each client
• At all times while providing direct nursing care to a client
• Provide privacy during examination or treatment and in the care of personal or bodily needs
• Treat each client with courtesy, respect and with full recognition of dignity and individuality
• Not engage in behavior that causes or may cause physical, verbal, mental or emotional abuse to a client
• Not engage on behavior toward a client that may reasonably be interpreted as physical, sexual verbal, mental or emotional abuse
• Not misappropriate a client’s property
• Not engage in behavior to seek or obtain personal gain at the client’s expense
• Not engage in behavior that constitutes inappropriate involvement in the client’s personal relationships

A student may be recommended for dismissal at any time when in the judgment of the faculty they exhibit behavior that jeopardizes the welfare of the patient either by commission or omission.
**Academic Dishonesty Policy:**

Americare School of Nursing and its Faculty will not tolerate academic dishonesty and aiding in academic dishonesty. Academic dishonesty pertains to cheating, plagiarism, falsification of records, and or aiding in any of these. Honesty is the responsibility of all the students of Americare School of Nursing.

To further define:

- **Plagiarism** – Is the intent to use somebody’s intellectual property, without consent.
- **Academic Dishonesty - Cheating**
  
  Cheating is defined as obtaining unauthorized help on an assignment, quiz, or examination. Thus, obtaining answers, information or help from another student, using unauthorized sources for answers during an exam, and obtaining exam questions before an exam and using them are unethical. Other examples of cheating include unauthorized copying from a student’s paper or using unauthorized aids such as books or notes.

- **Aiding Academic Dishonesty**
  
  Another type of prohibited behavior is intentionally assisting someone else to commit an act of academic dishonesty. For example, allowing someone to copy your answers from an examination or use material written by you that you submitted for a grade would constitute aiding academic dishonesty.

Any student participating in academic dishonesty or aiding in such activity will be subjected to disciplinary action.

- On the first offense, the student will automatically obtain an “F”. Student will receive a suspension for this offense.
- On the second offense, the student will be immediately dismissed from the program and will not be allowed to apply for future enrollment at Americare School of Nursing.

There will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected within two weeks of dismissal.

**Disciplinary Action:**

Violation any one or more of the following rules of conduct and behavior shall result in disciplinary action including but not limited to warning, probation, suspension and dismissal depending on the severity of the infraction. Depending on the severity of the infraction, the student can be dismissed from the program immediately.

- **Warning:** A written notice from the instructor outlining the offense and the date of the infraction. In the case of academic dishonesty, the student will automatically obtain an F.
- **Probation:** This occurs due to a second violation of the student conduct policy. A second written notice will be provided to the student. A copy will be placed in the student file.
- **Suspension:** This occurs as a third offense in any area of student conduct. This will require a hearing with the Educational Administrator and/or the Academic Counselor. The recommendation of suspension from the nursing program could be for one to three days and will constitute as an unexcused absence.
Clinical Suspension:
The instructor may place the student on clinical suspension immediately for an act(s) that jeopardize patient care safety.

- The student will be removed from the care area immediately.
- The decision for program dismissal will be made no less than two (2) working days after the incident.
- The student will meet with the instructor and the Educational Administrator for a conference regarding the infraction. Suspension will occur with verbal notification followed by a written notification. The instructor will document incidents that led to the suspension and present this information at the conference. Appropriate steps will follow as outlined in the probation and dismissal policies.
- A student may be suspended one time. Suspension carries a recommendation for dismissal from the program.

Dismissal:
This will be the fourth offense in any area of student conduct and behavior. This will require a hearing with the Administrator of the Nursing Program and/or the Administrator and the Academic Counselor. The recommendation will be for the student to be dismissed from the nursing program.
There will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected.

Substance Free Environment:
Americare School of Nursing is committed to providing a safe and productive environment for our students, visitors and staff. Therefore, we will not tolerate any involvement with alcohol or drugs that adversely affects this environment.

- No student shall ingest or be under the influence of alcohol or any controlled substance while participating in any instructional and/or clinical experience as part of the Americare School of Nursing Program.
- The student will be determined of being under the influence by unacceptable behaviors or psychological changes, which may include but may not be limited to: belligerence, wide mood swings, cognitive impairment, impaired judgment, and impaired social and/or occupational functioning as observed.

Any student reasonably suspected of being under the influence of drugs and/or alcohol will be required:

- On the first instance of suspected drug abuse, a student will need to be evaluated. The student will be asked to provide a certified (observed) urine or blood sample for the purpose of testing for the presence of drugs and/or alcohol. It is the student’s responsibility to make known all medication, which may interfere with the test results before a specimen is obtained. The results will be called in and or mailed to the school.
The student will be suspended pending results of the test. If positive, the student will be referred to a drug treatment/intervention program.

- Failure to comply with the terms of the intervention program will result in recommendation for dismissal from the Americare School of Nursing.
- A student requiring more than one mandatory rehabilitation referrals will be recommended for dismissal from the nursing program.
- Refusal to follow up on recommendations will be cause for recommendation for dismissal.
- In the event a felony conviction has occurred as a result of alcohol/drug abuse, Americare School of Nursing has the right to request a certified urinalysis or blood alcohol at random for screening purposes. If the student refuses to comply with the request, recommendation for dismissal from the nursing program will occur.
- This policy will be shared with any applicant who declares a felony conviction for chemical abuse. The applicant must sign a statement of agreement to this procedure before the admission process will continue.
- The expenses incurred for the evaluation visit will remain the student’s responsibility.
- The student will be considered absent until this issue is resolved. The Attendance Policy will be in effect.

All incidents of suspected chemical/alcohol abuse would be documented and placed in the student’s file until the matter is resolved. The school will maintain the confidentiality of all records and information related to the chemical dependency issues. The Readmission Policy will apply when the student returns.

**Violence Free Environment:**
Americare School of Nursing recognizes that workplace violence is a growing national problem. Because of the safety and security of our students, staff and visitors, violence is strictly prohibited on company property whether it involves students, staff visitors, and vendors and or any person visiting our campus. There will be zero tolerance for violence within the campus, and students that are involved in such will attain an automatic suspension leading to an automatic dismissal from the program.

**Sexual Harassment and Sexual Assault Policy:**
Americare School of Nursing is committed to providing a safe and productive environment for our students, visitors and staff. Therefore, we will not tolerate any sexual harassment in any form.

Sexual harassment is further defined as favors either physical and or verbal in a sexual nature that when:
- Rejected affects one’s employment and or education.
- Rejected affects the full academic performance by creating a hostile environment.

Sexual assault is further defined as any physical contact that is sexual in nature without consent. Any student or employee who believes that a sexually harassment and or a sexual assault have occurred will have to:
- File a report with the President of the School, and or the School Administrator
- All reports will be promptly investigated, maintaining confidentially.
- Substantiated charges will result in automatic dismissal from the program and a report to the corresponding authorities will be initiated.

**Dress and Grooming:**
- Each student must be neat, clean, and well groomed at all times
- Student photo ID must be worn at all times when in the clinical area.
- Nails are to be manicured and not to extend beyond finger pads when fingernails are extended. Only clear polish is to be worn with the uniform.
- Mustaches and beards must be neat and well trimmed both in class and clinical areas.
- Cosmetics must be in good taste and contribute to a professional appearance. Perfume and after-shave lotion are not to be worn in clinical areas.
- Students are not permitted to wear class rings or other jewelry with the exception of the wedding band while in uniform.
- The hairstyle must be professional in appearance. Hair ornaments are not permitted.
- Only one pair of small silver or gold ball shaped earrings are allowed in pierced earlobes; otherwise, no earrings are permitted, i.e. no nose rings, lip rings, multiple pairs in each ear(s), tongue studs, etc.
- No visible tattoos at any time.

The students, who do not conform to the above, will be sent home and will receive an absence for the day.

Requests for dress modification for valid reasons must be submitted in writing and approved by the School prior to implementation.

**Classroom Dress:** Students represents the nursing profession, and as such a conservative appropriate dress is expected.

**Test Policy:**
- The instructor will assign students to their seats.
- The desk area must be clear of all items. All books and personal items must be left in the front of the room as instructed by the instructor.
- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.
- If you leave the exam room, and the exam has already started, you will not be allowed back in. Please use the facilities prior to the start of the exam.
- A clearance must be obtained prior to allowing any student to take a midterm and or a final exam.

**Program Completion:** Allows the student to be able to sit for the NCLEX examination. The NCLEX examination needs to be passed to obtain licensure and practice as a nurse
- All courses have to be passed with a grade of 75% (C).
- Pass all content mastery and comprehensive examinations at a Level 2 or 75%
- A tuition payment plan should be in place and current. The School reserves the right
to collect all payment if the student is in default. Being in default, could affect a student’s ability to take the NCLEX-PN exam, and or to graduate.

- All transcripts grades and or diploma are not released until all financial obligations are met.

**Requisites for Examination as a Registered Nurse (Nurse Practice Act 441.04): The person must have:**

- Graduated from high school or its equivalent as determined by the Wisconsin State Board of Nursing
- DOES NOT have an arrest or conviction record for acts or circumstances that relate directly to the practice of license seeking (i.e., bodily harm/injury; drug or alcohol impairment). Individuals cannot be discriminated against for arrest or conviction record if the precipitating actions do not directly relate to practice (state statute 111.321, 111.322,111.335)
- Graduated from a Board of Nursing approved nursing school. A graduate of Americare School of Nursing is eligible to apply for State Board Examination after the successful completion of the program.
- Payment of fees to the Wisconsin State Board of Nursing

**Transcript:**

All transcripts may be requested. All requests for transcripts must be accompanied by a signed request from the graduate. **Transcripts and diploma will only be released when all fees are paid.**

**Records Retention:**

Students and graduate records are retained in the following manner:

- **Current students:** Files maintained in the office of the nursing faculty
- **Graduates:** Files retained intact for a period of two (2) years, after this period of time all contents will be destroyed with the exception of the following documents:
  - High school transcripts/GED
  - Nursing Program transcripts

Students need to make copies of their own paperwork prior to submission to the school. Paperwork submitted to the school will become the school’s property.

- **Prospective students:** Files maintained in the office of the program coordinator for a period of two (2) years, and then destroyed.
- **Students not completing:** Entire file maintained in office of program coordinator for a period of two (2) years, after this period of time all contents will be destroyed.
Americare School of Nursing

COURSE SYLLABUS OUTLINE

Course Title: Introduction to Chemistry

Course Description:
This course covers the fundamental facts, laws, principles, theories and concepts of chemistry necessary for further work in science or science-related subjects. Some fundamental mathematical concepts crucial to chemistry are also covered.

Course Objectives:
Upon completion of this course, the student will be able to:
- Understand the basic concepts of chemistry that includes the metric system, atomic structure, the periodic table, ionic and covalent bonding, nomenclature of chemical elements and compounds, balancing chemical reactions, oxidation/reduction, states of matter, and solution concentrations.

Methods of Instruction:
- Lecture
- Videos
- Formative Evaluation: Quizzes
- Summative Evaluation: Midterms/Final Exams

Instructor:

Contact Information:

Clock/Credit Hours: 4 Credit Hours 45 Lecture Hours 30 lab hours

Instructional Resources:
- Introductory Chemistry, by Charles Corwin – 6th Ed; Pearson/Prentice Hall

Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

Grade Requirements:
A grade of 75% (C) or higher is required to be maintained in all units of instruction
A student must maintain a grade average of 75 percent to progress from one level to another.
Completion Requirements:
Pass Classroom 75% or higher.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>60-74%</td>
<td>Below Average</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
<td>Failure</td>
</tr>
</tbody>
</table>

PERCENTAGE BREAKDOWN

<table>
<thead>
<tr>
<th>Attendance/Participation/Homework</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Unit Exams</td>
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</tr>
<tr>
<td>Midterms</td>
<td>30%</td>
</tr>
<tr>
<td>Finals</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Progression:
The satisfactory academic progression established by Americare School of Nursing is consistently applied to all students. All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.

Grade Requirements

Lecture: A grade of 75% (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. Failure to pass this content mastery exam will result in an F in the class, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.

Laboratory Courses are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.

Clinical Courses are either a Pass/Fail. Student must successfully complete these clinical courses to progress.

- Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program.
- At the end of each term evaluation period, students that failed a course are counseled and placed on academic warning.
- By the next term evaluation period, the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a minimum grade
of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on second academic warning.

- At the 3rd term evaluation period, if the student has not obtained a minimum passing grade of 75%, the student will be placed on academic probation. This is the last term that the student has to achieve a passing grade. If still unable to obtain a grade of 75% after this term, the student will be dismissed from the program.

Withdrawal Process: Students that are planning to withdraw from a required nursing course must:

- Meet with the Educational Administrator and or the Academic Counselor. Failure to do this will affect the student’s ability to reenter the program.
- Students may be required to complete competency testing and or a refresher course, if out of the program for more than six months.

Code of Conduct Policy:

- Americare School of Nursing students are expected to act as mature responsible adults. Americare School of Nursing recognizes that a students and or staff cannot give his or her best performance if subjected to unwelcome and misconduct that can affect and interfere with their growth as a student and interfere with their ability to achieve a satisfactory academic progress.
- Americare School of Nursing expects its students to have the values of honesty, courage, honor and respect. Any student found to have committed this misconduct would be subjected to disciplinary action up to and including termination/dismissal from the program.
  
  - Verbal or physical behavior as derogatory comments, slurs, and or physical and verbal threats directed at a student or a group of students that is more likely to create a hostile environment, and invoke a violent response.
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  - The possession, use and intent to distribute narcotics, controlled drug substances, and alcoholic beverages on campus. Unless permission was granted for alcoholic beverages on certain occasions.
  - Attempt or actual theft of some students’ personal and or school property.
  - Students are expected to uphold professional standards and express their opinions in an ethical and respectful manner in the classroom, lab and or clinical area. Any student that deviates from this is in violation of this policy.

Instructors can also set behavioral expectations in the class, and students are expected to abide by them. Instructors can address negative behaviors as they occur, and subject the students to a disciplinary action.
Disciplinary Action:
Violation any one or more of the following rules of conduct and behavior shall result in disciplinary action including but not limited to warning, probation, suspension and dismissal depending on the severity of the infraction. Depending on the severity of the infraction, the student can be dismissed from the program immediately.

- **Warning:** A written notice from the instructor outlining the offense and the date of the infraction. In the case of academic dishonesty, the student will automatically obtain an F.
- **Probation:** This occurs due to a second violation of the student conduct policy. A second written notice will be provided to the student. A copy will be placed in the student file.
- **Suspension:** This occurs as a third offense in any area of student conduct. This will require a hearing with the Educational Administrator, the Academic Counsellor, and the School Administrator. The recommendation of suspension from the nursing program could be for one to three days and will constitute as an unexcused absence.
- **Dismissal:** This will be the fourth offense in any area of student conduct and behavior. This will require a hearing with the Educational Administrator, the Academic Counsellor, and the School Administrator. The recommendation will be for the student to be dismissed from the nursing program. There will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected.

Academic Dishonesty Policy:
Americare School of Nursing and its Faculty will not tolerate academic dishonesty and aiding in academic dishonesty. Academic dishonesty pertains to cheating, plagiarism, falsification of records, and or aiding in any of these. Honesty is the responsibility of all the students of Americare School of Nursing.

To further define:
**Plagiarism:** Is the intent to use somebody’s intellectual property, without consent.

**Academic Dishonesty:** Cheating
Cheating is defined as obtaining unauthorized help on an assignment, quiz, or examination. Thus, obtaining answers, information or help from another student, using unauthorized sources for answers during an exam, and obtaining exam questions before an exam and using them are unethical. Other examples of cheating include unauthorized copying from a student’s paper or using unauthorized aids such as books or notes.

**Aiding Academic Dishonesty**
Another type of prohibited behavior is intentionally assisting someone else to commit an act of academic dishonesty. For example, allowing someone to copy your answers from an examination or use material written by you that you submitted for a grade would constitute aiding academic dishonesty.

Any student participating in academic dishonesty or aiding in such activity will be subjected to disciplinary action.

- On the first offense, the student will automatically obtain an “F “. Student will receive a suspension for this offense.
- On the second offense, the student will be immediately dismissed from the program and will not be allowed to apply for future enrollment at Americare School of Nursing. There
will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected within two weeks of dismissal

Attendance Policy:

- Students are only allowed excused absences at 10% of each class contact hours. Students must remain in compliance with program and Federal regulations at all times. Failure to maintain number of days required might result in financial aid being withheld and/or dismissal from the program.
- Students are obligated to comply with class attendance policies. The School emphasizes the need for all students to attend classes on a regular and consistent basis in order to develop the skills and attitudes necessary to compete in the highly competitive labor market. Since much of the program is conducted in a hands-on environment, attendance is critical to proper skill building.
- If a student is out of class for an extended period of time due to reasons beyond the student's control, it is the responsibility of the student to inform the instructor. If the student is out of class due to an emergency in which the Educational Administrator has intervened, a note will be sent from the Office of the School to the student's instructors notifying them of the prolonged absence.
- The School reserves the right to sever its relationship with any student who has been excessively absent, and that student who incurs excessive absences may be dismissed from a given class and/or from the program upon recommendations of the instructors and approval by the Educational Administrator. When it appears to an instructor that a student has discontinued a class without authority, the instructor will report this fact to the Educational Administrator.
- Class will start promptly as assigned unless otherwise pre-scheduled with the students. Students arriving late for a class or leaving early are considered tardy. Tardiness on five occasions will be counted as one absence and will be counted in relation to total allowable absences. Students who are not in attendance for at least 50 percent of any scheduled class will be considered absent for that class.
- Missed Exam due to an absence: It is the student’s responsibility to notify the appropriate instructor before the scheduled exam. The student must be prepared to take the missed exam on the first day he/she returns to School, unless an arrangement was made prior with the instructor.
- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.
- A student that does not follow the policy will have points deducted from their exam score.

Dress and Grooming:

- Each student must be neat, clean, and well-groomed at all times
- Student photo ID must be worn at all times when in the clinical area.
- Nails are to be manicured and not to extend beyond finger pads when fingernails are extended. Only clear polish is to be worn with the uniform.
- Mustaches and beards must be neat and well-trimmed both in class and clinical areas.
Americare School of Nursing

- Cosmetics must be in good taste and contribute to a professional appearance. Perfume and after-shave lotion are not to be worn in clinical areas.
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- No visible tattoos at any time.

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Requests for dress modification for valid reasons must be submitted in writing and approved by the School prior to implementation.

Classroom Dress: Students represents the nursing profession, and as such a conservative appropriate dress is expected.

Test Policy:
- The instructor will assign students to their seats.
- The desk area must be clear of all items. All books and personal items must be left in the front of the room as instructed by the instructor.
- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.
- If you leave the exam room, and the exam has already started, you will not be allowed back in. Please use the facilities prior to the start of the exam.
- A clearance must be obtained prior to allowing any student to take a midterm and or a final exam.
Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Chapters</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>▪ Scientific Measurements</td>
<td>Chapter 2</td>
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<td></td>
<td>▪ The Metric System</td>
<td>Chapter 3</td>
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<td></td>
<td>▪ Matter and Energy</td>
<td>Chapter 4</td>
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<td>▪ Models of the Atom</td>
<td>Chapter 5</td>
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<td></td>
<td>▪ The Periodic Table</td>
<td>Chapter 6</td>
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<td></td>
<td>▪ Language of Chemistry</td>
<td>Chapter 7</td>
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<tr>
<td></td>
<td>▪ Chemical Reactions</td>
<td>Chapter 8</td>
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<tr>
<td></td>
<td>▪ The Mole Concept</td>
<td>Chapter 9</td>
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<tr>
<td></td>
<td>▪ Chemical Equation Calculations</td>
<td>Chapter 10</td>
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<tr>
<td></td>
<td>▪ The Gaseous State</td>
<td>Chapter 11</td>
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<tr>
<td></td>
<td>▪ Chemical Bonding</td>
<td>Chapter 12</td>
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<tr>
<td></td>
<td>▪ Liquids and Solids</td>
<td>Chapter 13</td>
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<tr>
<td></td>
<td>▪ Solutions</td>
<td>Chapter 14</td>
</tr>
</tbody>
</table>
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COURSE SYLLABUS OUTLINE

Course Title: Written Communication

Course Description: This course introduces the writing process to complete written projects. Students analyze audience and purpose, generate ideas for writing, employ appropriate rhetorical strategies, research, synthesize and organize information, utilize an appropriate documentation system for research writing, utilize technology to format documents appropriately and follow grammar and punctuation rules.

Course Objectives: Upon completion of this course, the student will be able to:
- Understand and practice writing as a recursive process of pre-writing, organizing, and revising;
- Be able to write a variety of essays, each of which fulfills a specific purpose, either expository or argumentative;
- Write effective introductions, body paragraphs, and conclusions;
- Use strategies for effective revising and editing;
- Write and edit reports using editing and formatting tools;
- Conduct research in the library, online, and through interviews, and incorporate that research into written arguments;
- Read, interpret, and evaluate primary and secondary sources.
- Create strong thesis statements based on an analysis of information contained in primary and secondary sources.
- Appropriately document sources using Modern Language Association (MLA) style.
- Revise essays to reflect correct usage, syntax grammar, and mechanics
- Prepare and conduct oral presentations

Methods of Instruction:
- Lecture
- Videos
- Formative Evaluation: Quizzes
- Summative Evaluation: Midterms/Final Exams

Instructor:

Contact Information:

Clock/Credit Hours: 3 Credit Hours 45 Lecture Hours

Instructional Resources:
Method of Evaluating Student Academic Progress and Competency: Progress Policies and Grading System

The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

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Americare School of Nursing

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### Americare School of Nursing

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<tbody>
<tr>
<td></td>
<td>Active Writing</td>
<td>Chapter 2</td>
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<tr>
<td></td>
<td>Finding and Supporting a Thesis</td>
<td>Chapter 3</td>
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<td>Writing</td>
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<td>Narration</td>
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<td></td>
<td>Narrative Essay</td>
<td>Chapter 8</td>
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<td>Planning a Paper: Outlining</td>
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<td></td>
<td>Writing Your Paper: An Overview</td>
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<td>Revising, Editing and Proofreading Your Paper</td>
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<td>Writing Your Research Paper</td>
<td>Chapter 21</td>
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<td></td>
<td>Proper Words in Proper Places</td>
<td>Chapter 22</td>
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<td>Comparison and Contrast</td>
<td>Chapter 11</td>
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<td>Classification and Division</td>
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<th>Week 2</th>
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<td>Chapter 20</td>
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COURSE SYLLABUS OUTLINE

Course Title: Speech

Course Description:
This course explores the fundamentals of effective oral presentation to small and large groups. Topic selection, audience analysis, methods of organization, research, structuring evidence and support, delivery techniques and other essential elements of speaking successfully, including the listening process, form the basis of this course.

Course Objectives:
Upon completion of this course, the student will be able to:

- Define the concept of communication and its primary functions.
- Identify and explain the basic elements of communication that contribute to effectiveness in the contemporary society, including an analysis of culture.
- Recognize theories and models that provide insights on improving interpersonal communication.
- Demonstrate interpersonal communication skills, including listening and verbal/nonverbal behaviors.
- Choose techniques that create communication openness in settings where diversity of race, language and culture are represented.
- Recognize essential team skills required for effective group participation, and for dealing with interpersonal conflict in groups.
- Deliver a presentation prepared to address a specific communication-related objective.
- Demonstrate college-level writing skills by integrating material into clear sentences and cohesive paragraphs in written work.

Methods of Instruction:
- Lecture
- Videos
- Formative Evaluation: Quizzes
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Instructor:

Contact Information:

Clock/Credit Hours: 3 credit hours 45 Lecture Hours

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<tr>
<td></td>
<td>Verbal Interactions and Relationships</td>
<td>Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Nonverbal Communication</td>
<td>Chapter 5</td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Researching Interpersonal Dynamics Research Paper</th>
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<tbody>
<tr>
<td></td>
<td>Listening in Relationships</td>
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<td></td>
<td>Emotional Intelligence</td>
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<td>Friendships and Communication</td>
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<td>Supportive Communication in Relationships</td>
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<td>Intimate Communications and Relationships</td>
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<table>
<thead>
<tr>
<th>Week 3</th>
<th>Conflict and Communication</th>
<th>Chapter 9</th>
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<tbody>
<tr>
<td></td>
<td>Family Communication</td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td>Research Project Preparation/Preparations</td>
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</tr>
</tbody>
</table>
COURSE SYLLABUS OUTLINE

Course Title: Anatomy and Physiology I

Course Description:
Lecture:
This course examines the basic concepts of human anatomy and physiology as they relate to health sciences. Using a body system approach, the course emphasizes the interrelationship between structure and function of the entire human body. It is intended to prepare healthcare professionals who need to apply basic concepts of the whole body for informed decision making in relation to client care.

Laboratory:
This course is designed to provide the student with opportunity to apply the theoretical knowledge they have obtained in the lecture classes. Students will be able to have a hands-on experience in relating the human anatomical parts to their specific functions and their relationships with other body systems.

Course Objectives:
Upon completion of this course, the student will be able to:
- Apply descriptive, anatomical, physiological, and directional terminology to the human body and its organization.
- Classify the major chemical components of living things according to their structure function.
- Characterize the basic structure and functions of the cell and its parts.
- Illustrate how cells use and store energy.
- Correlate the structure of tissues with their functions.
- Analyze the role of DNA in controlling cell functions.
- Analyze how components of the integumentary system function in the body.
- Analyze how components of the skeletal system function in the body.
- Analyze how components of the muscular system function in the body.
- Analyze how components of the nervous system function in the body.
- Analyze how components of the somatic and special senses function in the body.
- Analyze how components of the endocrine system function in the body.
- Analyze how components of the blood function in the body.
- Analyze how components of the cardiovascular system function in the body.
- Analyze how components of the lymphatic system function in the body.
- Analyze how components of the digestive system function in the body.
- Analyze how components of the respiratory system function in the body.
- Analyze how the macroscopic components of the urinary system function in the body.
- Analyze how components of the reproductive systems function in the body.
- Use appropriate scientific equipment, methods, and safety precautions.

Laboratory:
- Identify body parts and explain their functions and relationships to other structures.
- Discuss the processes that occur in different body systems from the cellular level up to the organ system level.
American School of Nursing

- Describe the relationship of design or structure to the physiological function of each organ and system.
- Describe the role of abnormalities and how they affect the functions of these organ-systems at any specific level.

Methods of Instruction:
- Lecture
- Videos
- Formative Evaluation: Quizzes
- Summative Evaluation: Midterms/Final Exams
- Hands on Lab

Instructor:

Contact Information:

Clock/Credit Hours: 4 credit units Lecture: 45 Contact hours /Laboratory: 30 lab hours

Instructional Resources:

Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

Grade Requirements:
A grade of 75 % (C) or higher is required to be maintained in all units of instruction
A student must maintain a grade average of 75 percent to progress from one level to another.
Americare School of Nursing

Completion Requirements:
Pass Classroom 75% or higher.
Pass the Laboratory class.

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<td>30%</td>
</tr>
<tr>
<td>Total</td>
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Progression:
The satisfactory academic progression established by Americare School of Nursing is consistently applied to all students.
All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.

Grade Requirements

Lecture: A grade of 75 % (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. Failure to pass this content mastery exam will result in an F in the class, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.

Laboratory Courses are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.

Clinical Courses are either a Pass/Fail. Student must successfully complete these clinical courses to progress.

- Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program.
- At the end of each term evaluation period, students that failed a course are counseled and placed on academic warning.
- By the next term evaluation period, the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in
Americare School of Nursing

the course that he/she is repeating. If the student is unable to maintain a minimum grade of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on second academic warning.

- At the 3rd term evaluation period, if the student has not obtained a minimum passing grade of 75%, the student will be placed on academic probation. This is the last term that the student has to achieve a passing grade. If still unable to obtain a grade of 75% after this term, the student will be dismissed from the program.

Withdrawal Process: Students that are planning to withdraw from a required nursing course must:

- Meet with the Educational Administrator and or the Academic Counselor. Failure to do this will affect the student’s ability to reenter the program.
- Students may be required to complete competency testing and or a refresher course, if out of the program for more than six months.

Code of Conduct Policy:

- Americare School of Nursing students are expected to act as mature responsible adults. Americare School of Nursing recognizes that a students and or staff cannot give his or her best performance if subjected to unwelcake and misconduct that can affect and interfere with their growth as a student and interfere with their ability to achieve a satisfactory academic progress.
- Americare School of Nursing expects its students to have the values of honesty, courage, honor and respect. Any student found to have committed this misconduct would be subjected to disciplinary action up to and including termination/dismissal from the program.
  
  - Verbal or physical behavior as derogatory comments, slurs, and or physical and verbal threats directed at a student or a group of students that is more likely to create a hostile environment, and invoke a violent response.
  - Disruption of classroom/lab and clinical instruction through fighting, insubordination, disrespectful behavior, unnecessary talking during lecture, sleeping or incorrigibility that causes material disruption or obstruction to the educational process.
  - Physical abuse, threats, intimidation, harassment, coercion, sexual assault, and behaviors that places the other students/staffs’ safety at risk.
  - The possession, use and intent to distribute narcotics, controlled drug substances, and alcoholic beverages on campus. Unless permission was granted for alcoholic beverages on certain occasions.
  - Attempt or actual theft of some students' personal and or school property.
  - Students are expected to uphold professional standards and express their opinions in an ethical and respectful manner in the classroom, lab and or clinical area. Any student that deviates from this is in violation of this policy.

Instructors can also set behavioral expectations in the class, and students are expected to abide by them. Instructors can address negative behaviors as they occur, and subject the students to a disciplinary action.
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Disciplinary Action:
Violation any one or more of the following rules of conduct and behavior shall result in disciplinary action including but not limited to warning, probation, suspension and dismissal depending on the severity of the infraction. Depending on the severity of the infraction, the student can be dismissed from the program immediately.

- **Warning:** A written notice from the instructor outlining the offense and the date of the infraction. In the case of academic dishonesty, the student will automatically obtain an F.
- **Probation:** This occurs due to a second violation of the student conduct policy. A second written notice will be provided to the student. A copy will be placed in the student file.
- **Suspension:** This occurs as a third offense in any area of student conduct. This will require a hearing with the Educational Administrator, the Academic Counsellor, and the School Administrator. The recommendation of suspension from the nursing program could be for one to three days and will constitute as an unexcused absence.
- **Dismissal:** This will be the fourth offense in any area of student conduct and behavior. This will require a hearing with the Educational Administrator, the Academic Counsellor, and the School Administrator. The recommendation will be for the student to be dismissed from the nursing program. There will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected.

Academic Dishonesty Policy:
Americare School of Nursing and its Faculty will not tolerate academic dishonesty and aiding in academic dishonesty. Academic dishonesty pertains to cheating, plagiarism, falsification of records, and or aiding in any of these. Honesty is the responsibility of all the students of Americare School of Nursing.

To further define:
**Plagiarism:** Is the intent to use somebody’s intellectual property, without consent.

**Academic Dishonesty:** Cheating
Cheating is defined as obtaining unauthorized help on an assignment, quiz, or examination. Thus, obtaining answers, information or help from another student, using unauthorized sources for answers during an exam, and obtaining exam questions before an exam and using them are unethical. Other examples of cheating include unauthorized copying from a student’s paper or using unauthorized aids such as books or notes.

**Aiding Academic Dishonesty**
Another type of prohibited behavior is intentionally assisting someone else to commit an act of academic dishonesty. For example, allowing someone to copy your answers from an examination or use material written by you that you submitted for a grade would constitute aiding academic dishonesty.

Any student participating in academic dishonesty or aiding in such activity will be subjected to disciplinary action.

- On the first offense, the student will automatically obtain an “F”. Student will receive a suspension for this offense.
- On the second offense, the student will be immediately dismissed from the program and will not be allowed to apply for future enrollment at Americare School of Nursing. There
Americare School of Nursing

will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected within two weeks of dismissal.

Attendance Policy:

- Students are only allowed excused absences at 10% of each class contact hours. Students must remain in compliance with program and Federal regulations at all times. Failure to maintain number of days required might result in financial aid being withheld and/or dismissal from the program.
- Students are obligated to comply with class attendance policies. The School emphasizes the need for all students to attend classes on a regular and consistent basis in order to develop the skills and attitudes necessary to compete in the highly competitive labor market. Since much of the program is conducted in a hands-on environment, attendance is critical to proper skill building.
- If a student is out of class for an extended period of time due to reasons beyond the student's control, it is the responsibility of the student to inform the instructor. If the student is out of class due to an emergency in which the Educational Administrator has intervened, a note will be sent from the Office of the School to the student's instructors notifying them of the prolonged absence.
- The School reserves the right to sever its relationship with any student who has been excessively absent, and that student who incurs excessive absences may be dismissed from a given class and/or from the program upon recommendations of the instructors and approval by the Educational Administrator. When it appears to an instructor that a student has discontinued a class without authority, the instructor will report this fact to the Educational Administrator.
- Class will start promptly as assigned unless otherwise pre-scheduled with the students. Students arriving late for a class or leaving early are considered tardy. Tardiness on five occasions will be counted as one absence and will be counted in relation to total allowable absences. Students who are not in attendance for at least 50 percent of any scheduled class will be considered absent for that class.
- Missed Exam due to an absence: It is the student's responsibility to notify the appropriate instructor before the scheduled exam. The student must be prepared to take the missed exam on the first day he/she returns to School, unless an arrangement was made prior with the instructor.
- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according to the instructor's discretion if you will be allowed in to take the exam should you be late.
- A student that does not follow the policy will have points deducted from their exam score.

Dress and Grooming:

- Each student must be neat, clean, and well-groomed at all times
- Student photo ID must be worn at all times when in the clinical area.
- Nails are to be manicured and not to extend beyond finger pads when fingernails are extended. Only clear polish is to be worn with the uniform.
- Mustaches and beards must be neat and well-trimmed both in class and clinical areas.
Americare School of Nursing

- Cosmetics must be in good taste and contribute to a professional appearance. Perfume and after-shave lotion are not to be worn in clinical areas.
- Students are not permitted to wear class rings or other jewelry with the exception of the wedding band while in uniform.
- The hairstyle must be professional in appearance. Hair ornaments are not permitted.
- Only one pair of small silver or gold ball shaped earrings are allowed in pierced earlobes; otherwise, no earrings are permitted, i.e. no nose rings, lip rings, multiple pairs in each ear(s), tongue studs, etc.
- No visible tattoos at any time.

The students, who do not conform to the above, will be sent home and will receive an absence for the day.

Requests for dress modification for valid reasons must be submitted in writing and approved by the School prior to implementation.

Classroom Dress: Students represent the nursing profession, and as such a conservative appropriate dress is expected.

Test Policy:
- The instructor will assign students to their seats.
- The desk area must be clear of all items. All books and personal items must be left in the front of the room as instructed by the instructor.
- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.
- If you leave the exam room, and the exam has already started, you will not be allowed back in. Please use the facilities prior to the start of the exam.
- A clearance must be obtained prior to allowing any student to take a midterm and or a final exam.
### Schedule – Lecture

<table>
<thead>
<tr>
<th>Topic</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural Organization of the Body</td>
<td>1,2</td>
</tr>
<tr>
<td>Homeostasis</td>
<td>3</td>
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<tr>
<td>Chemicals of life</td>
<td>4,5</td>
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<tr>
<td>Cytology</td>
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<tr>
<td>Cell cycle</td>
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<td>Histology</td>
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<tr>
<td>Integumentary System</td>
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<tr>
<td>Skeletal System</td>
<td>6,7</td>
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<tr>
<td>Joints</td>
<td>8,9,10</td>
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<td>Muscular System</td>
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<td>Nervous System</td>
<td>11,12,13,14,15</td>
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<tr>
<td>Cardiovascular System</td>
<td>17</td>
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<td>Lymphatics</td>
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<td>Respiratory System</td>
<td>22</td>
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<td>Urinary and Digestive Systems</td>
<td>23,25</td>
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<td>Endocrine System/Reproductive System</td>
<td>16,27</td>
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### Schedule - Laboratory

<table>
<thead>
<tr>
<th>Topic</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>Body Cavities</td>
<td>1,2</td>
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<tr>
<td>Quadrants and Regions (Models)</td>
<td>3</td>
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<tr>
<td>Microscope Usage and Microscopic Anatomy of Epithelium</td>
<td>4,5</td>
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<tr>
<td>Microscopic Anatomy of Connective Tissue</td>
<td>6,7</td>
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<tr>
<td>Cranial and Facial Bones</td>
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<td>Vertebral Column</td>
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<tr>
<td>Bony Thorax</td>
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<tr>
<td>Pectoral Girdle</td>
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<tr>
<td>Upper Limbs</td>
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<tr>
<td>Bones of the Pelvic Girdle &amp; Lower Limbs</td>
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<tr>
<td>Microscopic Anatomy of Osseous Tissue</td>
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<tr>
<td>Muscle Identification (Models)</td>
<td>8,9,10</td>
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<tr>
<td>Muscle Identification</td>
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<tr>
<td>Microscopic Anatomy of Skeletal</td>
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<tr>
<td>Smooth, and Cardiac Muscle</td>
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<td>Muscle Identification</td>
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<tr>
<td>Microscopic Anatomy of Skeletal</td>
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<tr>
<td>Smooth, and Cardiac Muscle</td>
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<tr>
<td>Special Senses</td>
<td>11,12,13,14,15</td>
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<td>Microscopic Anatomy of Nervous Tissue</td>
<td>17</td>
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<td>Blood Typing</td>
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<tr>
<td>Hemoglobin /Hematocrit Clotting Time</td>
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<td>Heart Dissection</td>
<td>18, 19, 20</td>
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<td>Major Blood Vessels</td>
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<tr>
<td>Americare School of Nursing</td>
<td></td>
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<tr>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Lung Anatomy, Volumes &amp; Capacities</strong></td>
<td>Chapter 22</td>
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<tr>
<td><em>Digestive System</em></td>
<td>Chapters 23, 25</td>
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<tr>
<td><em>Urinary System</em></td>
<td>Chapters 16, 27</td>
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<td><strong>Finals</strong></td>
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COURSE SYLLABUS OUTLINE

Course Title: Anatomy & Physiology II

Course Description:
Lecture:
This course focuses on normal human anatomy and physiology and is studied using a body systems approach with emphasis on the interrelationships between form and function at the gross and microscopic levels of organization. There is continued examination of homeostatic mechanisms and their relationship to fluid, electrolyte, acid-base balance and blood. Integration of genetics to human reproduction and development are also included in this course.

Laboratory:
This course is designed to provide the student with opportunity to apply the theoretical knowledge they have obtained in the lecture classes. Students will be able to have a hands-on experience in relating the human anatomical parts to their specific functions and their relationships with other body systems.

Course Objectives:
Lecture:
Upon completion of this course, the student will be able to:
- Identify the processes of cellular metabolism
- Analyze how the individual components of the nervous system work as an integrated whole
- Correlate neuro-muscular physiology to normal body function
- Illustrate the role of DNA in controlling cell function and genetics
- Correlate the components of the immune system to their functions
- Correlate cardiovascular physiology to human health
- Analyze urinary anatomy and physiology
- Explain the mechanisms maintaining adequate tissue profusion and oxygenation
- Distinguish among the processes of digestion, absorption, and assimilation
- Correlate blood components and composition to homeostatic mechanisms
- Correlate fluid, electrolyte and acid-base balance to the homeostatic mechanisms responsible for their control
- Integrate genetics, development and human reproductive physiology
- Use appropriate scientific equipment, methods, and safety precautions

Laboratory:
- Identify body parts and explain their functions and relationships to other structures.
- Discuss the processes that occur in different body systems from the cellular level up to the organ system level.
- Describe the relationship of design or structure to the physiological function of each organ and system.
- Describe the role of abnormalities and how they affect the functions of these organ-systems at any specific level.
Methods of Instruction:
- Lecture
- Videos
- Formative Evaluation: Quizzes
- Summative Evaluation: Midterms/Final Exams
- Hands on Lab

Instructor:

Contact Information:

Clock/Credit Hours: 4 credit units Lecture: 45 Contact hours/Laboratory: 30 lab hours

Instructional Resources:


Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

Grade Requirements:
- A grade of 75 % (C) or higher is required to be maintained in all units of instruction
- A student must maintain a grade average of 75 percent to progress from one level to another.

Completion Requirements:
- Pass Classroom 75% or higher.
- Pass the Laboratory class.

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Progression:
The satisfactory academic progression established by AMERICARE SCHOOL of NURSING is consistently applied to all students.
All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.

- **Grade Requirements**
  - **Lecture**: A grade of 75% (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. **Failure to pass this content mastery exam will result in an F in the class**, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.
  - **Laboratory**: Courses are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.
  - **Clinical Courses** are either a Pass/Fail. Student must successfully complete these clinical courses to progress.

Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program.

- At the end of each term evaluation period, students that failed a course are counseled and placed on **academic warning**.
- By the next term evaluation period, the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a minimum grade of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on **second academic warning**.
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**Withdrawal Process**: Students that are planning to withdraw from a required nursing course must:

- Meet with the Program Director and or the Academic Counselor. Failure to do this will affect the student’s ability to reenter the program.
- Students may be required to complete competency testing and or a refresher course, if
Americare School of Nursing

out of the program for more than six months.

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- Attempt or actual theft of some students’ personal and or school property.
- Students are expected to uphold professional standards and express their opinions in an ethical and respectful manner in the classroom, lab and or clinical area. Any student that deviates from this is in violation of this policy.

Instructors can also set behavioral expectations in the class, and students are expected to abide by them. Instructors can address negative behaviors as they occur, and subject the students to a disciplinary action.

Disciplinary Action:
Violation any one or more of the following rules of conduct and behavior shall result in disciplinary action including but not limited to warning, probation, suspension and dismissal depending on the severity of the infraction. Depending on the severity of the infraction, the student can be dismissed from the program immediately.

- Warning: A written notice from the instructor outlining the offense and the date of the infraction. In the case of academic dishonesty, the student will automatically obtain an F.
- Probation: This occurs due to a second violation of the student conduct policy. A second written notice will be provided to the student. A copy will be placed in the student file.

Suspension: This occurs as a third offense in any area of student conduct. This will require a hearing with the Director of the Nursing Program and/or the Administrator and the Academic Counselor. The recommendation of suspension from the nursing program could be for one to three days and will constituent as an unexcused absence.
Americare School of Nursing

Dismissal: This will be the fourth offense in any area of student conduct and behavior. This will require a hearing with the Administrator of the Nursing Program and/or the Administrator and the Academic Counselor. The recommendation will be for the student to be dismissed from the nursing program.

- There will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected.

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Americare School of Nursing and its Faculty will not tolerate academic dishonesty and aiding in academic dishonesty. Academic dishonesty pertains to cheating, plagiarism, falsification of records, and or aiding in any of these. Honesty is the responsibility of all the students of Americare School of Nursing.
To further define:

- **Plagiarism** – Is the intent to use somebody’s intellectual property, without consent.

- **Academic Dishonesty - Cheating**
  - Cheating is defined as obtaining unauthorized help on an assignment, quiz, or examination. Thus, obtaining answers, information or help from another student, using unauthorized sources for answers during an exam, and obtaining exam questions before an exam and using them are unethical. Other examples of cheating include unauthorized copying from a student’s paper or using unauthorized aids such as books or notes.

- **Aiding Academic Dishonesty**
  - Another type of prohibited behavior is intentionally assisting someone else to commit an act of academic dishonesty. For example, allowing someone to copy your answers from an examination or use material written by you that you submitted for a grade would constitute aiding academic dishonesty

Any student participating in academic dishonesty or aiding in such activity will be subjected to disciplinary action.

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Americare School of Nursing

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Each student must be neat, clean, and well-groomed at all times
- Student photo ID must be worn at all times when in the clinical area.
- Nails are to be manicured and not to extend beyond finger pads when fingernails are extended. Only clear polish is to be worn with the uniform.
- Mustaches and beards must be neat and well-trimmed both in class and clinical areas.
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Test Policy:
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- If you leave the exam room, and the exam has already started, you will not be allowed back in. Please use the facilities prior to the start of the exam.
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### Lecture:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify the process of cellular metabolism</td>
<td>Chapter 1,2,3</td>
</tr>
<tr>
<td></td>
<td>Analyze how the individual components of the nervous system work as an integrated whole</td>
<td>Chapter 12,13</td>
</tr>
<tr>
<td></td>
<td>Correlate neuromuscular physiology to normal body function.</td>
<td>Chapter 14,15</td>
</tr>
<tr>
<td></td>
<td>Illustrate the role of DNA in controlling cell function and genetics.</td>
<td>Chapter 4,5</td>
</tr>
<tr>
<td></td>
<td>Analyze the sensory receptors</td>
<td>Chapter 16</td>
</tr>
<tr>
<td></td>
<td>Correlate the components of the immune system to their functions.</td>
<td>Chapter 21</td>
</tr>
<tr>
<td></td>
<td>Correlate cardiovascular physiology to human health.</td>
<td>Chapter 19,20</td>
</tr>
<tr>
<td></td>
<td>Analyze urinary anatomy and physiology.</td>
<td>Chapter 23</td>
</tr>
<tr>
<td></td>
<td>Explain the mechanisms maintaining adequate tissue perfusion and oxygenation.</td>
<td>Chapter 22</td>
</tr>
<tr>
<td></td>
<td>Distinguish among the processes of digestion, absorption, and assimilation.</td>
<td>Chapter 25,26</td>
</tr>
<tr>
<td></td>
<td>Correlate blood components and composition to homeostatic mechanisms.</td>
<td>Chapter 18</td>
</tr>
<tr>
<td></td>
<td>Correlate fluid, electrolyte, and acid-base balance to the homeostatic mechanisms responsible for their control.</td>
<td>Chapter 24</td>
</tr>
<tr>
<td></td>
<td>Integrate genetics, development, and human reproductive physiology.</td>
<td>Chapter 27,28</td>
</tr>
<tr>
<td></td>
<td>Explain the process of fetal development</td>
<td>Chapter 29</td>
</tr>
<tr>
<td></td>
<td>Use appropriate scientific equipment, methods, and safety precautions.</td>
<td></td>
</tr>
</tbody>
</table>

### Course Schedule - Laboratory

<table>
<thead>
<tr>
<th>Topics</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Lab Science, Measurement and Chemistry Organs Systems and organization of the Body</td>
<td>Chapter 1,2</td>
</tr>
<tr>
<td>Microscopy</td>
<td>Chapter 3,4</td>
</tr>
<tr>
<td>Cell Structure and Function</td>
<td></td>
</tr>
<tr>
<td>Functions of Cell Membranes</td>
<td>Chapter 5,6</td>
</tr>
<tr>
<td>Tissues</td>
<td></td>
</tr>
<tr>
<td>Integumentary System</td>
<td>Chapter 7,8</td>
</tr>
<tr>
<td>Introduction to the Skeletal System</td>
<td></td>
</tr>
<tr>
<td>Axial Skeleton</td>
<td>Chapter 9,10,11</td>
</tr>
<tr>
<td>Appendicular Skeleton</td>
<td></td>
</tr>
<tr>
<td>Articulation</td>
<td></td>
</tr>
<tr>
<td>Muscles and Muscles of Upper Extremity</td>
<td>Chapter 12,13</td>
</tr>
<tr>
<td>Muscles of Lower Extremity</td>
<td></td>
</tr>
<tr>
<td>Muscle of the Head and Neck</td>
<td>Chapter 14,15</td>
</tr>
<tr>
<td>Muscle of the Trunk</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Chapter</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Urinary System</td>
<td>Chapter 39,40</td>
</tr>
<tr>
<td>Urinalysis</td>
<td></td>
</tr>
<tr>
<td>Respiratory Function, Breathing, Respiration</td>
<td>Chapter 37</td>
</tr>
<tr>
<td>Physiology of Exercise and Pulmonary Health</td>
<td>Chapter 38</td>
</tr>
<tr>
<td>Anatomy of the Digestive System</td>
<td>Chapter 41</td>
</tr>
<tr>
<td>Digestive Physiology</td>
<td>Chapter 42</td>
</tr>
<tr>
<td>Male Reproductive System</td>
<td>Chapter 42</td>
</tr>
<tr>
<td>Female Reproductive System</td>
<td>Chapter 43,44</td>
</tr>
<tr>
<td>Early Development</td>
<td>Chapter 44</td>
</tr>
</tbody>
</table>
COURSE SYLLABUS OUTLINE

Course Title: General Microbiology

Course Description: Examine microbial structure, metabolism, genetics, growth and the relationship between humans and microorganism. Disease production, epidemiology, host defense mechanisms and the medical impact of microbes in the environment, industry, and biotechnology are also addressed.

Course Objectives: Upon completion of this course, the student will be able to:
- Compare and distinguish the basic groups of microbes, including prokaryotic, eukaryotic microbes and viruses
- Identify microbiological techniques and biochemical functions
- Comprehend environmental and applications in microbiology
- Experience isolation and identification of microbes

Methods of Instruction:
- Lecture
- Videos
- Formative Evaluation: Quizzes
- Summative Evaluation: Midterms/Final Exams

Instructor:

Contact Information:

Clock/Credit Hours: 4 Credit Hours 45 Lecture Hours 30 Lab Hours

Instructional Resources:
Course Website(s)
http://www.pearsonhighered.com/tortora10einfo/

- Microbiology: An Introduction 10th edition; Tortora, Funke and Case; Benjamin Cummings-Pearson Education; 2009.

Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.
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Grade Requirements:
A grade of 75 % (C) or higher is required to be maintained in all units of instruction
A student must maintain a grade average of 75 percent to progress from one level to another.

Completion Requirements:
Pass Classroom 75% or higher.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>60-74%</td>
<td>Below Average</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
<td>Failure</td>
</tr>
</tbody>
</table>

**PERCENTAGE BREAKDOWN**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation/Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes/Unit Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Midterms</td>
<td>30%</td>
</tr>
<tr>
<td>Finals</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Progression:**
The satisfactory academic progression established by Americare School of Nursing is consistently applied to all students.
All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.

**Grade Requirements**

**Lecture:** A grade of 75 % (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. Failure to pass this content mastery exam will result in an F in the class, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.

**Laboratory Courses** are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.

**Clinical Courses are either a Pass/Fail.** Student must successfully complete these clinical courses to progress.

- Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program.
Americare School of Nursing

- At the end of each term evaluation period, students that failed a course are counseled and placed on academic warning.
- By the next term evaluation period, the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a minimum grade of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on second academic warning.
- At the 3rd term evaluation period, if the student has not obtained a minimum passing grade of 75%, the student will be placed on academic probation. This is the last term that the student has to achieve a passing grade. If still unable to obtain a grade of 75% after this term, the student will be dismissed from the program.

Withdrawal Process: Students that are planning to withdraw from a required nursing course must:
- Meet with the Educational Administrator and or the Academic Counselor. Failure to do this will affect the student’s ability to reenter the program.
- Students may be required to complete competency testing and or a refresher course, if out of the program for more than six months.

Code of Conduct Policy:
- Americare School of Nursing students are expected to act as mature responsible adults. Americare School of Nursing recognizes that a students and or staff cannot give his or her best performance if subjected to unwelcome and misconduct that can affect and interfere with their growth as a student and interfere with their ability to achieve a satisfactory academic progress.
- Americare School of Nursing expects its students to have the values of honesty, courage, honor and respect. Any student found to have committed this misconduct would be subjected to disciplinary action up to and including termination/dismissal from the program.
  - Verbal or physical behavior as derogatory comments, slurs, and or physical and verbal threats directed at a student or a group of students that is more likely to create a hostile environment, and invoke a violent response.
  - Disruption of classroom/lab and clinical instruction through fighting, insubordination, disrespectful behavior, unnecessary talking during lecture, sleeping or incorrigibility that causes material disruption or obstruction to the educational process.
  - Physical abuse, threats, intimidation, harassment, coercion, sexual assault, and behaviors that places the other students/staffs’ safety at risk.
  - The possession, use and intent to distribute narcotics, controlled drug substances, and alcoholic beverages on campus. Unless permission was granted for alcoholic beverages on certain occasions.
  - Attempt or actual theft of some students’ personal and or school property.
  - Students are expected to uphold professional standards and express their opinions in an ethical and respectful manner in the classroom, lab and or
Americare School of Nursing

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### Americare School of Nursing

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<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Chapters:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introduction to Microbiology</strong></td>
<td>Chapters 1, 2, 3</td>
</tr>
<tr>
<td></td>
<td><strong>Microbial Anatomy</strong></td>
<td>Chapter 4, 5</td>
</tr>
<tr>
<td></td>
<td><strong>Microbial Growth</strong></td>
<td>Chapter 6, 7</td>
</tr>
<tr>
<td></td>
<td><strong>Classification of Microorganism</strong></td>
<td>Chapter 10</td>
</tr>
<tr>
<td></td>
<td><strong>The Prokaryotes: Domains, Bacteria and Archaea</strong></td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>The Eukaryotes: Fungi, Algae, Protozoa and Arthropods</strong></td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td><strong>Viruses</strong></td>
<td>Chapter 13</td>
</tr>
<tr>
<td></td>
<td><strong>Diseases and Epidemiology</strong></td>
<td>Chapter 14, 15</td>
</tr>
<tr>
<td></td>
<td><strong>Immunology</strong></td>
<td>Chapter 16, 17, 18, 19, 20</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>Medical Microbiology</strong></td>
<td>Chapter 21, 22</td>
</tr>
<tr>
<td></td>
<td><strong>Environmental Microbiology</strong></td>
<td>Chapter 23, 24, 25, 26</td>
</tr>
<tr>
<td></td>
<td><strong>Microbiology Applications</strong></td>
<td>Chapter 27, 28</td>
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<tr>
<td></td>
<td><strong>Finals</strong></td>
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</table>

#### Course Schedule - Laboratory:

<table>
<thead>
<tr>
<th>Week 1</th>
<th><strong>Basic Lab Techniques for Isolation, Cultivation and Cultural Characterization for Microorganisms</strong></th>
<th>Exercises 1, 2, 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Microscopy</strong></td>
<td>Exercises 4, 5, 6</td>
</tr>
<tr>
<td></td>
<td><strong>Bacterial Staining</strong></td>
<td>Exercises 7, 8, 9</td>
</tr>
<tr>
<td></td>
<td><strong>Physical and Chemical Agents for Control of Microbial Growth</strong></td>
<td>Exercises 10, 11, 12</td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>Cultivation of Microorganisms</strong></td>
<td>Exercises 40, 41, 42</td>
</tr>
<tr>
<td></td>
<td><strong>The Protozoa, Fungi</strong></td>
<td>Exercises 43, 44, 45</td>
</tr>
<tr>
<td></td>
<td><strong>The Viruses</strong></td>
<td>Exercises 38, 39</td>
</tr>
<tr>
<td></td>
<td><strong>Immunology</strong></td>
<td>Exercises 70, 71, 72</td>
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<tr>
<td></td>
<td><strong>Medical Microbiology</strong></td>
<td>Exercises 73, 74, 75</td>
</tr>
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<td>Week 3</td>
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<td>Exercises 60, 61, 62, 63</td>
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<td><strong>Finals</strong></td>
<td>Exercises 64, 65, 66</td>
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<td></td>
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<td>Exercises 67, 68, 69</td>
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</tbody>
</table>
COURSE SYLLABUS OUTLINE

Course Title: Introduction to Sociology

Course Description:
Sociology is the scientific study of society, social interaction and the constraints these place on our lives. This course discusses the test of theories about the influence of social context (also called social structure) on the lives of individuals, the paths of groups and the fates of nations. Structural constraints on the behavior of persons, groups, networks, institutions and societies are social facts and thus us the focus of this course.

Course Objectives:
Upon completion of this course, the student will be able to:
- Accurately express the major perspectives, theories and concepts of sociology
- Identify the role of culture and their impact on individuals, groups and societies
- Demonstrate an understanding of Identify, operationalize and evaluate theories, hypotheses, and variables

Methods of Instruction:
- Lecture
- Videos
- Formative Evaluation: Quizzes
- Summative Evaluation: Midterms/Final Exams

Instructor:

Contact Information:

Clock/Credit Hours: 3 credit hours 45 Lecture Hours

Instructional Resources:

Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

Grade Requirements:
A grade of 75 % (C) or higher is required to be maintained in all units of instruction
A student must maintain a grade average of 75 percent to progress from one level to another.
Completion Requirements:
Pass Classroom 75% or higher.

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Progression:
The satisfactory academic progression established by Americare School of Nursing is consistently applied to all students. All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.

Grade Requirements

Lecture: A grade of 75% (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. Failure to pass this content mastery exam will result in an F in the class, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.

Laboratory Courses are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.

Clinical Courses are either a Pass/Fail. Student must successfully complete these clinical courses to progress.

- Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program.
- At the end of each term evaluation period, students that failed a course are counseled and placed on academic warning.
Americare School of Nursing

- By the next term evaluation period, the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a minimum grade of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on second academic warning.
- At the 3rd term evaluation period, if the student has not obtained a minimum passing grade of 75%, the student will be placed on academic probation. This is the last term that the student has to achieve a passing grade. If still unable to obtain a grade of 75% after this term, the student will be dismissed from the program.

Withdrawal Process: Students that are planning to withdraw from a required nursing course must:
- Meet with the Educational Administrator and or the Academic Counselor. Failure to do this will affect the student’s ability to reenter the program.
- Students may be required to complete competency testing and or a refresher course, if out of the program for more than six months.

Code of Conduct Policy:
- Americare School of Nursing students are expected to act as mature responsible adults. Americare School of Nursing recognizes that a students and or staff cannot give his or her best performance if subjected to unwelcome and misconduct that can affect and interfere with their growth as a student and interfere with their ability to achieve a satisfactory academic progress.
- Americare School of Nursing expects its students to have the values of honesty, courage, honor and respect. Any student found to have committed this misconduct would be subjected to disciplinary action up to and including termination/dismissal from the program.
  - Verbal or physical behavior as derogatory comments, slurs, and or physical and verbal threats directed at a student or a group of students that is more likely to create a hostile environment, and invoke a violent response.
  - Disruption of classroom/lab and clinical instruction through fighting, insubordination, disrespectful behavior, unnecessary talking during lecture, sleeping or incorrigibility that causes material disruption or obstruction to the educational process.
  - Physical abuse, threats, intimidation, harassment, coercion, sexual assault, and behaviors that places the other students/staffs’ safety at risk.
  - The possession, use and intent to distribute narcotics, controlled drug substances, and alcoholic beverages on campus. Unless permission was granted for alcoholic beverages on certain occasions.
  - Attempt or actual theft of some students’ personal and or school property.
  - Students are expected to uphold professional standards and express their opinions in an ethical and respectful manner in the classroom, lab and or clinical area. Any student that deviates from this is in violation of this policy.
Instructors can also set behavioral expectations in the class, and students are expected to abide by them. Instructors can address negative behaviors as they occur, and subject the students to a disciplinary action.

**Disciplinary Action:**
Violation any one or more of the following rules of conduct and behavior shall result in disciplinary action including but not limited to warning, probation, suspension and dismissal depending on the severity of the infraction. Depending on the severity of the infraction, the student can be dismissed from the program immediately.

- **Warning:** A written notice from the instructor outlining the offense and the date of the infraction. In the case of academic dishonesty, the student will automatically obtain an F.
- **Probation:** This occurs due to a second violation of the student conduct policy. A second written notice will be provided to the student. A copy will be placed in the student file.
- **Suspension:** This occurs as a third offense in any area of student conduct. This will require a hearing with the Educational Administrator, the Academic Counsellor, and the School Administrator. The recommendation of suspension from the nursing program could be for one to three days and will constitute as an unexcused absence.
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Americare School of Nursing and its Faculty will not tolerate academic dishonesty and aiding in academic dishonesty. Academic dishonesty pertains to cheating, plagiarism, falsification of records, and or aiding in any of these. Honesty is the responsibility of all the students of Americare School of Nursing.

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**Aiding Academic Dishonesty**
Another type of prohibited behavior is intentionally assisting someone else to commit an act of academic dishonesty. For example, allowing someone to copy your answers from an examination or use material written by you that you submitted for a grade would constitute aiding academic dishonesty.

Any student participating in academic dishonesty or aiding in such activity will be subjected to disciplinary action.
On the first offense, the student will automatically obtain an “F“. Student will receive a suspension for this offense.

On the second offense, the student will be immediately dismissed from the program and will not be allowed to apply for future enrollment at Americare School of Nursing. There will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected within two weeks of dismissal.

Attendance Policy:

- Students are only allowed excused absences at 10% of each class contact hours. Students must remain in compliance with program and Federal regulations at all times. Failure to maintain number of days required might result in financial aid being withheld and/or dismissal from the program.

- Students are obligated to comply with class attendance policies. The School emphasizes the need for all students to attend classes on a regular and consistent basis in order to develop the skills and attitudes necessary to compete in the highly competitive labor market. Since much of the program is conducted in a hands-on environment, attendance is critical to proper skill building.

- If a student is out of class for an extended period of time due to reasons beyond the student's control, it is the responsibility of the student to inform the instructor. If the student is out of class due to an emergency in which the Educational Administrator has intervened, a note will be sent from the Office of the School to the student's instructors notifying them of the prolonged absence.

- The School reserves the right to sever its relationship with any student who has been excessively absent, and that student who incurs excessive absences may be dismissed from a given class and/or from the program upon recommendations of the instructors and approval by the Educational Administrator. When it appears to an instructor that a student has discontinued a class without authority, the instructor will report this fact to the Educational Administrator.

- Class will start promptly as assigned unless otherwise pre-scheduled with the students. Students arriving late for a class or leaving early are considered tardy. Tardiness on five occasions will be counted as one absence and will be counted in relation to total allowable absences. Students who are not in attendance for at least 50 percent of any scheduled class will be considered absent for that class.

- Missed Exam due to an absence: It is the student’s responsibility to notify the appropriate instructor before the scheduled exam. The student must be prepared to take the missed exam on the first day he/she returns to School, unless an arrangement was made prior with the instructor.

- No cellphones are allowed in the examination room.

- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.

- A student that does not follow the policy will have points deducted from their exam score.
Americare School of Nursing

Dress and Grooming:

- Each student must be neat, clean, and well-groomed at all times.
- Student photo ID must be worn at all times when in the clinical area.
- Nails are to be manicured and not to extend beyond finger pads when fingernails are extended. Only clear polish is to be worn with the uniform.
- Mustaches and beards must be neat and well-trimmed both in class and clinical areas.
- Cosmetics must be in good taste and contribute to a professional appearance. Perfume and after-shave lotion are not to be worn in clinical areas.
- Students are not permitted to wear class rings or other jewelry with the exception of the wedding band while in uniform.
- The hairstyle must be professional in appearance. Hair ornaments are not permitted.
- Only one pair of small silver or gold ball shaped earrings are allowed in pierced earlobes; otherwise, no earrings are permitted, i.e. no nose rings, lip rings, multiple pairs in each ear(s), tongue studs, etc.
- No visible tattoos at any time.

The students, who do not conform to the above, will be sent home and will receive an absence for the day.
Requests for dress modification for valid reasons must be submitted in writing and approved by the School prior to implementation.

Classroom Dress: Students represents the nursing profession, and as such a conservative appropriate dress is expected.

Test Policy:

- The instructor will assign students to their seats.
- The desk area must be clear of all items. All books and personal items must be left in the front of the room as instructed by the instructor.
- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.
- If you leave the exam room, and the exam has already started, you will not be allowed back in. Please use the facilities prior to the start of the exam.
- A clearance must be obtained prior to allowing any student to take a midterm and or a final exam.
### Course Schedule:

| Week 1 | The Sociological Perspective.  
|        | Social Stratification.  
|        | Social Class in the U.S.  | Chapter 1/2  
|        | The Economy and Work.  
|        | Gender Stratification  | Chapter 9/10  
|        | Race & Ethnic Stratification.  | Chapter 11  
|        | Culture.  
|        | Society  | Chapter 16/17  
|        | Families.  | Chapter 13  
|        | Health & Medicine.  | Chapter 14  
|        | Society & Sexuality.  |  
|        | Sociological  
|        | Investigations  | Chapter 18/19  
|        | Education.  | Chapter 7/8  
|        | Population, Urbanization, & the  
|        | Environment.  | Chapter 2  
|        | Global Stratification.  | Chapter 5/6  
|        | Aging and the Elderly.  | Chapter 20  
|        |  | Chapter 22  
|        |  | Chapter 12  
|        |  | Chapter 15  
|        |  |  

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COURSE SYLLABUS OUTLINE

Course Title: Introduction to Psychology

Course Description:
Surveys the multiple aspects of human behavior. Addresses the theoretical foundation of human functioning in areas such as perception, learning, motivation, development, personality, health and pathology, exploring physiological and psychological environmental influences. Directs the student to an insightful understanding of human relationship in personal and vocational settings.

Course Objectives:
Upon completion of this course, the student will be able to:

- Define psychology and describe the four goals of psychology.
- Identify the origins of the field of psychology and analyze how various methods, people and theories have impacted early psychology to evolve into contemporary psychology.
- Propose ways in which psychologists can apply their expertise in society.
- Comprehend how race, culture, and ethnicity influence behavior.
- Describe the discipline and practice of sociocultural psychology.
- Define the concept hypothesis and theory, analyze the requirements for using the scientific method in psychology, and identify the importance of objectivity in psychological research.
- Understand research methods in psychology and explain the descriptive research designs.
- Identify experiments using correlational and experimental research methods.
- Define the nervous system and analyze how the body works with the nervous system to generate behavior.
- Compare and contrast the central, peripheral nervous systems, somatic, and autonomic nervous systems.
- Distinguish between the Gestalt principles and identify the process of sensory perception.
- Summarize the effects of drug addiction and dependence and produce real life scenarios resulting from drug abuse.
- Explain cognitive-social approaches to learning. Compare and contrast the characteristics of observational and latent learning.
- Identify Sigmund Freud's influence on the study of psychosexual development.
- Compare and contrast methods and theories for measuring and assessing personality.
- Identify the relationship between prejudice and stereotypes and describe how these constructions affect our attributions about other people's behavior.
- Distinguish among the explanations for prejudice and identify some effective techniques for combating prejudice.

Methods of Instruction:
- Lecture
- Videos
- Formative Evaluation: Quizzes
- Summative Evaluation: Midterms/Final Exams
Americare School of Nursing

Instructor:

Contact Information:

Clock/Credit Hours: 3 Credit Hours 45 Lecture Hours

Instructional Resources:

Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student's progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

Grade Requirements:
A grade of 75% (C) or higher is required to be maintained in all units of instruction
A student must maintain a grade average of 75 percent to progress from one level to another.

Completion Requirements:
Pass Classroom 75% or higher.

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Americare School of Nursing

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<th>Topics</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Psychology</td>
<td>Chapter 1</td>
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<tr>
<td></td>
<td>Scientific Method in Psychology</td>
<td>Chapter 2</td>
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<td></td>
<td>Biology and Behavior</td>
<td>Chapters 3-4</td>
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<td>Sensation and Perception</td>
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<td>States of Consciousness</td>
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<td>Cognitive Development</td>
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<td>Intelligence and Reason</td>
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<td>Motivation and Emotion</td>
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<td></td>
<td>Developmental Psychology</td>
<td>Chapter 10</td>
</tr>
<tr>
<td></td>
<td>Personality</td>
<td>Chapter 12</td>
</tr>
</tbody>
</table>
COURSE SYLLABUS OUTLINE

Course Title: Developmental Psychology

Course Description:
3 credit units 45 Lecture Hours
Focuses on the study of human development through the lifespan. It explores the developmental theory and research with emphasis on the interactive nature of the biological, cognitive and psychological changes that affect the individual from conception to birth. Application activities and critical thinking skills will enable the students to gain an increased knowledge and understanding of themselves and others.

Course Objectives:
Upon completion of this course, the student will be able to:
- Understand personality by recognizing the stages of individual development over the life span, including cognitive, emotional and spiritual/moral dimensions.
- Identify and apply basic stages of individual physical development throughout the lifespan
- Recognize stages of development of groups of people
- Apply the knowledge of the above principles to enhance interpersonal interaction
- Display sensitivity to various cultural influences on life-span development

Methods of Instruction:
- Lecture
- Videos
- Formative Evaluation: Quizzes
- Summative Evaluation: Midterms/Final Exams

Instructor:

Contact Information:

Clock/Credit Hours: Lecture: 45 Contact hours 3 credit units

Instructional Resources:
- Worth Publishers Student Center for the Developing Person through the Lifespan 8th Ed. (http://bcs.worthpublishers.com/bergerls8e/#t_658648

Method of Evaluating Student Academic Progress and Competency:

Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.
Americare School of Nursing

Grade Requirements:
A grade of 75 % (C) or higher is required to be maintained in all units of instruction
A student must maintain a grade average of 75 percent to progress from one level to another.

Completion Requirements:
Pass Classroom 75% or higher.

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Progression:
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All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.

Grade Requirements
Lecture: A grade of 75 % (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. Failure to pass this content mastery exam will result in an F in the class, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.
Laboratory Courses are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.
Clinical Courses are either a Pass/Fail. Student must successfully complete these clinical courses to progress.

- Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program.
At the end of each term evaluation period, students that failed a course are counseled and placed on academic warning.

By the next term evaluation period, the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a minimum grade of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on second academic warning.

At the 3rd term evaluation period, if the student has not obtained a minimum passing grade of 75%, the student will be placed on academic probation. This is the last term that the student has to achieve a passing grade. If still unable to obtain a grade of 75% after this term, the student will be dismissed from the program.

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- Disruption of classroom/lab and clinical instruction through fighting, insubordination, disrespectful behavior, unnecessary talking during lecture, sleeping or incorrigibility that causes material disruption or obstruction to the educational process.
- Physical abuse, threats, intimidation, harassment, coercion, sexual assault, and behaviors that places the other students/staffs’ safety at risk.
- The possession, use and intent to distribute narcotics, controlled drug substances, and alcoholic beverages on campus. Unless permission was granted for alcoholic beverages on certain occasions.
- Attempt or actual theft of some students’ personal and or school property.
- Students are expected to uphold professional standards and express their opinions in an ethical and respectful manner in the classroom, lab and or
Americare School of Nursing

clinical area. Any student that deviates from this is in violation of this policy.
Instructors can also set behavioral expectations in the class, and students are expected to abide by them. Instructors can address negative behaviors as they occur, and subject the students to a disciplinary action.

Disciplinary Action:
Violation any one or more of the following rules of conduct and behavior shall result in disciplinary action including but not limited to warning, probation, suspension and dismissal depending on the severity of the infraction. Depending on the severity of the infraction, the student can be dismissed from the program immediately.

- **Warning:** A written notice from the instructor outlining the offense and the date of the infraction. In the case of academic dishonesty, the student will automatically obtain an F.
- **Probation:** This occurs due to a second violation of the student conduct policy. A second written notice will be provided to the student. A copy will be placed in the student file.
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Another type of prohibited behavior is intentionally assisting someone else to commit an act of academic dishonesty. For example, allowing someone to copy your answers from an examination or use material written by you that you submitted for a grade would constitute aiding academic dishonesty.
Any student participating in academic dishonesty or aiding in such activity will be subjected to disciplinary action.

- On the first offense, the student will automatically obtain an "F". Student will receive a suspension for this offense.
- On the second offense, the student will be immediately dismissed from the program and will not be allowed to apply for future enrollment at Americare School of Nursing. There will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected within two weeks of dismissal.

Attendance Policy:

- Students are only allowed excused absences at 10% of each class contact hours. Students must remain in compliance with program and Federal regulations at all times. Failure to maintain number of days required might result in financial aid being withheld and/or dismissal from the program.
- Students are obligated to comply with class attendance policies. The School emphasizes the need for all students to attend classes on a regular and consistent basis in order to develop the skills and attitudes necessary to compete in the highly competitive labor market. Since much of the program is conducted in a hands-on environment, attendance is critical to proper skill building.
- If a student is out of class for an extended period of time due to reasons beyond the student's control, it is the responsibility of the student to inform the instructor. If the student is out of class due to an emergency in which the Educational Administrator has intervened, a note will be sent from the Office of the School to the student's instructors notifying them of the prolonged absence.
- The School reserves the right to sever its relationship with any student who has been excessively absent, and that student who incurs excessive absences may be dismissed from a given class and/or from the program upon recommendations of the instructors and approval by the Educational Administrator. When it appears to an instructor that a student has discontinued a class without authority, the instructor will report this fact to the Educational Administrator.
- Class will start promptly as assigned unless otherwise pre-scheduled with the students. Students arriving late for a class or leaving early are considered tardy. Tardiness on five occasions will be counted as one absence and will be counted in relation to total allowable absences. Students who are not in attendance for at least 50 percent of any scheduled class will be considered absent for that class.
- Missed Exam due to an absence: It is the student's responsibility to notify the appropriate instructor before the scheduled exam. The student must be prepared to take the missed exam on the first day he/she returns to School, unless an arrangement was made prior with the instructor.
- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according to the instructor's discretion if you will be allowed in to take the exam should you be late.
- A student that does not follow the policy will have points deducted from their exam score.
Americare School of Nursing

Dress and Grooming:
- Each student must be neat, clean, and well-groomed at all times.
- Student photo ID must be worn at all times when in the clinical area.
- Nails are to be manicured and not to extend beyond finger pads when fingernails are extended. Only clear polish is to be worn with the uniform.
- Mustaches and beards must be neat and well-trimmed both in class and clinical areas.
- Cosmetics must be in good taste and contribute to a professional appearance. Perfume and after-shave lotion are not to be worn in clinical areas.
- Students are not permitted to wear class rings or other jewelry with the exception of the wedding band while in uniform.
- The hairstyle must be professional in appearance. Hair ornaments are not permitted.
- Only one pair of small silver or gold ball shaped earrings are allowed in pierced earlobes; otherwise, no earrings are permitted, i.e. no nose rings, lip rings, multiple pairs in each ear(s), tongue studs, etc.
- No visible tattoos at any time.

The students, who do not conform to the above, will be sent home and will receive an absence for the day.
Requests for dress modification for valid reasons must be submitted in writing and approved by the School prior to implementation.

Classroom Dress: Students represents the nursing profession, and as such a conservative appropriate dress is expected.

Test Policy:
- The instructor will assign students to their seats.
- The desk area must be clear of all items. All books and personal items must be left in the front of the room as instructed by the instructor.
- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according to the instructor's discretion if you will be allowed in to take the exam should you be late.
- If you leave the exam room, and the exam has already started, you will not be allowed back in. Please use the facilities prior to the start of the exam.
- A clearance must be obtained prior to allowing any student to take a midterm and or a final exam.
### Americare School of Nursing

## Course Schedule - Lecture

<table>
<thead>
<tr>
<th>Week 1</th>
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</table>
|        | - History of Developmental Psychology | Chapter 1-2  
          | - Conception and Prenatal Development | Chapter 3-4  
          | - The Newborn Infant | Chapter 5  
          | - Development through the First Year | Chapter 6  
          | - Development in the Toddler | Chapter 7  
| Week 2 |  |  |
|        | - Development in the Preschool child | Chapter 8-10  
          | - Development in the School age child | Chapter 11-13  
          | - Development in the Adolescent | Chapter 14-16  
          | - Development in the Young Adult | Chapter 17-19  
| Week 3 |  |  |
|        | - Development in Middle Adulthood | Chapter 20-22  
          | - Late Adulthood | Chapter 23-25  

COURSE SYLLABUS OUTLINE

Course Title: Nursing Fundamentals

Course Description:
This course introduces the study and practice of the principles and skills basic to nursing in the care of a diverse client population of all ages. Human needs basic to all will be identified, utilizing the nursing process as the framework for the provision of nursing care. Principles of assessment of care as they relate to alterations in elimination, skin integrity, stress, pain, immobility, infection, inflammation, and fluid and electrolyte imbalances are discussed.

Course Objectives:
Upon completion of this course, the student will be able to:
- Differentiate scopes of practice within the nursing profession
- Maintain a safe, effective care environment for adults of all ages
- Use the nursing process
- Use appropriate communication techniques
- Adapt nursing practice to meet the needs of diverse patients in a variety of settings
- Provide nursing care for patients with nutritional, fluid, and electrolytes disturbances
- Provide nursing care for patients with sleep/rest/mobility alterations
- Provide nursing care for patients with comfort alterations
- Provide nursing care for patients with commonly occurring alterations in elimination patterns
- Provide nursing care for patients with alteration in skin integrity
- Provide nursing care for patients with infection
- Provide nursing care for patients and families experiencing grief and loss
- Provide nursing care for patients with alterations in oxygenation

Methods of Instruction:
- Lecture
- Videos
- Formative Evaluation: Quizzes
- Summative Evaluation: Midterms/Final Exams

Instructor:

Contact Information:

Clock/Credit Hours: 2 credit units 30 Lecture Hours

Instructional Resources:
Americare School of Nursing

- EVOLVE Student Resources for Fundamental Concepts and Skills for Nursing (4th ed.)
  https://evolve.elsevier.com/cs/store?role=student

Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student's progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

Grade Requirements:
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<th>Topics</th>
<th>Chapters:</th>
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<tbody>
<tr>
<td></td>
<td>Management of Care</td>
<td>Chapters 1,3,4</td>
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<tr>
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<td>Chapters 5,6,7</td>
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<td></td>
<td>Chapters 8,9,10</td>
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<td></td>
<td>Safety and Infection</td>
<td>Chapters 16,17</td>
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<td>Chapters 18,20</td>
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<td>Nursing Through the Lifespan</td>
<td>Chapters 11,12</td>
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<td>Chapters 13,14</td>
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<td></td>
<td>Health Assessment</td>
<td>Chapters 20,21</td>
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<td>Chapters 22,23</td>
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<td>Psychosocial Integrity</td>
<td>Chapters 15,41</td>
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<td>Chapters 29,30,31,32</td>
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<td></td>
<td>Pharmacological and Parenteral Therapies</td>
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</tr>
<tr>
<td></td>
<td>Reduciton of Risk Potential</td>
<td>Chapters 24,27,28</td>
</tr>
<tr>
<td></td>
<td>Physiological Adaptation</td>
<td>Chapters 25,37,38,39</td>
</tr>
</tbody>
</table>
Americare School of Nursing

COURSE SYLLABUS OUTLINE

Course Title: Nursing Skills

Course Description:
This course introduces the development of clinical skills and physical assessment across the lifespan. Content includes mathematical calculations and conversions related to clinical skills, vital signs assessment, aseptic techniques, wound care, oxygen administration, tracheostomy care, suctioning, management of enteral tubes, basic medication administration, glucose testing, enemas, ostomy care and catheterizations. In addition, the course includes techniques related to obtaining health history and basic physical assessment skills using a body systems approach.

Course Objectives:
Upon completion of this course, the student will be able to satisfactorily demonstrate the:
- Use aseptic technique
- Perform mathematical calculations related to clinical practices
- Provide wound care
- Measure blood pressure
- Manage oxygen therapy
- Perform tracheostomy care and suctioning procedures (oral, nasal, pharyngeal, and tracheostomy)
- Demonstrate specimen collection procedures
- Maintain enteral tubes (feeding, irrigation, suction)
- Administer medications via the enteral route (oral/tube/rectal)
- Administer medications via the parenteral route (Intradermal/Subcutaneous/Intramuscular)
- Administer medications via topical, transdermal, eye, ear, inhalation, and vaginal routes
- Manage intravenous therapy
- Facilitate alternative methods of elimination (urinary and bowel)
- Obtain health history
- Perform general survey assessment
- Perform an integumentary assessment
- Perform a musculoskeletal assessment
- Perform a head/neck assessment
- Perform a basic eye/ear assessment
- Perform a basic neurological assessment
- Perform a basic respiratory assessment
- Perform a basic cardiovascular assessment
- Perform an abdominal assessment
Americare School of Nursing

Methods of Instruction:
- Lecture
- Videos
- Demonstration of Nursing Skills
- Hands on Practice of Skills
- Return Demonstration

Instructor:

Contact Information:

Clock/Credit Hours: 2 credit units 60 Lab hours

Instructional Resources:
- EVOLVE Student Resources for Fundamental Concepts and Skills for Nursing (4th ed.)
  https://evolve.elsevier.com/cs/store?role=student

Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

Grade Requirements:
- This is a Pass/Fail class. Students must successfully complete all the required assignments and pass the quizzes (75%) during the lecture class and satisfactorily return demonstrates these nursing skills to pass the class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>PASS</td>
</tr>
<tr>
<td>F</td>
<td>FAIL</td>
</tr>
</tbody>
</table>

PERCENTAGE BREAKDOWN
| Submit all the required assignments/Pass all the Quizzes | 50% |
| Successful Return Demonstration of the Nursing Skill     | 50% |
Progression:
The satisfactory academic progression established by AMERICARE SCHOOL of NURSING is consistently applied to all students. All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.

- **Grade Requirements**
  - **Lecture**: A grade of 75% (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. **Failure to pass this content mastery exam will result in an F in the class**, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.
  - **Laboratory Courses** are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.
  - **Clinical Courses** are either a Pass/Fail. Student must successfully complete these clinical courses to progress.

Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program.

- At the end of each term evaluation period, students that failed a course are counseled and placed on **academic warning**.
- By the next term evaluation period, the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a minimum grade of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on **second academic warning**.
- At the 3rd term evaluation period, if the student has not obtained a minimum passing grade of 75%, the student will be placed on **academic probation**. This is the last term that the student has to achieve a passing grade. If still unable to obtain a grade of 75% after this term, the student will be dismissed from the program.

**Withdrawal Process**: Students that are planning to withdraw from a required nursing course must:

- Meet with the Director of Nursing Education and or the Academic Counselor. Failure to do this will affect the student’s ability to reenter the program.
- Students may be required to complete competency testing and or a refresher course, if out of the program for more than six months.

**Code of Conduct Policy**: 
Americare School of Nursing students are expected to act as mature, responsible adults. Americare School of Nursing recognizes that a students and or staff cannot give his or her best performance if subjected to unwelcome and misconduct that can affect and interfere
with their growth as a student and interfere with their ability to achieve a satisfactory academic progress.

Americare School of Nursing expects its students to have the values of honesty, courage, honor and respect. Any student found to have committed this misconduct would be subjected to disciplinary action up to and including termination/dismissal from the program.

• Verbal or physical behavior as derogatory comments, slurs, and or physical and verbal threats directed at a student or a group of students that is more likely to create a hostile environment, and invoke a violent response.
• Disruption of classroom/lab and clinical instruction through fighting, insubordination, disrespectful behavior, unnecessary talking during lecture, sleeping or incorrigibility that causes material disruption or obstruction to the educational process.
• Physical abuse, threats, intimidation, harassment, coercion, sexual assault, and behaviors that places the other students/staffs’ safety at risk.
• The possession, use and intent to distribute narcotics, controlled drug substances, and alcoholic beverages on campus. Unless permission was granted for alcoholic beverages on certain occasions.
• Attempt or actual theft of some students’ personal and or school property.
• Students are expected to uphold professional standards and express their opinions in an ethical and respectful manner in the classroom, lab and or clinical area. Any student that deviates from this is in violation of this policy.

Instructors can also set behavioral expectations in the class, and students are expected to abide by them. Instructors can address negative behaviors as they occur, and subject the students to a disciplinary action.

**Disciplinary Action:**

Violation any one or more of the following rules of conduct and behavior shall result in disciplinary action including but not limited to warning, probation, suspension and dismissal depending on the severity of the infraction. Depending on the severity of the infraction, the student can be dismissed from the program immediately.

• **Warning:** A written notice from the instructor outlining the offense and the date of the infraction. **In the case of academic dishonesty, the student will automatically obtain an F.**
• **Probation:** This occurs due to a second violation of the student conduct policy. A second written notice will be provided to the student. A copy will be placed in the student file.

**Suspension:** This occurs as a third offense in any area of student conduct. This will require a hearing with the Director of Nursing Education and/or the Administrator and the Academic Counselor. The recommendation of suspension from the nursing program could be for one to three days and will constitute as an unexcused absence.

**Dismissal:** This will be the fourth offense in any area of student conduct and behavior. This will require a hearing with the Director of Nursing Education and/or the Administrator and the Academic Counselor. The recommendation will be for the student to be dismissed from the nursing program.

• There will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected.
Americare School of Nursing

Academic Dishonesty Policy
Americare School of Nursing and its Faculty will not tolerate academic dishonesty and aiding in academic dishonesty. Academic dishonesty pertains to cheating, plagiarism, falsification of records, and/or aiding in any of these. Honesty is the responsibility of all the students of Americare School of Nursing.
To further define:
- **Plagiarism** – Is the intent to use somebody’s intellectual property, without consent.
- **Academic Dishonesty - Cheating**
  - Cheating is defined as obtaining unauthorized help on an assignment, quiz, or examination. Thus, obtaining answers, information or help from another student, using unauthorized sources for answers during an exam, and obtaining exam questions before an exam and using them are unethical. Other examples of cheating include unauthorized copying from a student’s paper or using unauthorized aids such as books or notes.
- **Aiding Academic Dishonesty**
  - Another type of prohibited behavior is intentionally assisting someone else to commit an act of academic dishonesty. For example, allowing someone to copy your answers from an examination or use material written by you that you submitted for a grade would constitute aiding academic dishonesty.

Any student participating in academic dishonesty or aiding in such activity will be subjected to disciplinary action.
- On the first offense, the student will automatically obtain an “F”. Student will receive a suspension for this offense.
- On the second offense, the student will be immediately dismissed from the program and will not be allowed to apply for future enrollment at Americare School of Nursing.
- There will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected within two weeks of dismissal.

Attendance Policy:
- Students are only allowed excused absences at 10% of each class contact hours. Students must remain in compliance with program and Federal regulations at all times. Failure to maintain number of days required might result in financial aid being withheld and/or dismissal from the program.
- Students are obligated to comply with class attendance policies. The School emphasizes the need for all students to attend classes on a regular and consistent basis in order to develop the skills and attitudes necessary to compete in the highly competitive labor market. Since much of the program is conducted in a hands-on environment, attendance is critical to proper skill building.
- If a student is out of class for an extended period of time due to reasons beyond the student’s control, it is the responsibility of the student to inform the instructor. If the student is out of class due to an emergency in which the School Administrator or Director of Nursing Education has intervened, a note will be sent from the Office of the School to the student’s instructors notifying them of the prolonged absence.
- The School reserves the right to sever its relationship with any student who has been excessively absent, and that student who incurs excessive absences may be dismissed.
from a given class and/or from the program upon recommendations of the instructors and approval by the School Administrator or Director of Nursing Education. When it appears to an instructor that a student has discontinued a class without authority, the instructor will report this fact to the School Administrator or Director of Nursing Education.

- Class will start promptly as assigned unless otherwise pre-scheduled with the students. Students arriving late for a class or leaving early are considered tardy. **Tardiness** on five occasions will be counted as one absence and will be counted in relation to total allowable absences. Students who are not in attendance for at least 50 percent of any scheduled class will be considered absent for that class.

- **Missed Exam due to an absence**: It is the student’s responsibility to notify the appropriate instructor before the scheduled exam. The student must be prepared to take the missed exam on the first day he/she returns to School, unless an arrangement was made prior with the instructor.

- No cellphones are allowed in the examination room.

- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.

- A student that does not follow the policy will have points deducted from their exam score.

**Dress and Grooming:**

Each student must be neat, clean, and well-groomed at all times

- Student photo ID must be worn at all times when in the clinical area.

- Nails are to be manicured and not to extend beyond finger pads when fingernails are extended. Only clear polish is to be worn with the uniform.

- Mustaches and beards must be neat and well-trimmed both in class and clinical areas.

- Cosmetics must be in good taste and contribute to a professional appearance. Perfume and after-shave lotion are not to be worn in clinical areas.

- Students are not permitted to wear class rings or other jewelry with the exception of the wedding band while in uniform.

- The hairstyle must be professional in appearance. Hair ornaments are not permitted.

- Only one pair of small silver or gold ball shaped earrings are allowed in pierced earlobes; otherwise, no earrings are permitted, i.e. **no** nose rings, lip rings, multiple pairs in each ear(s), tongue studs, etc.

- No visible tattoos at any time.

The students, who do not conform to the above, will be sent home and will receive an absence for the day.

Requests for dress modification for valid reasons must be submitted in writing and approved by the School prior to implementation.

**Classroom Dress**: Students represents the nursing profession, and as such a conservative appropriate dress is expected.

**Test Policy:**

- The instructor will assign students to their seats.

- The desk area must be clear of all items. All books and personal items must be left in
the front of the room as instructed by the instructor.
- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.
- If you leave the exam room, and the exam has already started, you will not be allowed back in. Please use the facilities prior to the start of the exam.
- **A clearance must be obtained prior to allowing any student to take a midterm and or a final exam.**
<table>
<thead>
<tr>
<th>Week</th>
<th>Skills</th>
<th>Chapters</th>
</tr>
</thead>
</table>
|      | Hand Hygiene (16-1)  
Using PPE (16-2)  
Performing Surgical Hand Antisepsis (17-1 Surgical scrub)  
Performing Surgical hand Antisepsis (17-2 Surgical Hand Scrub)  
Opening Sterile Packs and Preparing a Sterile Field (17-3)  
Sterile Gloving and Ungloving (17-4) | Chapter 16,17 |
|      | Positioning the Patient (18-1)  
Moving the Patient Up in Bed (18-2)  
Passive ROM Exercises (18-3)  
Transferring Patient to a Wheelchair (18-4)  
Transferring Patient to a Stretcher (18-5)  
Ambulating the Patient and Breaking a Fall (18-6) | Chapter 18 |
|      | Making an Unoccupied Bed (20-1)  
Making an Occupied Bed (20-2)  
Applying a Protective Device (20-3) | Chapter 20 |
|      | Measuring the Temp with an Electronic Thermometer (21-1)  
Measuring the Temp with a Tympanic or Temporal Artery Thermometer (21-2)  
Measuring the Radial Pulse (21-3)  
Measuring the Apical Pulse (21-4)  
Measuring Respiration (21-5)  
Measuring the Blood Pressure (21-6) | Chapter 21 |
|      | Performing a Physical Examination (22-1)  
Performing a Neurologic Check (22-2) | Chapter 22 |
|      | Administering a Bed Bath and Perineal Care (19-1)  
Administering oral Care to the Unconscious Patient (19-2)  
Denture Care (19-3)  
Shampooing Hair (19-4) | Chapter 19 |
|      | Placing and Removing a Bedpan (29-1)  
Applying a Condom Catheter (29-2)  
Catheterizing the Female Patient (29-3)  
Catheterizing the Male Patient (29-4)  
Performing Intermittent Bladder Irrigation and installation (29-5) | Chapter 29 |
|      | Administering an Enema (30-1)  
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Operating a Transcutaneous Electrical nerve Simulator Unit (31-1)  
Setting Up or Monitoring a PCA Pump (31-2) | Chapter 30 |
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<tr>
<th>Procedures</th>
<th>Chapter</th>
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</thead>
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<tr>
<td>Instilling Eye Medication (34-2)</td>
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<td>Administering Topical Skin Medication (34-3)</td>
<td></td>
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<tr>
<td>Administering Medications Thru a Feeding Tube (34-4)</td>
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<tr>
<td>Administering an Intradermal Injection (35-1)</td>
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<tr>
<td>Administering a Subcutaneous Injection (35-2)</td>
<td></td>
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<tr>
<td>Administering an Intramuscular Injection (35-3)</td>
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<tr>
<td>Starting a Primary IV Solution (36-1)</td>
<td>36</td>
</tr>
<tr>
<td>Adding a New Solution to the IV Infusion (36-2)</td>
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</tr>
<tr>
<td>Administering IV Piggyback Medication (36-3)</td>
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<tr>
<td>Administering Medication via Saline or PRA Lock (36-4)</td>
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<tr>
<td>Administering Medication with a Volume-Controlled Set (36-5)</td>
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<tr>
<td>Administration of Blood Products (36-6)</td>
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<tr>
<td>Obtaining Blood Samples with a Vacutainer (24-1)</td>
<td>24</td>
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<tr>
<td>Performing a Capillary Blood Test (24-2)</td>
<td></td>
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<tr>
<td>Performing a Urine Dipstick Test (24-3)</td>
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<tr>
<td>Obtaining a Stool Specimen for Occult Blood, Culture or Ova and Parasite (24-4)</td>
<td></td>
</tr>
<tr>
<td>Obtaining Culture Specimens (24-5)</td>
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<tr>
<td>Assisting with a Pelvic Exam and Pap Test (24-6)</td>
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</tr>
<tr>
<td>Assisting a Patient with Feeding (27-1)</td>
<td>27</td>
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<tr>
<td>Inserting a nasogastric Tube (27-2)</td>
<td></td>
</tr>
<tr>
<td>Using a Feeding Pump (27-3)</td>
<td></td>
</tr>
<tr>
<td>Administering a Nasogastric/Duodenal Tube Feeding or Feeding via a PEG Tube (27-4)</td>
<td></td>
</tr>
<tr>
<td>Using a Pulse Oximeter (28-1)</td>
<td>28</td>
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<tr>
<td>Administering Abdominal Thrusts (28-2)</td>
<td></td>
</tr>
<tr>
<td>Cardiopulmonary Resuscitation (28-3)</td>
<td></td>
</tr>
<tr>
<td>Administering Oxygen (28-4)</td>
<td></td>
</tr>
<tr>
<td>Nasopharyngeal Suctioning (28-5)</td>
<td></td>
</tr>
<tr>
<td>Endotracheal and Tracheostomy Suctioning (28-6)</td>
<td></td>
</tr>
<tr>
<td>Providing Tracheostomy Care (28-7)</td>
<td></td>
</tr>
<tr>
<td>Measuring Intake and Output (25-1)</td>
<td>25, 37</td>
</tr>
<tr>
<td>Applying Anti-Metabolism Stockings (37-1)</td>
<td></td>
</tr>
<tr>
<td>Performing a Surgical Prep (37-2)</td>
<td></td>
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<tr>
<td>Sterile Dressing Change (38-1)</td>
<td>38, 39</td>
</tr>
<tr>
<td>Cast Care (39-1)</td>
<td></td>
</tr>
<tr>
<td>Care of the Patient in Traction (39-2)</td>
<td></td>
</tr>
<tr>
<td>Transferring with a mechanical Lift (39-3)</td>
<td></td>
</tr>
</tbody>
</table>
COURSE SYLLABUS OUTLINE

Course Title: Nursing Pharmacology

Course Description:
This course introduces the principles of pharmacology, including drug classification and their effects on the body. Emphasis is on the use of the components of the nursing process when administering medications.

Course Objectives:
Upon completion of this course, the student will be able to:
- Apply basic pharmacology principles to medication management
- Examine legal, ethical, social, and cultural issues related to medication administration
- Apply components of the nursing process to the administration of autonomic nervous system drugs
- Apply components of the nursing process to the administration of central nervous system drugs
- Apply components of the nursing process to the administration of analgesic and musculoskeletal system drugs
- Apply components of the nursing process to the administration of cardiovascular and renal systems drugs
- Apply components of the nursing process to the administration of respiratory system drugs
- Apply components of the nursing process to the administration of gastrointestinal system drugs
- Apply components of the nursing process to the administration of endocrine system drugs
- Apply components of the nursing process to the administration of antimicrobial drugs

Methods of Instruction:
- Lecture
- Videos
- Formative Evaluation: Quizzes
- Summative Evaluation: Midterms/Final Exams

Instructor:

Contact Information:

Clock/Credit Hours: 2 credit units 30 Lecture Hours

Instructional Resources:
- Nursing Drug Handbook
• EVOLVE Student Resources for Fundamental Concepts and Skills for Nursing (4th ed.)
  https://evolve.elsevier.com/cs/store?role=student

Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

Grade Requirements:
A grade of 75 % (C) or higher is required to be maintained in all units of instruction
A student must maintain a grade average of 75 percent to progress from one level to another.

Completion Requirements:
Pass Classroom 75% or higher.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>60-74%</td>
<td>Below Average</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
<td>Failure</td>
</tr>
</tbody>
</table>

PERCENTAGE BREAKDOWN
<table>
<thead>
<tr>
<th>Attendance/Participation/Homework</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Unit Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Midterms</td>
<td>30%</td>
</tr>
<tr>
<td>Finals</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Progression:
The satisfactory academic progression established by Americare School of Nursing is consistently applied to all students.
All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.

Grade Requirements
Lecture: A grade of 75 % (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. Failure to pass this content mastery exam will result in an F in the
class, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.

**Laboratory Courses** are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.

**Clinical Courses are either a Pass/Fail.** Student must successfully complete these clinical courses to progress.

- Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program.
- At the end of each term evaluation period, students that failed a course are counseled and placed on academic warning.
- By the next term evaluation period, the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a minimum grade of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on second academic warning.
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- The possession, use and intent to distribute narcotics, controlled drug substances, and alcoholic beverages on campus. Unless permission was granted for alcoholic beverages on certain occasions.
- Attempt or actual theft of some students' personal and or school property.
- Students are expected to uphold professional standards and express their opinions in an ethical and respectful manner in the classroom, lab and or clinical area. Any student that deviates from this is in violation of this policy.

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Americare School of Nursing

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**Academic Dishonesty:** Cheating
Cheating is defined as obtaining unauthorized help on an assignment, quiz, or examination. Thus, obtaining answers, information or help from another student, using unauthorized sources for answers during an exam, and obtaining exam questions before an exam and using them are unethical. Other examples of cheating include unauthorized copying from a student’s paper or using unauthorized aids such as books or notes.

**Aiding Academic Dishonesty**
Another type of prohibited behavior is intentionally assisting someone else to commit an act of academic dishonesty. For example, allowing someone to copy your answers from an examination or use material written by you that you submitted for a grade would constitute aiding academic dishonesty.

Any student participating in academic dishonesty or aiding in such activity will be subjected to disciplinary action.
- On the first offense, the student will automatically obtain an “F”. Student will receive a suspension for this offense.
- On the second offense, the student will be immediately dismissed from the program and will not be allowed to apply for future enrollment at Americare School of Nursing. There will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected within two weeks of dismissal.

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- Students are obligated to comply with class attendance policies. The School emphasizes the need for all students to attend classes on a regular and consistent basis in order to develop the skills and attitudes necessary to compete in the highly competitive labor market. Since much of the program is conducted in a hands-on environment, attendance is critical to proper skill building.
- If a student is out of class for an extended period of time due to reasons beyond the student's control, it is the responsibility of the student to inform the instructor. If the student is out of class due to an emergency in which the Educational Administrator has intervened, a note will be sent from the Office of the School to the student's instructors notifying them of the prolonged absence.
- The School reserves the right to sever its relationship with any student who has been excessively absent, and that student who incurs excessive absences may be dismissed from a given class and/or from the program upon recommendations of the instructors and approval by the Educational Administrator. When it appears to an instructor that a student has discontinued a class without authority, the instructor will report this fact to the Educational Administrator.
Class will start promptly as assigned unless otherwise pre-scheduled with the students. Students arriving late for a class or leaving early are considered tardy. Tardiness on five occasions will be counted as one absence and will be counted in relation to total allowable absences. Students who are not in attendance for at least 50 percent of any scheduled class will be considered absent for that class.

**Missed Exam** due to an absence: It is the student’s responsibility to notify the appropriate instructor before the scheduled exam. The student must be prepared to take the missed exam on the first day he/she returns to School, unless an arrangement was made prior with the instructor.

- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.
- A student that does not follow the policy will have points deducted from their exam score.

**Dress and Grooming:**
- Each student must be neat, clean, and well-groomed at all times.
- Student photo ID must be worn at all times when in the clinical area.
- Nails are to be manicured and not to extend beyond finger pads when fingernails are extended. Only clear polish is to be worn with the uniform.
- Mustaches and beards must be neat and well-trimmed both in class and clinical areas.
- Cosmetics must be in good taste and contribute to a professional appearance. Perfume and after-shave lotion are not to be worn in clinical areas.
- Students are not permitted to wear class rings or other jewelry with the exception of the wedding band while in uniform.
- The hairstyle must be professional in appearance. Hair ornaments are not permitted.
- Only one pair of small silver or gold ball shaped earrings are allowed in pierced earlobes; otherwise, no earrings are permitted, i.e. no nose rings, lip rings, multiple pairs in each ear(s), tongue studs, etc.
- No visible tattoos at any time.

The students, who do not conform to the above, will be sent home and will receive an absence for the day.

Requests for dress modification for valid reasons must be submitted in writing and approved by the School prior to implementation.

**Classroom Dress:** Students represent the nursing profession, and as such a conservative appropriate dress is expected.

**Test Policy:**
- The instructor will assign students to their seats.
- The desk area must be clear of all items. All books and personal items must be left in the front of the room as instructed by the instructor.
- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.
Americare School of Nursing

- If you leave the exam room, and the exam has already started, you will not be allowed back in. Please use the facilities prior to the start of the exam.
- A clearance must be obtained prior to allowing any student to take a midterm and or a final exam.

Course Schedule:

<table>
<thead>
<tr>
<th>Week:</th>
<th>Topics:</th>
<th>Chapters:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Pharmacologic Principles</td>
<td>Chapters 1,2,3,4</td>
</tr>
<tr>
<td></td>
<td>Medications Affecting Nervous System</td>
<td>Chapters 13,14,15,16</td>
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<td>Chapters 17,18,19,20</td>
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<td></td>
<td>Medications Affecting Respiratory System</td>
<td>Chapters 30,31</td>
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<tr>
<td></td>
<td>Medications Affecting Cardiovascular System</td>
<td>Chapters 21,22,23</td>
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<td></td>
<td>Medications Affecting Cardiovascular System,</td>
<td>Chapters 24,25</td>
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<td>continuation</td>
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<td></td>
<td>Medications Affecting Hematologic System</td>
<td>Chapters 26,27</td>
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<td>Chapters 28,29</td>
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<tr>
<td></td>
<td>Medications Affecting Gastrointestinal System</td>
<td>Chapters 32,33</td>
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<td>Chapters 33,34</td>
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<td></td>
<td>Medications Affecting Nutrition</td>
<td>Chapters 47,48</td>
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<tr>
<td></td>
<td>Medications Affecting Renal System</td>
<td>Chapter 42</td>
</tr>
<tr>
<td></td>
<td>Medications Affecting Reproductive System</td>
<td>Chapter 40,41</td>
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<td></td>
<td>Medications Affecting Musculoskeletal System</td>
<td>Chapter 45</td>
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<td></td>
<td>Medications Affecting Integumentary System</td>
<td>Chapter 46</td>
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<td></td>
<td>Medications Affecting Immune System and Infectious Diseases System</td>
<td>Chapters 44</td>
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<td></td>
<td>Medications Affecting Endocrine System</td>
<td>Chapters 36,37,38,39</td>
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<tr>
<td></td>
<td>Medications Affecting Other System</td>
<td>Chapters 20,43,49,50</td>
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</tbody>
</table>
COURSE SYLLABUS OUTLINE

Course Title: Introduction to Clinical Practice

Course Description:
This clinical course emphasizes basic nursing skills and application of the nursing process in meeting the needs of a diverse population. Focus is placed on performing basic nursing skills, formation of nurse-client relationship, communication, data collection, documentation, and medication administration.

Course Objectives:
Upon completion of this course, the student will be able to:

- Accept one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to caring, advocacy, and quality care while adhering to evidence-based practice.
- Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts.
- Integrate knowledge of social, mathematical, and physical sciences, pharmacology, and disease processes while participating in clinical decision making.
- Provide patient centered care under supervision by participating in the nursing process across diverse populations and health care settings.
- Minimize risk of harm to patients, members of the healthcare team, and self through safe individual performance and participation in system effectiveness.
- Collaborate as an active member of the multidisciplinary health care team to provide effective patient care throughout the lifespan.
- Use information and technology to communicate, manage data, mitigate error, and assist with decision-making.

Methods of Instruction:
- Lecture
- Anecdotal Records
- Review and Supervision of skills performance
- Clinical Evaluation

Instructor:

Contact Information:

Clock/Credit Hours: 2 credit units 90 Clinical hours
Americare School of Nursing

Instructional Resources:

Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

Grade Requirements:
- This is a Pass/Fail class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classification</th>
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<tbody>
<tr>
<td>P</td>
<td>PASS</td>
</tr>
<tr>
<td>F</td>
<td>FAIL</td>
</tr>
</tbody>
</table>

Progression:

The satisfactory academic progression established by Americare School of Nursing is consistently applied to all students.
All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.

- **Grade Requirements**
  - **Lecture:** A grade of 75 % (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. **Failure to pass this content mastery exam will result in an F in the class**, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.
  - **Laboratory** Courses are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.
  - **Clinical Courses** are either a Pass/Fail. Student must successfully complete these clinical courses to progress.

Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program.
- At the end of each term evaluation period, students that failed a course are counseled and placed on **academic warning**.
- By the next term evaluation period, the academic warning will be lifted when the
student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a minimum grade of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on second academic warning.

- At the 3rd term evaluation period, if the student has not obtained a minimum passing grade of 75%, the student will be placed on academic probation. This is the last term that the student has to achieve a passing grade. If still unable to obtain a grade of 75% after this term, the student will be dismissed from the program.

Withdrawal Process: Students that are planning to withdraw from a required nursing course must:
- Meet with the Educational Administrator and or the Academic Counselor. Failure to do this will affect the student’s ability to reenter the program.
- Students may be required to complete competency testing and or a refresher course, if out of the program for more than six months.

Code of Conduct Policy:
Americare School of Nursing students are expected to act as mature, responsible adults. Americare School of Nursing recognizes that a students and or staff cannot give his or her best performance if subjected to unwelcome and misconduct that can affect and interfere with their growth as a student and interfere with their ability to achieve a satisfactory academic progress.
Americare School of Nursing expects its students to have the values of honesty, courage, honor and respect. Any student found to have committed this misconduct would be subjected to disciplinary action up to and including termination/dismissal from the program.
- Verbal or physical behavior as derogatory comments, slurs, and or physical and verbal threats directed at a student or a group of students that is more likely to create a hostile environment, and invoke a violent response.
- Disruption of classroom/lab and clinical instruction through fighting, insubordination, disrespectful behavior, unnecessary talking during lecture, sleeping or incorrigibility that causes material disruption or obstruction to the educational process.
- Physical abuse, threats, intimidation, harassment, coercion, sexual assault, and behaviors that places the other students/staffs’ safety at risk.
- The possession, use and intent to distribute narcotics, controlled drug substances, and alcoholic beverages on campus. Unless permission was granted for alcoholic beverages on certain occasions.
- Attempt or actual theft of some students’ personal and or school property.
- Students are expected to uphold professional standards and express their opinions in an ethical and respectful manner in the classroom, lab and or clinical area. Any student that deviates from this is in violation of this policy.
Instructors can also set behavioral expectations in the class, and students are expected to abide by them. Instructors can address negative behaviors as they occur, and subject the students to a disciplinary action.
Americare School of Nursing

Student Conduct while Providing Nursing Care:
- While providing nursing care for the healthcare client in the clinical area, the student shall be held to the same standard of behavior as a practicing nurse. This standard includes but is not limited to the following:
- While providing nursing care, the student shall:
- Report and document nursing assessment or observations including the care provided and the client response to care
- Accurately and timely report to the appropriate instructor or nurse any error(s) or deviations from the prescribed regimen of care
- Not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice
- Implement measures to promote a safe environment for each client
- Delineate, establish and maintain professional boundaries with each client
- At all times while providing direct nursing care to a client
- Provide privacy during examination or treatment and in the care of personal or bodily needs
- Treat each client with courtesy, respect and with full recognition of dignity and individuality
- Not engage in behavior that causes or may cause physical, verbal, mental or emotional abuse to a client
- Not engage on behavior toward a client that may reasonably be interpreted as physical, sexual verbal, mental or emotional abuse
- Not misappropriate a client’s property
- Not engage in behavior to seek or obtain personal gain at the client’s expense
- Not engage in behavior that constitutes inappropriate involvement in the client’s personal relationships
- A student may be recommended for dismissal at any time when in the judgment of the faculty they exhibit behavior that jeopardizes the welfare of the patient either by commission or omission.

Academic Dishonesty Policy:
Americare School of Nursing and its Faculty will not tolerate academic dishonesty and aiding in academic dishonesty. Academic dishonesty pertains to cheating, plagiarism, falsification of records, and or aiding in any of these. Honesty is the responsibility of all the students of Americare School of Nursing.

To further define:
Plagiarism: Is the intent to use somebody’s intellectual property, without consent.
Academic Dishonesty: Cheating
Cheating is defined as obtaining unauthorized help on an assignment, quiz, or examination. Thus, obtaining answers, information or help from another student, using unauthorized sources for answers during an exam, and obtaining exam questions before an exam and using them are unethical. Other examples of cheating include unauthorized copying from a student’s paper or using unauthorized aids such as books or notes.
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Americare School of Nursing

- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.
- A student that does not follow the policy will have points deducted from their exam score.

Clinical Attendance:
- Clinical rotations provide students with an opportunity to apply theoretical concepts into the practical setting; an essential component of our nursing curriculum, therefore clinical is mandatory.
- Clinical assignments may be in locations outside of the student’s city of residence. The student is responsible for transportation and other personal arrangements.
- Clinical performance will be affected by your attendance.
- Clinical absence must be called in to your clinical instructor 1 hour in advance. Failure to call in to report absence for clinical will result in suspension from the program. Late call-ins will result in a warning on first occurrence and probation on second.
- Only excused clinical absences can be made up. Excused absences are due to mitigating circumstances as, (but is not limited to) personal illness, death in the family, inclement weather, military obligation, religious observance, and court appointment. Documentation needs to be provided to excuse the absence.
- Students that missed a clinical rotation day will be asked to make up for the missed day. The student will obtain an incomplete (I) grade until the completion of all course requirements is satisfied. The student will be scheduled on course completion depending on the instructor availability, and the availability of seats and clinical space after currently enrolled students have been placed. If there is no availability, all make up for missed clinical days will have to be at the student’s expense.
- Clinical tardiness is any student that arrives at the clinical site 15 minutes late. Tardiness without legitimate reason on three separate occasions will be considered an absence. Students arriving at the clinical site later than 15 minutes will be sent home. This will be considered an absence.

Dress and Grooming:
- Each student must be neat, clean, and well-groomed at all times.
- Student photo ID must be worn at all times when in the clinical area.
- Nails are to be manicured and not to extend beyond finger pads when fingernails are extended. Only clear polish is to be worn with the uniform.
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### Americare School of Nursing

#### Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Comply with agency and school policies, state laws and industry standards</td>
</tr>
<tr>
<td></td>
<td>• Treat all individuals with dignity and respect</td>
</tr>
<tr>
<td></td>
<td>• Protect patient rights (privacy, autonomy, confidentiality)</td>
</tr>
<tr>
<td></td>
<td>• Practice within the legal and ethical frameworks of nursing</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate professional behaviors (attendance, appearance, honesty, attitude, acceptance of feedback, punctuality, boundaries, self-reflection)</td>
</tr>
<tr>
<td></td>
<td>• Accept responsibility and accountability for learning and patient care</td>
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<tr>
<td></td>
<td>• Identify evidenced-based standards, policies and procedures that affect quality care</td>
</tr>
<tr>
<td></td>
<td>• Identify fiscally responsible care</td>
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<tr>
<td></td>
<td>• Provide accurate information to patients and families</td>
</tr>
<tr>
<td></td>
<td>• Use therapeutic communication to express respect, patience and sensitivity</td>
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<tr>
<td></td>
<td>• Demonstrate appropriate non-verbal communication strategies</td>
</tr>
<tr>
<td></td>
<td>• Adapt communication strategies based on patients' age, developmental level, disability, and/or culture</td>
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<tr>
<td></td>
<td>• Complete documentation according to agency guidelines (format, timing, abbreviations, etc.)</td>
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<tr>
<td></td>
<td>• Use appropriate terminology, spelling and grammar in written communications</td>
</tr>
<tr>
<td></td>
<td>• Monitor effectiveness of therapeutic interactions</td>
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<tr>
<td></td>
<td>• Apply theoretical knowledge to assist in the care of patients</td>
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<tr>
<td></td>
<td>• Maintain a questioning and open mind to consider new approaches, ideas and best practices</td>
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<tr>
<td></td>
<td>• Provide rationale for decisions used in the provision of safe, quality care</td>
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<tr>
<td></td>
<td>• Perform mathematical calculations correctly</td>
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<tr>
<td></td>
<td>• Explain patient medication information including classification, indication, action, dosage, side effects, interactions, compatibilities and nursing implications</td>
</tr>
<tr>
<td></td>
<td>• Collect assessment data using correct techniques for health assessment and validate findings with instructor</td>
</tr>
<tr>
<td></td>
<td>• Use effective interview techniques in data collection</td>
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<tr>
<td></td>
<td>• Use multiple sources in collecting data</td>
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<tr>
<td></td>
<td>• Recognize and report abnormal data and changes in patient condition to the instructor and the nurse</td>
</tr>
<tr>
<td></td>
<td>• Validate basic nursing decisions with instructor</td>
</tr>
<tr>
<td></td>
<td>• Recognize diverse patient care needs</td>
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<td></td>
<td>• Provide holistic care in an organized and timely manner</td>
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<tr>
<td></td>
<td>• Perform nursing skills competently</td>
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<tr>
<td></td>
<td>• Promote independence in patient self-care activities</td>
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<tr>
<td>• Utilize the nursing process and safety principles in the administration of medications and interventions</td>
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<tr>
<td>• Reinforce healthcare teaching and support healthcare knowledge</td>
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<tr>
<td>• Contribute to the development of a care plan for patients with basic needs</td>
<td></td>
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<tr>
<td>• Use assessment data to support decisions</td>
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<tr>
<td>• Provide safe and effective care</td>
<td></td>
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<tr>
<td>• Apply industry standards in protecting patient, self and others from injury, infection, and harm</td>
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<tr>
<td>• Maintain a safe, effective care environment</td>
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<tr>
<td>• Request assistance when needed</td>
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<tr>
<td>• Report and take action on potential safety concerns</td>
<td></td>
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<tr>
<td>• Use available equipment in accordance with agency policies and procedures</td>
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<tr>
<td>• Identify established quality improvement activities</td>
<td></td>
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<tr>
<td>• Incorporate multiple methods of communication</td>
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<tr>
<td>• Report complete, accurate, pertinent information to instructor and staff</td>
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<tr>
<td>• Convey mutual respect, trust, support, and appreciation for other members of the health care team</td>
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<tr>
<td>• Assist others to ensure safe and effective care</td>
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<tr>
<td>• Seek information from other healthcare team members</td>
<td></td>
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<tr>
<td>• Organize patient care team activities to meet patient needs</td>
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<tr>
<td>• Demonstrate flexibility in adapting to changing situations</td>
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<tr>
<td>• Contribute to the healthcare team in the provision of patient-centered care</td>
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<tr>
<td>• Evaluate the effectiveness of your own role within the team</td>
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<tr>
<td>• Apply conflict resolution and problem solving skills as appropriate</td>
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<tr>
<td>• Communicate patient values, preferences, and expressed needs to other members of the healthcare team</td>
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<tr>
<td>• Document complete, accurate, pertinent information in a timely manner using electronic or agency standard</td>
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<tr>
<td>• Documentation systems</td>
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<tr>
<td>• Identify information from professional sources to assist in providing safe patient care</td>
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<tr>
<td>• Adhere to security measures to protect the confidentiality of all health information</td>
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<tr>
<td>• Use technology to provide quality safe patient care</td>
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<tr>
<td>• Clinical Evaluation</td>
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</table>
Course Title: Nursing Health Alterations

Course Description:
The concentration for this course is the basic concepts of health and illness. The theory of nursing practice is applied in the care of clients throughout the lifespan, utilizing problem solving and critical thinking skills. A study of conditions affecting the different body systems is explored and therapeutic nursing interventions are applied. Concepts of leadership, team building, and the scope of practice are emphasized.

Course Objectives:
Upon completion of this course, the student will be able to:
- Plan nursing care for patients undergoing surgery (perioperative)
- Plan nursing care for patients with alterations of the nervous system
- Plan nursing care for patients with alterations in the respiratory system
- Plan nursing care for patients with alterations in hematology
- Plan nursing care for patients with alterations with autoimmune and malignancy disorders
- Plan nursing care for patients with alterations in the cardiovascular system
- Plan nursing care for patients with alterations in the musculoskeletal system
- Plan nursing care for patients with alterations of endocrine system
- Plan nursing care for patients with alterations of the gastrointestinal system
- Plan nursing care for patients with alterations of the renal/urinary system
- Develop a plan for making the transition from student to practicing nurse
- Apply leadership principles
- Manage care for a group of patients according to the Nurse Practice Act

Methods of Instruction:
- Lecture
- Videos
- Formative Evaluation: Quizzes
- Summative Evaluation: Midterms/Final Exams

Instructor:

Contact Information:

Clock/Credit Hours: 3 credit units  45 Lecture Hours

Instructional Resources:
Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

Grade Requirements:
A grade of 75 % (C) or higher is required to be maintained in all units of instruction
A student must maintain a grade average of 75 percent to progress from one level to another.

Completion Requirements:
Pass Classroom 75% or higher.

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PERCENTAGE BREAKDOWN

| Attendance/Participation/Homework | 10% |
| Quizzes/Unit Exams               | 30% |
| Midterms                         | 30% |
| Finals                           | 30% |
| Total                            | 100% |

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Lecture: A grade of 75 % (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. Failure to pass this content mastery exam will result in an F in the class, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.
Americare School of Nursing

Laboratory Courses are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.

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- At the end of each term evaluation period, students that failed a course are counseled and placed on academic warning.
- By the next term evaluation period, the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a minimum grade of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on second academic warning.
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Americare School of Nursing

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- The hairstyle must be professional in appearance. Hair ornaments are not permitted.
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- No visible tattoos at any time.

The students, who do not conform to the above, will be sent home and will receive an absence for the day.

Requests for dress modification for valid reasons must be submitted in writing and approved by the School prior to implementation.

**Classroom Dress:** Students represents the nursing profession, and as such a conservative appropriate dress is expected.

**Test Policy:**

- The instructor will assign students to their seats.
- The desk area must be clear of all items. All books and personal items must be left in the front of the room as instructed by the instructor.
- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.
- If you leave the exam room, and the exam has already started, you will not be allowed back in. Please use the facilities prior to the start of the exam.
- A clearance must be obtained prior to allowing any student to take a midterm and or a final exam.
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<table>
<thead>
<tr>
<th>Week:</th>
<th>Topics:</th>
<th>Chapters:</th>
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<tbody>
<tr>
<td></td>
<td>Nursing Care of Perioperative Clients</td>
<td>Chapter 4,5,7,8</td>
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<tr>
<td></td>
<td>Nursing Care of Clients with Neuro-Sensory Disorders</td>
<td>Chapter 22,23,24</td>
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<td>Chapter 25,26,27</td>
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<td></td>
<td>Nursing Care of Clients with Respiratory Disorders</td>
<td>Chapter 13,14,15</td>
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<td>Nursing Care of Clients with Hematologic Disorders</td>
<td>Chapter 16,17</td>
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<td>Nursing Care of Clients with Immune System Disorders</td>
<td>Chapter 10,11,12</td>
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<td>Nursing Care of Clients with Cardiovascular Disorders</td>
<td>Chapter 18,19,20,21</td>
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<td>Nursing Care of Clients with Musculoskeletal Disorders</td>
<td>Chapter 32,33</td>
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<td>Nursing Care of Clients with Endocrine Disorders</td>
<td>Chapter 36,37,38</td>
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<td>Nursing Care of Clients with Gastrointestinal Disorders</td>
<td>Chapter 28,29,30,31</td>
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<td>Nursing Care of Clients with Renal and Urinary Disorders</td>
<td>Chapter 34,35</td>
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<td>Nursing Care of Clients with Reproductive Disorders</td>
<td>Chapters 39,40,41</td>
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<td></td>
<td>Emergency and Disaster Management</td>
<td>Chapter 44</td>
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Americare School of Nursing

COURSE SYLLABUS OUTLINE

Course Title: Nursing Health Promotion

Course Description:
This course covers topics related to health promotion in the context of the family, that include nursing care of the developing family, reproductive issues, pregnancy, labor and delivery, post-partum, newborn, and the child. Recognizing the spectrum of the healthy family, this course will discern patterns associated with adaptive and maladaptive behaviors, and the application of mental health principles. Emphasis is placed on teaching healthy lifestyle choices, nutrition, exercise, and stress management, and empowerment and risk reduction practices.

Objectives:
Upon completion of this course, the student will be able to:
- Use principles of teaching/learning when reinforcing teaching plans
- Apply principles of family dynamics to nursing care
- Adapt nursing interventions for maladaptive patterns of behavior
- Plan nursing care for patients with reproductive issues
- Plan nursing care for a healthy pregnant woman
- Plan nursing care during uncomplicated labor and delivery
- Plan nursing care for a healthy newborn
- Plan nursing care for the post-partum patient
- Examine adaptations of nursing care for patients from infancy through adolescence
- Plan nursing care for the ill child
- Plan a healthy diet for a well patient
- Encourage healthy lifestyle behaviors in patients
- Promote safety/accident prevention for patients from infancy through adolescence
- Promote healthy coping in acute and chronic illness

Methods of Instruction:
- Lecture
- Videos
- Formative Evaluation: Quizzes
- Summative Evaluation: Midterms/Final Exams

Instructor:

Contact Information:

Clock/Credit Hours: 3 credit units 45 Lecture Hours

Instructional Resources:
Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

Grade Requirements:
A grade of 75 % (C) or higher is required to be maintained in all units of instruction
A student must maintain a grade average of 75 percent to progress from one level to another.

Completion Requirements:
Pass Classroom 75% or higher.

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Grade Requirements
Lecture: A grade of 75 % (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. Failure to pass this content mastery exam will result in an F in the class, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.
Americare School of Nursing

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Clinical Courses are either a Pass/Fail. Student must successfully complete these clinical courses to progress.

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<td>Foundations of Mental Health Care</td>
<td>Chapter 46,47,48,49</td>
<td>Chapter 45</td>
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<tr>
<td>Traditional Non-pharmacological Therapies</td>
<td>Chapter 46,47,48,49</td>
<td>Chapter 2,3,4</td>
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<td>Chapter 46,47,48,49</td>
<td>Chapter 5,6,7,8</td>
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<td>Chapter 46,47,48,49</td>
<td>Chapter 9,10,11</td>
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<td>Special Populations</td>
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<td>Chapter 12,13,14</td>
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<td>Psychiatric Emergencies</td>
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<td>Chapter 15,21,22</td>
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<td>Human Reproduction</td>
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<td>Changes and Complications During pregnancy</td>
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<tr>
<td>Intrapartum and Postpartum Nursing Care</td>
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<tr>
<td>Newborn Nursing Care</td>
<td></td>
<td>Chapter 29</td>
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<tr>
<td>Foundations of Nursing Care for Children</td>
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<td>Chapter 24</td>
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<tr>
<td>Neurosensory Disorders</td>
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<td>Chapter 30</td>
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<tr>
<td>Respiratory Disorder</td>
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<td>Chapter 31</td>
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<tr>
<td>Cardiovascular and Hematologic Disorders</td>
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<td>Chapter 32</td>
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<td>Gastrointestinal Disorders</td>
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<td>Chapter 27</td>
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<tr>
<td>Genitourinary and Reproductive Disorders</td>
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<td>Chapter 33,34</td>
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<td>Musculoskeletal Disorders</td>
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<td>Integumentary Disorders</td>
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<td>Endocrine Disorders</td>
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<td>Immune and Infectious Disorders</td>
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<td>Neoplastic Disorders</td>
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<td>Nursing Care of Children with Special Needs</td>
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</table>
COURSE SYLLABUS OUTLINE

Course Title: Clinical Care Across the Lifespan

Course Description:
Relates nursing concepts and therapeutic interventions to the client across the lifespan in a clinical setting. Provides an introduction to concepts of teaching and learning. Extending care to include the family is emphasized

Course Objectives:
Upon completion of this course, the student will be able to:
- Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to caring, advocacy, and quality care while adhering to evidence-based practice
- Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts.
- Integrate knowledge of social, mathematical, and physical sciences, pharmacology, and disease processes while participating in clinical decision making
- Provide patient centered care under supervision by participating in the nursing process across diverse populations and health care settings
- Minimize risk of harm to patients, members of the healthcare team, and self through safe individual performance and participation in system effectiveness
- Collaborate as an active member of the multidisciplinary health care team to provide effective patient care throughout the lifespan
- Synchronize information and technology to communicate, manage data, mitigate error, and assist with decision-making

Methods of Instruction:
- Lecture
- Anecdotal Records
- Review and Supervision of skills performance
- Clinical Evaluation

Instructor:

Contact Information:

Clock/Credit Hours: 2 credit units 90 Clinical Hours

Instructional Resources:
Americare School of Nursing


**Method of Evaluating Student Academic Progress and Competency:**
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

Grade Requirements:
- This is a Pass/Fail class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>PASS</td>
</tr>
<tr>
<td>F</td>
<td>FAIL</td>
</tr>
</tbody>
</table>

**Progression:**
The satisfactory academic progression established by Americare School of Nursing is consistently applied to all students. All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.

- **Grade Requirements**
  - **Lecture:** A grade of 75% (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. **Failure to pass this content mastery exam will result in an F in the class,** and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.
  - **Laboratory Courses** are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.
  - **Clinical Courses** are either a Pass/Fail. Student must successfully complete these clinical courses to progress.

Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program.
- At the end of each term evaluation period, students that failed a course are counseled and placed on **academic warning**.
- By the next term evaluation period, the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a minimum grade of 75% during this quarter term evaluation and satisfactory academic
progress is not obtained, student will be counseled and placed on second academic warning.

- At the 3rd term evaluation period, if the student has not obtained a minimum passing grade of 75%, the student will be placed on academic probation. This is the last term that the student has to achieve a passing grade. If still unable to obtain a grade of 75% after this term, the student will be dismissed from the program.

Withdrawal Process: Students that are planning to withdraw from a required nursing course must:

- Meet with the Educational Administrator and or the Academic Counselor. Failure to do this will affect the student’s ability to reenter the program.
- Students may be required to complete competency testing and or a refresher course, if out of the program for more than six months.

Code of Conduct Policy:

Americare School of Nursing students are expected to act as mature, responsible adults. Americare School of Nursing recognizes that a students and or staff cannot give his or her best performance if subjected to unwelcome and misconduct that can affect and interfere with their growth as a student and interfere with their ability to achieve a satisfactory academic progress.

Americare School of Nursing expects its students to have the values of honesty, courage, honor and respect. Any student found to have committed this misconduct would be subjected to disciplinary action up to and including termination/dismissal from the program.

- Verbal or physical behavior as derogatory comments, slurs, and or physical and verbal threats directed at a student or a group of students that is more likely to create a hostile environment, and invoke a violent response.
- Disruption of classroom/lab and clinical instruction through fighting, insubordination, disrespectful behavior, unnecessary talking during lecture, sleeping or incorrigibility that causes material disruption or obstruction to the educational process.
- Physical abuse, threats, intimidation, harassment, coercion, sexual assault, and behaviors that places the other students/staffs’ safety at risk.
- The possession, use and intent to distribute narcotics, controlled drug substances, and alcoholic beverages on campus. Unless permission was granted for alcoholic beverages on certain occasions.
- Attempt or actual theft of some students’ personal and or school property.
- Students are expected to uphold professional standards and express their opinions in an ethical and respectful manner in the classroom, lab and or clinical area. Any student that deviates from this is in violation of this policy.

Instructors can also set behavioral expectations in the class, and students are expected to abide by them. Instructors can address negative behaviors as they occur, and subject the students to a disciplinary action.
Student Conduct while Providing Nursing Care:
- While providing nursing care for the healthcare client in the clinical area, the student shall be held to the same standard of behavior as a practicing nurse. This standard includes but is not limited to the following:
- While providing nursing care, the student shall:
- Report and document nursing assessment or observations including the care provided and the client response to care
- Accurately and timely report to the appropriate instructor or nurse any error(s) or deviations from the prescribed regimen of care
- Not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice
- Implement measures to promote a safe environment for each client
- Delineate, establish and maintain professional boundaries with each client
- At all times while providing direct nursing care to a client
- Provide privacy during examination or treatment and in the care of personal or bodily needs
- Treat each client with courtesy, respect and with full recognition of dignity and individuality
- Not engage in behavior that causes or may cause physical, verbal, mental or emotional abuse to a client
- Not engage on behavior toward a client that may reasonably be interpreted as physical, sexual verbal, mental or emotional abuse
- Not misappropriate a client’s property
- Not engage in behavior to seek or obtain personal gain at the client’s expense
- Not engage in behavior that constitutes inappropriate involvement in the client’s personal relationships
- A student may be recommended for dismissal at any time when in the judgment of the faculty they exhibit behavior that jeopardizes the welfare of the patient either by commission or omission.

Academic Dishonesty Policy:
Americare School of Nursing and its Faculty will not tolerate academic dishonesty and aiding in academic dishonesty. Academic dishonesty pertains to cheating, plagiarism, falsification of records, and or aiding in any of these. Honesty is the responsibility of all the students of Americare School of Nursing.

To further define:
Plagiarism: Is the intent to use somebody’s intellectual property, without consent.
Academic Dishonesty: Cheating
Cheating is defined as obtaining unauthorized help on an assignment, quiz, or examination. Thus, obtaining answers, information or help from another student, using unauthorized sources for answers during an exam, and obtaining exam questions before an exam and using them are unethical. Other examples of cheating include unauthorized copying from a student’s paper or using unauthorized aids such as books or notes.
Aiding Academic Dishonesty
Another type of prohibited behavior is intentionally assisting someone else to commit an act of academic dishonesty. For example, allowing someone to copy your answers from an examination or use material written by you that you submitted for a grade would constitute aiding academic dishonesty.

Any student participating in academic dishonesty or aiding in such activity will be subjected to disciplinary action.
- On the first offense, the student will automatically obtain an “F”. Student will receive a suspension for this offense.
- On the second offense, the student will be immediately dismissed from the program and will not be allowed to apply for future enrollment at Americare School of Nursing. There will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected within two weeks of dismissal.

Attendance Policy:
- Students are only allowed excused absences at 10% of each class contact hours. Students must remain in compliance with program and Federal regulations at all times. Failure to maintain number of days required might result in financial aid being withheld and/or dismissal from the program.
- Students are obligated to comply with class attendance policies. The School emphasizes the need for all students to attend classes on a regular and consistent basis in order to develop the skills and attitudes necessary to compete in the highly competitive labor market. Since much of the program is conducted in a hands-on environment, attendance is critical to proper skill building.
- If a student is out of class for an extended period of time due to reasons beyond the student's control, it is the responsibility of the student to inform the instructor. If the student is out of class due to an emergency in which the Educational Administrator has intervened, a note will be sent from the Office of the School to the student's instructors notifying them of the prolonged absence.
- The School reserves the right to sever its relationship with any student who has been excessively absent, and that student who incurs excessive absences may be dismissed from a given class and/or from the program upon recommendations of the instructors and approval by the Educational Administrator. When it appears to an instructor that a student has discontinued a class without authority, the instructor will report this fact to the Educational Administrator.
- Class will start promptly as assigned unless otherwise pre-scheduled with the students. Students arriving late for a class or leaving early are considered tardy. Tardiness on five occasions will be counted as one absence and will be counted in relation to total allowable absences. Students who are not in attendance for at least 50 percent of any scheduled class will be considered absent for that class.
- Missed Exam due to an absence: It is the student’s responsibility to notify the appropriate instructor before the scheduled exam. The student must be prepared to take the missed exam on the first day he/she returns to School, unless an arrangement was made prior with the instructor.
- No cellphones are allowed in the examination room.
Americare School of Nursing

- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.
- A student that does not follow the policy will have points deducted from their exam score.

Clinical Attendance:
- Clinical rotations provide students with an opportunity to apply theoretical concepts into the practical setting; an essential component of our nursing curriculum, therefore clinical is mandatory.
- Clinical assignments may be in locations outside of the student’s city of residence. The student is responsible for transportation and other personal arrangements.
- Clinical performance will be affected by your attendance.
- Clinical absence must be called in to your clinical instructor 1 hour in advance. Failure to call in to report absence for clinical will result in suspension from the program. Late call-ins will result in a warning on first occurrence and probation on second.
- Only excused clinical absences can be made up. Excused absences are due to mitigating circumstances as, (but is not limited to) personal illness, death in the family, inclement weather, military obligation, religious observance, and court appointment. Documentation needs to be provided to excuse the absence.
- Students that missed a clinical rotation day will be asked to make up for the missed day. The student will obtain an incomplete (I) grade until the completion of all course requirements is satisfied. The student will be scheduled on course completion depending on the instructor availability, and the availability of seats and clinical space after currently enrolled students have been placed. If there is no availability, all make up for missed clinical days will have to be at the student’s expense.
- Clinical tardiness is any student that arrives at the clinical site 15 minutes late. Tardiness without legitimate reason on three separate occasions will be considered an absence. Students arriving at the clinical site later than 15 minutes will be sent home. This will be considered an absence.

Dress and Grooming:
- Each student must be neat, clean, and well-groomed at all times.
- Student photo ID must be worn at all times when in the clinical area.
- Nails are to be manicured and not to extend beyond finger pads when fingernails are extended. Only clear polish is to be worn with the uniform.
- Mustaches and beards must be neat and well-trimmed both in class and clinical areas.
- Cosmetics must be in good taste and contribute to a professional appearance. Perfume and after-shave lotion are not to be worn in clinical areas.
- Students are not permitted to wear class rings or other jewelry with the exception of the wedding band while in uniform.
- The hairstyle must be professional in appearance. Hair ornaments are not permitted.
- Only one pair of small silver or gold ball shaped earrings are allowed in pierced earlobes; otherwise, no earrings are permitted, i.e. no nose rings, lip rings, multiple pairs in each ear(s), tongue studs, etc.
- No visible tattoos at any time.
The students, who do not conform to the above, will be sent home and will receive an absence for the day. Requests for dress modification for valid reasons must be submitted in writing and approved by the School prior to implementation. **Classroom Dress:** Students represent the nursing profession, and as such a conservative appropriate dress is expected.

**Test Policy:**
- The instructor will assign students to their seats.
- The desk area must be clear of all items. All books and personal items must be left in the front of the room as instructed by the instructor.
- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.
- If you leave the exam room, and the exam has already started, you will not be allowed back in. Please use the facilities prior to the start of the exam.
- A clearance must be obtained prior to allowing any student to take a midterm and or a final exam.
Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
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<tbody>
<tr>
<td></td>
<td>Comply with agency and school policies, state laws and industry standards</td>
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<td></td>
<td>Treat all individuals with dignity and respect</td>
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<td></td>
<td>Protect patient rights (privacy, autonomy, confidentiality)</td>
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<td></td>
<td>Practice within the legal and ethical frameworks of nursing</td>
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<td></td>
<td>Demonstrate professional behaviors (attendance, appearance, honesty, attitude, acceptance of feedback, punctuality, boundaries, self-reflection etc.)</td>
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<tr>
<td></td>
<td>Accept responsibility and accountability for learning and patient care</td>
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<td></td>
<td>Identify evidenced-based standards, policies and procedures that affect quality care</td>
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<td></td>
<td>Provide fiscally responsible care</td>
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<td>Provide accurate information to patients and families</td>
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<td></td>
<td>Use therapeutic communication to express respect, patience and sensitivity</td>
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<td></td>
<td>Demonstrate appropriate non-verbal communication strategies</td>
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<td>Adapt communication strategies based on patients' age, developmental level, disability, and/or culture</td>
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<td>Complete documentation according to agency guidelines (format, timing, abbreviations, etc.)</td>
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<td>Use appropriate terminology, spelling and grammar in written communications</td>
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<td>Evaluate the effectiveness of therapeutic interactions</td>
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<td>Use therapeutic communication techniques to assist patient/families in attaining healthcare goals</td>
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<td></td>
<td>Apply theoretical knowledge to assist in the care of patients</td>
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<td>Maintain a questioning and open mind to consider new approaches, ideas and best practices</td>
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<td></td>
<td>Provide rationale for decisions used in the provision of safe, quality care</td>
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<td></td>
<td>Perform mathematical calculations correctly</td>
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<td></td>
<td>Explain patient medication information including classification, indication, action, dosage, side effects, interactions, compatibilities and nursing implications</td>
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<td></td>
<td>Differentiate care across the lifespan</td>
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<tr>
<td></td>
<td>Integrate patients' health status to assessment findings, medications, laboratory and diagnostic test results, medical and nursing interventions</td>
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<td></td>
<td>Collect assessment data using correct techniques for health assessment and validate findings with instructor</td>
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<td></td>
<td>Use effective interview techniques in data collection</td>
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<td></td>
<td>Use multiple sources in collecting data</td>
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<td></td>
<td>Identify patient support systems</td>
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<td></td>
<td>Recognize and report abnormal data and changes in patient condition to the instructor and the nurse</td>
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<td>Americare School of Nursing</td>
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<tr>
<td>- Differentiate between relevant and irrelevant data</td>
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<tr>
<td>- Validate basic nursing decisions with instructor</td>
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<tr>
<td>- Adapt priorities based on diverse patient care needs</td>
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<tr>
<td>- Provide holistic care in an organized and timely manner Perform nursing skills competently and efficiently</td>
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<tr>
<td>- Promote independence in patient self-care activities</td>
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<tr>
<td>- Utilize the nursing process and safety principles in the administration of medications and interventions</td>
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<tr>
<td>- Use principles of teaching and learning when reinforcing healthcare teaching</td>
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<tr>
<td>- Contribute to the development of a care plan for patients with basic needs</td>
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<tr>
<td>- Anticipate changes in health status based upon assessment data</td>
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<tr>
<td>- Use critical thinking processes in making patient care decisions</td>
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<tr>
<td>- Provide safe and effective care</td>
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<tr>
<td>- Apply industry standards in protecting patient, self and others from injury, infection, and harm</td>
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<tr>
<td>- Maintain a safe, effective care environment</td>
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<tr>
<td>- Request assistance when needed Report and take action on potential safety concerns</td>
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<tr>
<td>- Use available equipment in accordance with agency policies and procedures</td>
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<tr>
<td>- Identify established quality improvement activities</td>
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<tr>
<td>- Incorporate multiple methods of communication</td>
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<tr>
<td>- Report complete, accurate, pertinent information to instructor and staff</td>
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<tr>
<td>- Convey mutual respect, trust, support, and appreciation for other members of the health care team</td>
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<tr>
<td>- Assist others to ensure safe and effective care</td>
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<tr>
<td>- Seek information from other healthcare team members</td>
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<tr>
<td>- Organize patient care activities to meet patient needs Demonstrate flexibility in adapting to changing situations</td>
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<tr>
<td>- Contribute to the healthcare team in the provision of patient-centered care</td>
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<tr>
<td>- Evaluate the effectiveness of your own role within the team</td>
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<tr>
<td>- Apply conflict resolution and problem solving skills as appropriate</td>
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<tr>
<td>- Communicate patient values, preferences, and expressed needs to other members of the healthcare team</td>
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<tr>
<td>- Document complete, accurate, pertinent information in a timely manner using electronic or agency standard</td>
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<tr>
<td>- Complete documentation systems</td>
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<tr>
<td>- Incorporate information from professional sources to assist in providing safe patient care</td>
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<tr>
<td>- Adhere to security measures to protect the confidentiality of all health information</td>
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<tr>
<td>- Use technology to provide quality safe patient care</td>
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<tr>
<td>- Clinical Evaluation</td>
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</table>
COURSE SYLLABUS OUTLINE

Course Title: Introduction to Clinical Care Management

Course Description:
Applies nursing concepts and therapeutic nursing interventions to a group of clients across the lifespan. Provides an introduction to leadership, management and team building.

Course Objectives:
Upon completion of this course, the student will be able to:
- Demonstrate professional behaviors
- Collect accurate, focused assessment data
- Make basic clinical decisions
- Adhere to principles of safety and infection control
- Implement established plans for client care
- Administer medications safely
- Apply knowledge relevant to client care
- Communicate effectively with clients and families
- Document effectively
- Participate in collaborative client care
- Use management skills in providing client care

Methods of Instruction:
- Lecture
- Anecdotal Records
- Review and Supervision of skills performance
- Clinical Evaluation

Instructor:

Contact Information:

Clock/Credit Hours: 3 credit units 90 Lab hours

Instructional Resources:

Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.
Americare School of Nursing

Grade Requirements:

- This is a Pass/Fail class. Students must successfully return demonstrate these nursing skills to pass the class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classification</th>
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</thead>
<tbody>
<tr>
<td>P</td>
<td>PASS</td>
</tr>
<tr>
<td>F</td>
<td>FAIL</td>
</tr>
</tbody>
</table>

Progression:

The satisfactory academic progression established by Americare School of Nursing is consistently applied to all students.

All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.

- Grade Requirements
  - **Lecture**: A grade of 75% (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. **Failure to pass this content mastery exam will result in an F in the class**, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.
  - **Laboratory** Courses are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.
  - **Clinical Courses** are either a Pass/Fail. Student must successfully complete these clinical courses to progress.

Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program.

- At the end of each term evaluation period, students that failed a course are counseled and placed on **academic warning**.
- By the next term evaluation period, the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a minimum grade of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on **second academic warning**.
- At the 3rd term evaluation period, if the student has not obtained a minimum passing grade of 75%, the student will be placed on **academic probation**. This is the last term that the student has to achieve a passing grade. If still unable to obtain a grade of 75% after this term, the student will be dismissed from the program.

Withdrawal Process: Students that are planning to withdraw from a required nursing course must:
Americare School of Nursing

- Meet with the Educational Administrator and or the Academic Counselor. Failure to do this will affect the student’s ability to reenter the program.
- Students may be required to complete competency testing and or a refresher course, if out of the program for more than six months.

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- Physical abuse, threats, intimidation, harassment, coercion, sexual assault, and behaviors that places the other students/staffs’ safety at risk.
- The possession, use and intent to distribute narcotics, controlled drug substances, and alcoholic beverages on campus. Unless permission was granted for alcoholic beverages on certain occasions.
- Attempt or actual theft of some students’ personal and or school property.
- Students are expected to uphold professional standards and express their opinions in an ethical and respectful manner in the classroom, lab and or clinical area. Any student that deviates from this is in violation of this policy.

Instructors can also set behavioral expectations in the class, and students are expected to abide by them. Instructors can address negative behaviors as they occur, and subject the students to a disciplinary action.

Student Conduct while Providing Nursing Care:

- While providing nursing care for the healthcare client in the clinical area, the student shall be held to the same standard of behavior as a practicing nurse. This standard includes but is not limited to the following:
- While providing nursing care, the student shall:
- Report and document nursing assessment or observations including the care provided and the client response to care
- Accurately and timely report to the appropriate instructor or nurse any error(s) or deviations from the prescribed regimen of care
- Not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice
- Implement measures to promote a safe environment for each client
Delineate, establish and maintain professional boundaries with each client
- At all times while providing direct nursing care to a client
- Provide privacy during examination or treatment and in the care of personal or bodily needs
- Treat each client with courtesy, respect and with full recognition of dignity and individuality
- Not engage in behavior that causes or may cause physical, verbal, mental or emotional abuse to a client
- Not engage on behavior toward a client that may reasonably be interpreted as physical, sexual, verbal, mental or emotional abuse
- Not misappropriate a client’s property
- Not engage in behavior to seek or obtain personal gain at the client’s expense
- Not engage in behavior that constitutes inappropriate involvement in the client’s personal relationships
- A student may be recommended for dismissal at any time when in the judgment of the faculty they exhibit behavior that jeopardizes the welfare of the patient either by commission or omission.

Academic Dishonesty Policy:
Americare School of Nursing and its Faculty will not tolerate academic dishonesty and aiding in academic dishonesty. Academic dishonesty pertains to cheating, plagiarism, falsification of records, and or aiding in any of these. Honesty is the responsibility of all the students of Americare School of Nursing.

To further define:
**Plagiarism**: Is the intent to use somebody’s intellectual property, without consent.

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- Students are obligated to comply with class attendance policies. The School emphasizes the need for all students to attend classes on a regular and consistent basis in order to develop the skills and attitudes necessary to compete in the highly competitive labor market. Since much of the program is conducted in a hands-on environment, attendance is critical to proper skill building.

- If a student is out of class for an extended period of time due to reasons beyond the student's control, it is the responsibility of the student to inform the instructor. If the student is out of class due to an emergency in which the Educational Administrator has intervened, a note will be sent from the Office of the School to the student's instructors notifying them of the prolonged absence.

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- Class will start promptly as assigned unless otherwise pre-scheduled with the students. Students arriving late for a class or leaving early are considered tardy. Tardiness on five occasions will be counted as one absence and will be counted in relation to total allowable absences. Students who are not in attendance for at least 50 percent of any scheduled class will be considered absent for that class.

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- No cellphones are allowed in the examination room.

- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.

- A student that does not follow the policy will have points deducted from their exam score.

Clinical Attendance:

- Clinical rotations provide students with an opportunity to apply theoretical concepts into the practical setting; an essential component of our nursing curriculum, therefore clinical is mandatory.

- Clinical assignments may be in locations outside of the student’s city of residence. The student is responsible for transportation and other personal arrangements.

- Clinical performance will be affected by your attendance.
Americare School of Nursing

- Clinical absence must be called in to your clinical instructor 1 hour in advance. Failure to call in to report absence for clinical will result in suspension from the program. Late call-ins will result in a warning on first occurrence and probation on second.
- Only excused clinical absences can be made up. Excused absences are due to mitigating circumstances as, (but is not limited to) personal illness, death in the family, inclement weather, military obligation, religious observance, and court appointment. Documentation needs to be provided to excuse the absence.
- Students that missed a clinical rotation day will be asked to make up for the missed day. The student will obtain an incomplete (I) grade until the completion of all course requirements is satisfied. The student will be scheduled on course completion depending on the instructor availability, and the availability of seats and clinical space after currently enrolled students have been placed. If there is no availability, all make up for missed clinical days will have to be at the student’s expense.
- Clinical tardiness is any student that arrives at the clinical site 15 minutes late. Tardiness without legitimate reason on three separate occasions will be considered an absence. Students arriving at the clinical site later than 15 minutes will be sent home. This will be considered an absence.

Dress and Grooming:
- Each student must be neat, clean, and well-groomed at all times
- Student photo ID must be worn at all times when in the clinical area.
- Nails are to be manicured and not to extend beyond finger pads when fingernails are extended. Only clear polish is to be worn with the uniform.
- Mustaches and beards must be neat and well-trimmed both in class and clinical areas.
- Cosmetics must be in good taste and contribute to a professional appearance. Perfume and after-shave lotion are not to be worn in clinical areas.
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- Only one pair of small silver or gold ball shaped earrings are allowed in pierced earlobes; otherwise, no earrings are permitted, i.e. no nose rings, lip rings, multiple pairs in each ear(s), tongue studs, etc.
- No visible tattoos at any time.

The students, who do not conform to the above, will be sent home and will receive an absence for the day.
Requests for dress modification for valid reasons must be submitted in writing and approved by the School prior to implementation.

Classroom Dress: Students represents the nursing profession, and as such a conservative appropriate dress is expected.

Test Policy:
- The instructor will assign students to their seats.
- The desk area must be clear of all items. All books and personal items must be left in the front of the room as instructed by the instructor.
- No cellphones are allowed in the examination room.
Americare School of Nursing

- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.
- If you leave the exam room, and the exam has already started, you will not be allowed back in. Please use the facilities prior to the start of the exam.
- A clearance must be obtained prior to allowing any student to take a midterm and or a final exam.

Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Chapters</th>
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<tr>
<td></td>
<td>Intro to Patient Care Management</td>
<td>Chapter 1</td>
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<tr>
<td></td>
<td>Communication for Management and Coordination of Care</td>
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<td></td>
<td>Assigning and Delegating Patient Care Activities</td>
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<td>Management of the Environment of Care</td>
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<td>Healthcare</td>
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<td>Healthcare Regulatory and Certifying Agencies</td>
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<td>Ethical Issues in Patient Care</td>
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<td></td>
<td>Developing Management Skills</td>
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<td>Improving Organizational Performance</td>
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<td>Use of Data for Improvement</td>
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<td>Strategic Planning</td>
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<td>Financial Planning</td>
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<td>Management of Human Resources</td>
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<td>Providing Competent Staff</td>
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<td>Workplace Safety</td>
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<td>Staffing and Scheduling</td>
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<td></td>
<td>Supervising and Evaluating the Work of Others</td>
<td>Chapter 20</td>
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</table>
COURSE SYLLABUS OUTLINE

Course Title: LPN to RN Bridge Course

Course Description:

This non-credit course is mandatory to facilitate successful entry of practical nurse graduates into the third semester of the ADN program. It provides a review of theoretical and clinical content, expanding on the depth of the common content and to introduce new theories, processes and skills specific to the ADN program.

This combination lecture and lab course provides a review of theoretical and clinical content. Practical nursing student’s clinical skills are evaluated. Content includes mathematical calculations and conversions related to clinical skills, vital signs assessment, aseptic techniques, wound care, oxygen administration, tracheostomy care, suctioning, management of enteral tubes, basic medication administration, glucose testing, enemas, ostomy care, catheterizations and physical assessment across the lifespan.

Course Objectives:
Upon completion of this course, the student will be able to satisfactorily demonstrate the:

- Use aseptic technique
- Perform mathematical calculations related to clinical practices
- Provide wound care
- Measure blood pressure
- Manage oxygen therapy
- Perform tracheostomy care and suctioning procedures (oral, nasal, pharyngeal, and tracheostomy)
- Demonstrate specimen collection procedures
- Maintain enteral tubes (feeding, irrigation, suction)
- Administer medications via the enteral route (oral/tube/rectal)
- Administer medications via the parenteral route (Intradermal/Subcutaneous/Intramuscular)
- Administer medications via topical, transdermal, eye, ear, inhalation, and vaginal routes
- Manage intravenous therapy
- Facilitate alternative methods of elimination (urinary and bowel)
- Obtain health history
- Perform general survey assessment
- Perform an integumentary assessment
- Perform a musculoskeletal assessment
- Perform a head/neck assessment
- Perform a basic eye/ear assessment
- Perform a basic neurological assessment
- Perform a basic respiratory assessment
- Perform a basic cardiovascular assessment
Americare School of Nursing

- Perform an abdominal assessment

Methods of Instruction:
- Lecture
- Videos
- Demonstration of Nursing Skills
- Hands on Practice of Skills
- Return Demonstration

Instructor:

Contact Information:

Clock/Credit Hours: Non-credit

Instructional Resources:

Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

Grade Requirements:
- This is a Pass/Fail class. Students must successfully return demonstrate these nursing skills to pass the class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classification</th>
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<tbody>
<tr>
<td>P</td>
<td>PASS</td>
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<tr>
<td>F</td>
<td>FAIL</td>
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### PERCENTAGE BREAKDOWN

<table>
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<tr>
<th>Requirement</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Submit all the required assignments/Pass all the Quizzes</td>
<td>50%</td>
</tr>
<tr>
<td>Successful Return Demonstration of the Nursing Skill</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Progression:

The satisfactory academic progression established by Americare School of Nursing is consistently applied to all students.

All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.

- **Grade Requirements**
  - **Lecture:** A grade of 75% (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. **Failure to pass this content mastery exam will result in an F in the class**, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.
  - **Laboratory Courses** are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.
  - **Clinical Courses** are either a Pass/Fail. Student must successfully complete these clinical courses to progress.

Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program.

- **At the end of each term evaluation period,** students that failed a course are counseled and placed on **academic warning**.
- **By the next term evaluation period,** the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a minimum grade of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on **second academic warning**.
- **At the 3rd term evaluation period,** if the student has not obtained a minimum passing grade of 75%, the student will be placed on **academic probation**. This is the last term that the student has to achieve a passing grade. If still unable to obtain a grade of 75% after this term, the student will be dismissed from the program.

### Withdrawal Process:

Students that are planning to withdraw from a required nursing course must:

- Meet with the Educational Administrator and or the Academic Counselor. Failure to do this will affect the student’s ability to reenter the program.
- Students may be required to complete competency testing and or a refresher course, if out of the program for more than six months.
American School of Nursing

Code of Conduct Policy:
American School of Nursing students are expected to act as mature, responsible adults. American School of Nursing recognizes that a students and or staff cannot give his or her best performance if subjected to unwelcome and misconduct that can affect and interfere with their growth as a student and interfere with their ability to achieve a satisfactory academic progress.
American School of Nursing expects its students to have the values of honesty, courage, honor and respect. Any student found to have committed this misconduct would be subjected to disciplinary action up to and including termination/dismissal from the program.

- Verbal or physical behavior as derogatory comments, slurs, and or physical and verbal threats directed at a student or a group of students that is more likely to create a hostile environment, and invoke a violent response.
- Disruption of classroom/lab and clinical instruction through fighting, insubordination, disrespectful behavior, unnecessary talking during lecture, sleeping or incorrigible that causes material disruption or obstruction to the educational process.
- Physical abuse, threats, intimidation, harassment, coercion, sexual assault, and behaviors that places the other students/staffs’ safety at risk.
- The possession, use and intent to distribute narcotics, controlled drug substances, and alcoholic beverages on campus. Unless permission was granted for alcoholic beverages on certain occasions.
- Attempt or actual theft of some students’ personal and or school property.
- Students are expected to uphold professional standards and express their opinions in an ethical and respectful manner in the classroom, lab and or clinical area. Any student that deviates from this is in violation of this policy.

Instructors can also set behavioral expectations in the class, and students are expected to abide by them. Instructors can address negative behaviors as they occur, and subject the students to a disciplinary action.

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### Americare School of Nursing

#### Lecture:

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<td></td>
<td>Role Transition PN-RN</td>
<td>Potter &amp; Perry</td>
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<td>Chapter 23</td>
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<td>Theoretical Foundations and Critical Thinking in</td>
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<td></td>
<td>Nursing Practice</td>
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<td>Nursing Process:</td>
<td>Potter &amp; Perry</td>
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<td>Effective Communication Techniques</td>
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<td>Legal and Ethical Issues in Nursing</td>
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<td>Using PPE (16-2)</td>
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<td>Performing Surgical Hand Antisepsis (17-1)</td>
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<td>Surgical scrub</td>
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<td></td>
<td>Performing Surgical hand Antisepsis (17-2)</td>
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<td></td>
<td>Surgical Hand Scrub</td>
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<td>Opening Sterile Packs and Preparing a Sterile Field (17-3)</td>
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<td>Measuring the Radial Pulse (21-3)</td>
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<td>Measuring the Blood Pressure (21-6)</td>
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<td>Placing and Removing a Bedpan (29-1)</td>
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<tr>
<td>Applying a Condom Catheter (29-2)</td>
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<tr>
<td>Catheterizing the Female Patient (29-3)</td>
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<tr>
<td>Catheterizing the Male Patient (29-4)</td>
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<tr>
<td>Performing Intermittent Bladder Irrigation and installation (29-5)</td>
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<tr>
<td>Administering an Enema (30-1)</td>
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<tr>
<td>Changing an Ostomy Appliance (30-2)</td>
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<tr>
<td>Operating a Transcutaneous Electrical nerve Simulator Unit (31-1)</td>
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<tr>
<td>Setting Up or Monitoring a PCA Pump (31-2)</td>
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<td>Instilling Eye Medication (34-2)</td>
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<tr>
<td>Administering Topical Skin Medication (34-3)</td>
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<tr>
<td>Administering Medications Thru a Feeding Tube (34-4)</td>
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<td>Administering a Subcutaneous Injection (35-2)</td>
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<td>Administering an Intramuscular Injection (35-3)</td>
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<td>Administering IV Piggyback Medication (36-3)</td>
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<td>Administering Medication via Saline or PRA Lock (36-4)</td>
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<td>Performing a Capillary Blood Test (24-2)</td>
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<td>Performing a Urine Dipstick Test (24-3)</td>
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<td>Obtaining a Stool Specimen for Occult Blood, Culture or Ova and Parasite (24-4)</td>
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<tr>
<td>Administering a Nasogastric/Duodenal Tube Feeding or Feeding via a PEG Tube (27-4)</td>
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<td>Using a Pulse Oximeter (28-1)</td>
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<td>Sterile Dressing Change (38-1)</td>
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<td>Cast Care (39-1)</td>
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<td>Care of the Patient in Traction (39-2)</td>
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<td>Transferring with a mechanical Lift (39-3)</td>
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COURSE SYLLABUS OUTLINE

Course Title: Complex Health Alterations 2

Course Description:
This course further expands knowledge and skills from previous courses as well as the knowledge in caring for clients with alterations in the immune, neurosensory, gastrointestinal, hepato-biliary, renal/urinary and the reproductive systems. The students will also focus on the management care of clients that is on high perinatal risk, high-risk newborns, and the sick child. Synthesis and application of previously learned concepts will be evident in the management of clients with critical/life threatening conditions.

Course Objectives:
Upon completion of this course, the student will be able to:
- Evaluate nursing care for patients with alterations in hematology.
- Evaluate nursing care for patients with alterations in the immune systems
- Evaluate nursing care for patients with alterations in the neuro-sensory system
- Evaluate nursing care for patients with alterations in the gastrointestinal and hepatobiliary systems
- Evaluate nursing care for patients with alterations in the renal/urinary system
- Evaluate nursing care for patients with alterations in the reproductive system
- Evaluate nursing care for patients with critical/life threatening situations including shock, burns and trauma
- Evaluate nursing care for the high-risk perinatal patient
- Evaluate nursing care for a high-risk newborn

Methods of Instruction:
- Lecture
- Videos
- Formative Evaluation: Quizzes
- Summative Evaluation: Midterms/Final Exams

Instructor:

Contact Information:

Clock/Credit Hours: 3 credit units 45 Lecture Hours

Instructional Resources:
Americare School of Nursing

Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

Grade Requirements:
A grade of 75 % (C) or higher is required to be maintained in all units of instruction. A student must maintain a grade average of 75 percent to progress from one level to another.

Completion Requirements:
Pass Classroom 75% or higher.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Classification</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent</td>
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<tr>
<td>B</td>
<td>80-89</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
<td>Average</td>
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<tr>
<td>D</td>
<td>60-74%</td>
<td>Below Average</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
<td>Failure</td>
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PERCENTAGE BREAKDOWN

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<tr>
<th>Attendance/Participation/Homework</th>
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<tr>
<td>Quizzes/Unit Exams</td>
<td>30%</td>
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<tr>
<td>Midterms</td>
<td>30%</td>
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<tr>
<td>Finals</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</table>

Progression:
The satisfactory academic progression established by Americare School of Nursing is consistently applied to all students.
All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.

Grade Requirements
Lecture: A grade of 75 % (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. Failure to pass this content mastery exam will result in an F in the class, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.
Laboratory Courses are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.
Americare School of Nursing

Clinical Courses are either a Pass/Fail. Student must successfully complete these clinical courses to progress.

- Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program.
- At the end of each term evaluation period, students that failed a course are counseled and placed on academic warning.
- By the next term evaluation period, the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a minimum grade of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on second academic warning.
- At the 3rd term evaluation period, if the student has not obtained a minimum passing grade of 75%, the student will be placed on academic probation. This is the last term that the student has to achieve a passing grade. If still unable to obtain a grade of 75% after this term, the student will be dismissed from the program.

Withdrawal Process: Students that are planning to withdraw from a required nursing course must:
- Meet with the Educational Administrator and or the Academic Counselor. Failure to do this will affect the student’s ability to reenter the program.
- Students may be required to complete competency testing and or a refresher course, if out of the program for more than six months.

Code of Conduct Policy:
- Americare School of Nursing students are expected to act as mature responsible adults. Americare School of Nursing recognizes that a students and or staff cannot give his or her best performance if subjected to unwelcome and misconduct that can affect and interfere with their growth as a student and interfere with their ability to achieve a satisfactory academic progress.
- Americare School of Nursing expects its students to have the values of honesty, courage, honor and respect. Any student found to have committed this misconduct would be subjected to disciplinary action up to and including termination/dismissal from the program.
  - Verbal or physical behavior as derogatory comments, slurs, and or physical and verbal threats directed at a student or a group of students that is more likely to create a hostile environment, and invoke a violent response.
  - Disruption of classroom/lab and clinical instruction through fighting, insubordination, disrespectful behavior, unnecessary talking during lecture, sleeping or incorrigibility that causes material disruption or obstruction to the educational process.
  - Physical abuse, threats, intimidation, harassment, coercion, sexual assault, and behaviors that places the other students/staffs’ safety at risk.
The possession, use and intent to distribute narcotics, controlled drug substances, and alcoholic beverages on campus. Unless permission was granted for alcoholic beverages on certain occasions.

- Attempt or actual theft of some students’ personal and or school property.
- Students are expected to uphold professional standards and express their opinions in an ethical and respectful manner in the classroom, lab and or clinical area. Any student that deviates from this is in violation of this policy.

Instructors can also set behavioral expectations in the class, and students are expected to abide by them. Instructors can address negative behaviors as they occur, and subject the students to a disciplinary action.

Disciplinary Action:
Violation any one or more of the following rules of conduct and behavior shall result in disciplinary action including but not limited to warning, probation, suspension and dismissal depending on the severity of the infraction. Depending on the severity of the infraction, the student can be dismissed from the program immediately.

- **Warning:** A written notice from the instructor outlining the offense and the date of the infraction. In the case of academic dishonesty, the student will automatically obtain an F.
- **Probation:** This occurs due to a second violation of the student conduct policy. A second written notice will be provided to the student. A copy will be placed in the student file.
- **Suspension:** This occurs as a third offense in any area of student conduct. This will require a hearing with the Educational Administrator, the Academic Counsellor, and the School Administrator. The recommendation of suspension from the nursing program could be for one to three days and will constituent as an unexcused absence.
- **Dismissal:** This will be the fourth offense in any area of student conduct and behavior. This will require a hearing with the Educational Administrator, the Academic Counsellor, and the School Administrator. The recommendation will be for the student to be dismissed from the nursing program. There will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected.

Academic Dishonesty Policy:
Americare School of Nursing and its Faculty will not tolerate academic dishonesty and aiding in academic dishonesty. Academic dishonesty pertains to cheating, plagiarism, falsification of records, and or aiding in any of these. Honesty is the responsibility of all the students of Americare School of Nursing.

To further define:

**Plagiarism:** Is the intent to use somebody’s intellectual property, without consent.

**Academic Dishonesty:** Cheating
Cheating is defined as obtaining unauthorized help on an assignment, quiz, or examination. Thus, obtaining answers, information or help from another student, using unauthorized sources for answers during an exam, and obtaining exam questions before an exam and using them are unethical. Other examples of cheating include unauthorized copying from a student’s paper or using unauthorized aids such as books or notes.
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Aiding Academic Dishonesty
Another type of prohibited behavior is intentionally assisting someone else to commit an act of academic dishonesty. For example, allowing someone to copy your answers from an examination or use material written by you that you submitted for a grade would constitute aiding academic dishonesty.

Any student participating in academic dishonesty or aiding in such activity will be subjected to disciplinary action.

- On the first offense, the student will automatically obtain an “F”. Student will receive a suspension for this offense.
- On the second offense, the student will be immediately dismissed from the program and will not be allowed to apply for future enrollment at Americare School of Nursing. There will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected within two weeks of dismissal.

Attendance Policy:

- Students are only allowed excused absences at 10% of each class contact hours. Students must remain in compliance with program and Federal regulations at all times. Failure to maintain number of days required might result in financial aid being withheld and/or dismissal from the program.
- Students are obligated to comply with class attendance policies. The School emphasizes the need for all students to attend classes on a regular and consistent basis in order to develop the skills and attitudes necessary to compete in the highly competitive labor market. Since much of the program is conducted in a hands-on environment, attendance is critical to proper skill building.
- If a student is out of class for an extended period of time due to reasons beyond the student's control, it is the responsibility of the student to inform the instructor. If the student is out of class due to an emergency in which the Educational Administrator has intervened, a note will be sent from the Office of the School to the student's instructors notifying them of the prolonged absence.
- The School reserves the right to sever its relationship with any student who has been excessively absent, and that student who incurs excessive absences may be dismissed from a given class and/or from the program upon recommendations of the instructors and approval by the Educational Administrator. When it appears to an instructor that a student has discontinued a class without authority, the instructor will report this fact to the Educational Administrator.
- Class will start promptly as assigned unless otherwise pre-scheduled with the students. Students arriving late for a class or leaving early are considered tardy. Tardiness on five occasions will be counted as one absence and will be counted in relation to total allowable absences. Students who are not in attendance for at least 50 percent of any scheduled class will be considered absent for that class.
- **Missed Exam** due to an absence: It is the student's responsibility to notify the appropriate instructor before the scheduled exam. The student must be prepared to take the missed exam on the first day he/she returns to School, unless an arrangement was made prior with the instructor.
- No cellphones are allowed in the examination room.
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- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.
- A student that does not follow the policy will have points deducted from their exam score.

Dress and Grooming:
- Each student must be neat, clean, and well-groomed at all times.
- Student photo ID must be worn at all times when in the clinical area.
- Nails are to be manicured and not to extend beyond finger pads when fingernails are extended. Only clear polish is to be worn with the uniform.
- Mustaches and beards must be neat and well-trimmed both in class and clinical areas.
- Cosmetics must be in good taste and contribute to a professional appearance. Perfume and after-shave lotion are not to be worn in clinical areas.
- Students are not permitted to wear class rings or other jewelry with the exception of the wedding band while in uniform.
- The hairstyle must be professional in appearance. Hair ornaments are not permitted.
- Only one pair of small silver or gold ball shaped earrings are allowed in pierced earlobes; otherwise, no earrings are permitted, i.e. no nose rings, lip rings, multiple pairs in each ear(s), tongue studs, etc.
- No visible tattoos at any time.

The students, who do not conform to the above, will be sent home and will receive an absence for the day.

Requests for dress modification for valid reasons must be submitted in writing and approved by the School prior to implementation.

Classroom Dress: Students represents the nursing profession, and as such a conservative appropriate dress is expected.

Test Policy:
- The instructor will assign students to their seats.
- The desk area must be clear of all items. All books and personal items must be left in the front of the room as instructed by the instructor.
- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according to the instructor’s discretion if you will be allowed in to take the exam should you be late.
- If you leave the exam room, and the exam has already started, you will not be allowed back in. Please use the facilities prior to the start of the exam.
- A clearance must be obtained prior to allowing any student to take a midterm and or a final exam.
### Maternity Nursing

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<td>Labor and Birth Complications</td>
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### Pediatric Nursing

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<td>The School-Age Child and Family</td>
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<td>The Adolescent and Family</td>
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<td>Respiratory Dysfunction</td>
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Americare School of Nursing

COURSE SYLLABUS OUTLINE

Course Title: Mental Health Community Concepts

Course Description:
This course will assist the students to focus the delivery of nursing care to meet the specific mental health needs of the client, the family, and groups in the community. Community resources will be examined in relation to specific types of support offered to racial, ethnic, and the economically diverse clients and groups. Mental health concepts will concentrate on adaptive/maladaptive behaviors and specific mental health disorders.

Course Objectives:
Upon completion of this course, the student will be able to:
- Analyze the role of the nurse and integration of the nursing process in various community settings
- Assess a community including the relationships among individuals, groups, and health
- Manage nursing care for the health needs for the community (including vulnerable populations such as disabled, homeless, mentally ill, elderly, teens, chronically ill, culturally diverse)
- Analyze the role of the nurse in providing safe care related to environmental hazards and emergency preparedness
- Analyze concepts of mental health nursing
- Manage care for patients experiencing anxiety disorders
- Manage care for patients experiencing mood disorders
- Manage care for patients experiencing personality disorders
- Manage care for patients experiencing thought disorders
- Manage care for patients with mental health disorders of childhood and adolescence
- Manage care for patients experiencing substance abuse
- Manage care for patients and families experiencing domestic violence

Methods of Instruction:
- Lecture
- Videos
- Formative Evaluation: Quizzes
- Summative Evaluation: Midterms/Final Exams

Instructor:

Contact Information:

Clock/Credit Hours: 2 credit units 30 Lecture Hours

Instructional Resources:
Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

Grade Requirements:
A grade of 75 % (C) or higher is required to be maintained in all units of instruction
A student must maintain a grade average of 75 percent to progress from one level to another.

Completion Requirements:
Pass Classroom 75% or higher.

<table>
<thead>
<tr>
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<td>F</td>
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PERCENTAGE BREAKDOWN

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Attendance/Participation/Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes/Unit Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Midterms</td>
<td>30%</td>
</tr>
<tr>
<td>Finals</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
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Progression:
The satisfactory academic progression established by Americare School of Nursing is consistently applied to all students.

All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.

Grade Requirements
Lecture: A grade of 75 % (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. Failure to pass this content mastery exam will result in an F in the class, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.
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**Laboratory Courses** are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.

**Clinical Courses are either a Pass/Fail.** Student must successfully complete these clinical courses to progress.

- Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program.
- At the end of each term evaluation period, students that failed a course are counseled and placed on academic warning.
- By the next term evaluation period, the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a minimum grade of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on second academic warning.
- At the 3rd term evaluation period, if the student has not obtained a minimum passing grade of 75%, the student will be placed on academic probation. This is the last term that the student has to achieve a passing grade. If still unable to obtain a grade of 75% after this term, the student will be dismissed from the program.

**Withdrawal Process:** Students that are planning to withdraw from a required nursing course must:

- Meet with the Educational Administrator and or the Academic Counselor. Failure to do this will affect the student’s ability to reenter the program.
- Students may be required to complete competency testing and or a refresher course, if out of the program for more than six months.

**Code of Conduct Policy:**

- Americare School of Nursing students are expected to act as mature responsible adults. Americare School of Nursing recognizes that a students and or staff cannot give his or her best performance if subjected to unwelcome and misconduct that can affect and interfere with their growth as a student and interfere with their ability to achieve a satisfactory academic progress.
- Americare School of Nursing expects its students to have the values of honesty, courage, honor and respect. Any student found to have committed this misconduct would be subjected to disciplinary action up to and including termination/dismissal from the program.
  - Verbal or physical behavior as derogatory comments, slurs, and or physical and verbal threats directed at a student or a group of students that is more likely to create a hostile environment, and invoke a violent response.
  - Disruption of classroom/lab and clinical instruction through fighting, insubordination, disrespectful behavior, unnecessary talking during lecture, sleeping or incorrigibility that causes material disruption or obstruction to the educational process.
American School of Nursing

- Physical abuse, threats, intimidation, harassment, coercion, sexual assault, and behaviors that places the other students/staff’s safety at risk.
- The possession, use and intent to distribute narcotics, controlled drug substances, and alcoholic beverages on campus. Unless permission was granted for alcoholic beverages on certain occasions.
- Attempt or actual theft of some students’ personal and or school property.
- Students are expected to uphold professional standards and express their opinions in an ethical and respectful manner in the classroom, lab and or clinical area. Any student that deviates from this is in violation of this policy.

Instructors can also set behavioral expectations in the class, and students are expected to abide by them. Instructors can address negative behaviors as they occur, and subject the students to a disciplinary action.

Disciplinary Action:
Violation any one or more of the following rules of conduct and behavior shall result in disciplinary action including but not limited to warning, probation, suspension and dismissal depending on the severity of the infraction. Depending on the severity of the infraction, the student can be dismissed from the program immediately.

- **Warning:** A written notice from the instructor outlining the offense and the date of the infraction. In the case of academic dishonesty, the student will automatically obtain an F.
- **Probation:** This occurs due to a second violation of the student conduct policy. A second written notice will be provided to the student. A copy will be placed in the student file.
- **Suspension:** This occurs as a third offense in any area of student conduct. This will require a hearing with the Educational Administrator, the Academic Counsellor, and the School Administrator. The recommendation of suspension from the nursing program could be for one to three days and will constitute as an unexcused absence.
- **Dismissal:** This will be the fourth offense in any area of student conduct and behavior. This will require a hearing with the Educational Administrator, the Academic Counsellor, and the School Administrator. The recommendation will be for the student to be dismissed from the nursing program. There will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected.

Academic Dishonesty Policy:
American School of Nursing and its Faculty will not tolerate academic dishonesty and aiding in academic dishonesty. Academic dishonesty pertains to cheating, plagiarism, falsification of records, and or aiding in any of these. Honesty is the responsibility of all the students of American School of Nursing.

To further define:
**Plagiarism:** Is the intent to use somebody’s intellectual property, without consent.
**Academic Dishonesty:** Cheating
Cheating is defined as obtaining unauthorized help on an assignment, quiz, or examination. Thus, obtaining answers, information or help from another student, using unauthorized sources for answers during an exam, and obtaining exam questions before an exam and using them are
Aiding Academic Dishonesty
Another type of prohibited behavior is intentionally assisting someone else to commit an act of academic dishonesty. For example, allowing someone to copy your answers from an examination or use material written by you that you submitted for a grade would constitute aiding academic dishonesty.

Any student participating in academic dishonesty or aiding in such activity will be subjected to disciplinary action.
- On the first offense, the student will automatically obtain an “F”. Student will receive a suspension for this offense.
- On the second offense, the student will be immediately dismissed from the program and will not be allowed to apply for future enrollment at Americare School of Nursing. There will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected within two weeks of dismissal.

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- Students are only allowed excused absences at 10% of each class contact hours. Students must remain in compliance with program and Federal regulations at all times. Failure to maintain number of days required might result in financial aid being withheld and/or dismissal from the program.
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- If a student is out of class for an extended period of time due to reasons beyond the student’s control, it is the responsibility of the student to inform the instructor. If the student is out of class due to an emergency in which the Educational Administrator has intervened, a note will be sent from the Office of the School to the student’s instructors notifying them of the prolonged absence.
- The School reserves the right to sever its relationship with any student who has been excessively absent, and that student who incurs excessive absences may be dismissed from a given class and/or from the program upon recommendations of the instructors and approval by the Educational Administrator. When it appears to an instructor that a student has discontinued a class without authority, the instructor will report this fact to the Educational Administrator.
- Class will start promptly as assigned unless otherwise pre-scheduled with the students. Students arriving late for a class or leaving early are considered tardy. Tardiness on five occasions will be counted as one absence and will be counted in relation to total allowable absences. Students who are not in attendance for at least 50 percent of any scheduled class will be considered absent for that class.
- Missed Exam due to an absence: It is the student’s responsibility to notify the appropriate instructor before the scheduled exam. The student must be prepared to take
American School of Nursing

the missed exam on the first day he/she returns to School, unless an arrangement was
made prior with the instructor.

- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according
to the instructor’s discretion if you will be allowed in to take the exam should you be late.
- A student that does not follow the policy will have points deducted from their exam
score.

Dress and Grooming:

- Each student must be neat, clean, and well-groomed at all times
- Student photo ID must be worn at all times when in the clinical area.
- Nails are to be manicured and not to extend beyond finger pads when fingernails are
extended. Only clear polish is to be worn with the uniform.
- Mustaches and beards must be neat and well-trimmed both in class and clinical areas.
- Cosmetics must be in good taste and contribute to a professional appearance. Perfume
and after-shave lotion are not to be worn in clinical areas.
- Students are not permitted to wear class rings or other jewelry with the exception of the
wedding band while in uniform.
- The hairstyle must be professional in appearance. Hair ornaments are not permitted.
- Only one pair of small silver or gold ball shaped earrings are allowed in pierced earlobes;
otherwise, no earrings are permitted, i.e. no nose rings, lip rings, multiple pairs in each
ear(s), tongue studs, etc.
- No visible tattoos at any time.

The students, who do not conform to the above, will be sent home and will receive an absence
for the day.
Requests for dress modification for valid reasons must be submitted in writing and approved by
the School prior to implementation.

Classroom Dress: Students represents the nursing profession, and as such a conservative
appropriate dress is expected.

Test Policy:

- The instructor will assign students to their seats.
- The desk area must be clear of all items. All books and personal items must be left in the
front of the room as instructed by the instructor.
- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according
to the instructor’s discretion if you will be allowed in to take the exam should you be late.
- If you leave the exam room, and the exam has already started, you will not be allowed
back in. Please use the facilities prior to the start of the exam.
- A clearance must be obtained prior to allowing any student to take a midterm and or a
final exam.
## Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Chapters</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Mental Health and Mental Health Illness</td>
<td>Chapters 1,2,3</td>
</tr>
<tr>
<td></td>
<td>Relevant Theories and Therapies for Nursing Practice</td>
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<tr>
<td></td>
<td>Biological Basis for Understanding Psychiatric Disorders</td>
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<td></td>
<td>Settings for Psychiatric Care</td>
<td>Chapters 4,5,6</td>
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<td></td>
<td>Cultural Implications for Psychiatric Mental Health Nursing</td>
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<td></td>
<td>Legal and Ethical Guidelines for Safe Practice</td>
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<tr>
<td></td>
<td>The Nursing Process and Standards of Care for Psychiatric Mental Health Nursing</td>
<td>Chapters 7,8</td>
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<td>Therapeutic Relationships</td>
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<td>Communication and the Clinical Interview</td>
<td>Chapters 9,10</td>
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<td>Understanding and Managing Responses to Stress</td>
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<td></td>
<td>Childhood and Neurodevelopmental Disorders</td>
<td>Chapters 11,12</td>
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<td>Schizophrenia and Schizophrenia Spectrum Disorders</td>
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<td>Bipolar-Related Disorders</td>
<td>Chapters 13,14,15</td>
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<td>Depressive Disorders</td>
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<td>Anxiety and Obsessive-Compulsive-Related Disorders</td>
<td>Chapters 15,16,17</td>
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<td>Trauma, Stressor-Related and Dissociative Disorders</td>
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<td>Somatic Symptoms Disorders</td>
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<td>Feeding, Eating and Elimination Disorders</td>
<td>Chapter 18,18,20</td>
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<td>Sleep-Wake Disorders</td>
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<td>Sexual Dysfunction, Gender Dysphoria and Paraphilias</td>
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<td>Midterm Exam</td>
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<td>Impulse-Control Disorders</td>
<td>Chapter 21,22</td>
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<td>Substance-Related and Addictive Disorders</td>
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<td>Neuro-Cognitive Disorders</td>
<td>Chapter 23,24</td>
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<td>Personality Disorders</td>
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<td>Suicide and Non-Suicidal Self-Injury</td>
<td>Chapter 25,26,27</td>
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<td></td>
<td>Crisis and Disaster</td>
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<td>Anger, Aggression and Violence</td>
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<td>Child, Older Adult and Intimate Partner Violence</td>
<td>Chapter 28,29</td>
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<td></td>
<td>Sexual Assault</td>
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<td></td>
<td>Psychosocial Needs of the Adult</td>
<td>Chapter 30,31</td>
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<td>Serious Mental Illness</td>
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<td></td>
<td>Forensic Psychiatric Nursing</td>
<td>Chapter 32,33,34</td>
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<td>Therapeutic Groups</td>
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<td>Family Interventions</td>
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<td></td>
<td>Integrative Care</td>
<td>Chapter 35</td>
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<td></td>
<td>Final Exam</td>
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COURSE SYLLABUS OUTLINE

Course Title: Complex Health Alterations 2

Course Description:
This course further expands knowledge and skills from previous courses as well as the knowledge in caring for clients with alterations in the immune, neurosensory, gastrointestinal, hepato-biliary, renal/urinary and the reproductive systems. The students will also focus on the management care of clients that is on high perinatal risk, high-risk newborns, and the sick child. Synthesis and application of previously learned concepts will be evident in the management of clients with critical/life threatening conditions.

Course Objectives:
Upon completion of this course, the student will be able to:
- Evaluate nursing care for patients with alterations in hematology.
- Evaluate nursing care for patients with alterations in the immune systems
- Evaluate nursing care for patients with alterations in the neuro-sensory system
- Evaluate nursing care for patients with alterations in the gastrointestinal and hepatobiliary systems
- Evaluate nursing care for patients with alterations in the renal/urinary system
- Evaluate nursing care for patients with alterations in the reproductive system
- Evaluate nursing care for patients with critical/life threatening situations including shock, burns and trauma
- Evaluate nursing care for the high-risk perinatal patient
- Evaluate nursing care for a high-risk newborn

Methods of Instruction:
- Lecture
- Videos
- Formative Evaluation: Quizzes
- Summative Evaluation: Midterms/Final Exams

Instructor:

Contact Information:

Clock/Credit Hours: 3 credit units 45 Lecture Hours

Instructional Resources:
Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

Grade Requirements:
A grade of 75 % (C) or higher is required to be maintained in all units of instruction
A student must maintain a grade average of 75 percent to progress from one level to another.

Completion Requirements:
Pass Classroom 75% or higher.

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PERCENTAGE BREAKDOWN
| Attendance/Participation/Homework | 10% |
| Quizzes/Unit Exams               | 30% |
| Midterms                         | 30% |
| Finals                           | 30% |
| Total                            | 100% |

Progression:
The satisfactory academic progression established by Americare School of Nursing is consistently applied to all students.
All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.

Grade Requirements
Lecture: A grade of 75 % (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. Failure to pass this content mastery exam will result in an F in the class, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.
Laboratory Courses are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course. Clinical Courses are either a Pass/Fail. Student must successfully complete these clinical courses to progress.

- Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program.
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- By the next term evaluation period, the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a minimum grade of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on second academic warning.
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Americare School of Nursing

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Violation any one or more of the following rules of conduct and behavior shall result in disciplinary action including but not limited to warning, probation, suspension and dismissal depending on the severity of the infraction. Depending on the severity of the infraction, the student can be dismissed from the program immediately.

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AmeriCare School of Nursing

unethical. Other examples of cheating include unauthorized copying from a student’s paper or using unauthorized aids such as books or notes.

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Americare School of Nursing

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- Cosmetics must be in good taste and contribute to a professional appearance. Perfume
and after-shave lotion are not to be worn in clinical areas.
- Students are not permitted to wear class rings or other jewelry with the exception of the
wedding band while in uniform.
- The hairstyle must be professional in appearance. Hair ornaments are not permitted.
- Only one pair of small silver or gold ball shaped earrings are allowed in pierced earlobes;
otherwise, no earrings are permitted, i.e. no nose rings, lip rings, multiple pairs in each
ear(s), tongue studs, etc.
- No visible tattoos at any time.

The students, who do not conform to the above, will be sent home and will receive an absence
for the day.
Requests for dress modification for valid reasons must be submitted in writing and approved by
the School prior to implementation.
Classroom Dress: Students represents the nursing profession, and as such a conservative
appropriate dress is expected.

Test Policy:
- The instructor will assign students to their seats.
- The desk area must be clear of all items. All books and personal items must be left in the
front of the room as instructed by the instructor.
- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according
to the instructor’s discretion if you will be allowed in to take the exam should you be late.
- If you leave the exam room, and the exam has already started, you will not be allowed
back in. Please use the facilities prior to the start of the exam.
- A clearance must be obtained prior to allowing any student to take a midterm and or a
final exam.
## Course Schedule:

### Maternity Nursing

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community Care: The Family and Culture</td>
<td>Chapter 2,3,4,5</td>
</tr>
<tr>
<td></td>
<td>Assessment and Health Promotion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reproductive System Concerns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Infertility, Contraception and Abortion</td>
<td></td>
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<tr>
<td></td>
<td>Genetics, Conception and Fetal Development</td>
<td>Chapter 6,7,8</td>
</tr>
<tr>
<td></td>
<td>Anatomy and Physiology of Pregnancy</td>
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<tr>
<td></td>
<td>Nursing Care of the Family During Pregnancy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maternal and Fetal Nutrition</td>
<td>Chapter 9,10</td>
</tr>
<tr>
<td></td>
<td>Assessment of the High Risk Pregnancy</td>
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</tr>
<tr>
<td></td>
<td>High Risk: Perinatal Care: Preexisting Conditions</td>
<td>Chapter 11,12</td>
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<tr>
<td></td>
<td>High Risk Potential Care: Gestational Conditions</td>
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<tr>
<td></td>
<td>Labor and Birth Processes</td>
<td>Chapter 13,14,15,16,17</td>
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<td></td>
<td>Pain Management</td>
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<td></td>
<td>Fetal Assessment During Labor</td>
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<td></td>
<td>Nursing Care of the Family During Labor and Birth</td>
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<tr>
<td></td>
<td>Labor and Birth Complications</td>
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<td></td>
<td>Maternal Physiologic Changes</td>
<td>Chapter 18,19,20,21</td>
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<td></td>
<td>Nursing Care of the Family during the Post-Partum Period</td>
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<td>Transition to Parenthood</td>
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<td></td>
<td>Postpartum Complications</td>
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<td></td>
<td>Physiologic Adaptations of the Newborn</td>
<td>Chapter 22,23,24,25</td>
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<td></td>
<td>Nursing Care of the Newborn and Family</td>
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<tr>
<td></td>
<td>Newborn Nutrition and Feeding</td>
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<td>The High Risk Newborn</td>
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### Pediatric Nursing

<table>
<thead>
<tr>
<th>Topics</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>Family, Social, Cultural and Religious Influences of Child Health Promotion</td>
<td>Chapter 26,27,28</td>
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<tr>
<td>Developmental and Genetic Influences on Child Health Promotion</td>
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<tr>
<td>Communication History and Physical Assessment</td>
<td>Chapter 29,30</td>
</tr>
<tr>
<td>Pain Assessment and Management</td>
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<tr>
<td>The Infant and Family</td>
<td>Chapter 31,32,33,34,35</td>
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<tr>
<td>The Preschooler and Family</td>
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<tr>
<td>The School-Age Child and Family</td>
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<tr>
<td>The Adolescent and Family</td>
<td></td>
</tr>
<tr>
<td>Chronic Illness, Disability and End-of-Life Care</td>
<td>Chapter 36,37,38,39</td>
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<tr>
<td>Cognitive and Sensory Impairment</td>
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<tr>
<td>Family-Centered Care of the Child During Illness and</td>
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<tr>
<td>Hospitalization</td>
<td>Pediatric Variations of Nursing Interventions</td>
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<tr>
<td>-----------------</td>
<td>-----------------------------------------------</td>
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<tr>
<td>Respiratory Dysfunction</td>
<td>Gastrointestinal Dysfunction</td>
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<tr>
<td>Cardiovascular Dysfunction</td>
<td>Hematologic and Immunologic Dysfunction</td>
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<td>Endocrine Dysfunction</td>
<td>Integumentary Dysfunction</td>
</tr>
<tr>
<td>Neuromuscular or Muscular Dysfunction</td>
<td>Musculoskeletal or Articular Dysfunction</td>
</tr>
</tbody>
</table>
COURSE SYLLABUS OUTLINE

Course Title: Nursing Management and Professional Concepts

Course Description:
This course concentrates on nursing management and professional issues to the role of the registered nurse. Emphasis is placed on preparing for practice as a registered nurse.

Course Objectives:
Upon completion of this course, the student will be able to:
- Apply principles of prioritization when evaluating nursing care in complex situations
- Apply principles of delegation and supervision when evaluating nursing care
- Collaborate with multidisciplinary team members to plan care
- Examine the impact of economics on health care
- Compare mechanisms of achieving quality patient care through evidence based practice
- Analyze ethical dilemmas in health care
- Analyze legal implications of nursing practice in healthcare
- Prepare for the Registered Nurse role
- Advocate for the nursing profession through political action and involvement in professional organizations
- Manage a nursing team

Methods of Instruction:
- Lecture
- Videos
- Formative Evaluation: Quizzes
- Summative Evaluation: Midterms/Final Exams

Instructor:

Contact Information:

Clock/Credit Hours: 2 credit units 30 Lecture Hours

Instructional Resources:

Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.
Grade Requirements:
A grade of 75 % (C) or higher is required to be maintained in all units of instruction. A student must maintain a grade average of 75 percent to progress from one level to another.

Completion Requirements:
Pass Classroom 75% or higher.

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<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Classification</th>
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<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
<td>Average</td>
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<tr>
<td>D</td>
<td>60-74%</td>
<td>Below Average</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
<td>Failure</td>
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PERCENTAGE BREAKDOWN

<table>
<thead>
<tr>
<th>Attendance/Participation/Homework</th>
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<tbody>
<tr>
<td>Quizzes/Unit Exams</td>
<td>30%</td>
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<tr>
<td>Midterms</td>
<td>30%</td>
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<tr>
<td>Finals</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
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</table>

Progression:
The satisfactory academic progression established by Americare School of Nursing is consistently applied to all students. All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.

Grade Requirements
Lecture: A grade of 75 % (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. Failure to pass this content mastery exam will result in an F in the class, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.
Laboratory Courses are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.
Clinical Courses are either a Pass/Fail. Student must successfully complete these clinical courses to progress.

- Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program.
Americare School of Nursing

- At the end of each term evaluation period, students that failed a course are counseled and placed on academic warning.
- By the next term evaluation period, the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a minimum grade of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on second academic warning.
- At the 3rd term evaluation period, if the student has not obtained a minimum passing grade of 75%, the student will be placed on academic probation. This is the last term that the student has to achieve a passing grade. If still unable to obtain a grade of 75% after this term, the student will be dismissed from the program.

Withdrawal Process: Students that are planning to withdraw from a required nursing course must:
- Meet with the Educational Administrator and or the Academic Counselor. Failure to do this will affect the student’s ability to reenter the program.
- Students may be required to complete competency testing and or a refresher course, if out of the program for more than six months.

Code of Conduct Policy:
- Americare School of Nursing students are expected to act as mature responsible adults. Americare School of Nursing recognizes that a students and or staff cannot give his or her best performance if subjected to unwelcome and misconduct that can affect and interfere with their growth as a student and interfere with their ability to achieve a satisfactory academic progress.
- Americare School of Nursing expects its students to have the values of honesty, courage, honor and respect. Any student found to have committed this misconduct would be subjected to disciplinary action up to and including termination/dismissal from the program.
  - Verbal or physical behavior as derogatory comments, slurs, and or physical and verbal threats directed at a student or a group of students that is more likely to create a hostile environment, and invoke a violent response.
  - Disruption of classroom/lab and clinical instruction through fighting, insubordination, disrespectful behavior, unnecessary talking during lecture, sleeping or incorrigibility that causes material disruption or obstruction to the educational process.
  - Physical abuse, threats, intimidation, harassment, coercion, sexual assault, and behaviors that places the other students/staffs’ safety at risk.
  - The possession, use and intent to distribute narcotics, controlled drug substances, and alcoholic beverages on campus. Unless permission was granted for alcoholic beverages on certain occasions.
  - Attempt or actual theft of some students’ personal and or school property.
  - Students are expected to uphold professional standards and express their opinions in an ethical and respectful manner in the classroom, lab and or
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clinical area. Any student that deviates from this is in violation of this policy.
Instructors can also set behavioral expectations in the class, and students are expected to abide by them. Instructors can address negative behaviors as they occur, and subject the students to a disciplinary action.

Disciplinary Action:
Violation any one or more of the following rules of conduct and behavior shall result in disciplinary action including but not limited to warning, probation, suspension and dismissal depending on the severity of the infraction. Depending on the severity of the infraction, the student can be dismissed from the program immediately.

- **Warning**: A written notice from the instructor outlining the offense and the date of the infraction. In the case of academic dishonesty, the student will automatically obtain an F.
- **Probation**: This occurs due to a second violation of the student conduct policy. A second written notice will be provided to the student. A copy will be placed in the student file.
- **Suspension**: This occurs as a third offense in any area of student conduct. This will require a hearing with the Educational Administrator, the Academic Counsellor, and the School Administrator. The recommendation of suspension from the nursing program could be for one to three days and will constitute as an unexcused absence.
- **Dismissal**: This will be the fourth offense in any area of student conduct and behavior. This will require a hearing with the Educational Administrator, the Academic Counsellor, and the School Administrator. The recommendation will be for the student to be dismissed from the nursing program. There will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected.

Academic Dishonesty Policy:
Americare School of Nursing and its Faculty will not tolerate academic dishonesty and aiding in academic dishonesty. Academic dishonesty pertains to cheating, plagiarism, falsification of records, and or aiding in any of these. Honesty is the responsibility of all the students of Americare School of Nursing.

To further define:
**Plagiarism** is the intent to use somebody’s intellectual property, without consent.
**Academic Dishonesty** is Cheating
Cheating is defined as obtaining unauthorized help on an assignment, quiz, or examination. Thus, obtaining answers, information or help from another student, using unauthorized sources for answers during an exam, and obtaining exam questions before an exam and using them are unethical. Other examples of cheating include unauthorized copying from a student’s paper or using unauthorized aids such as books or notes.

**Aiding Academic Dishonesty**
Another type of prohibited behavior is intentionally assisting someone else to commit an act of academic dishonesty. For example, allowing someone to copy your answers from an examination or use material written by you that you submitted for a grade would constitute aiding academic dishonesty.
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Any student participating in academic dishonesty or aiding in such activity will be subjected to disciplinary action.

- On the first offense, the student will automatically obtain an “F“. Student will receive a suspension for this offense.
- On the second offense, the student will be immediately dismissed from the program and will not be allowed to apply for future enrollment at Americare School of Nursing. There will be no refund of payment for any tuition paid up to that point. In addition, payment for any balance due will be expected within two weeks of dismissal

Attendance Policy:

- Students are only allowed excused absences at 10% of each class contact hours. Students must remain in compliance with program and Federal regulations at all times. Failure to maintain number of days required might result in financial aid being withheld and/or dismissal from the program.
- Students are obligated to comply with class attendance policies. The School emphasizes the need for all students to attend classes on a regular and consistent basis in order to develop the skills and attitudes necessary to compete in the highly competitive labor market. Since much of the program is conducted in a hands-on environment, attendance is critical to proper skill building.
- If a student is out of class for an extended period of time due to reasons beyond the student's control, it is the responsibility of the student to inform the instructor. If the student is out of class due to an emergency in which the Educational Administrator has intervened, a note will be sent from the Office of the School to the student's instructors notifying them of the prolonged absence.
- The School reserves the right to sever its relationship with any student who has been excessively absent, and that student who incurs excessive absences may be dismissed from a given class and/or from the program upon recommendations of the instructors and approval by the Educational Administrator. When it appears to an instructor that a student has discontinued a class without authority, the instructor will report this fact to the Educational Administrator.
- Class will start promptly as assigned unless otherwise pre-scheduled with the students. Students arriving late for a class or leaving early are considered tardy. Tardiness on five occasions will be counted as one absence and will be counted in relation to total allowable absences. Students who are not in attendance for at least 50 percent of any scheduled class will be considered absent for that class.
- Missed Exam due to an absence: It is the student’s responsibility to notify the appropriate instructor before the scheduled exam. The student must be prepared to take the missed exam on the first day he/she returns to School, unless an arrangement was made prior with the instructor.
- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according to the instructor's discretion if you will be allowed in to take the exam should you be late.
- A student that does not follow the policy will have points deducted from their exam score.
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Dress and Grooming:
- Each student must be neat, clean, and well-groomed at all times.
- Student photo ID must be worn at all times when in the clinical area.
- Nails are to be manicured and not to extend beyond finger pads when fingernails are extended. Only clear polish is to be worn with the uniform.
- Mustaches and beards must be neat and well-trimmed both in class and clinical areas.
- Cosmetics must be in good taste and contribute to a professional appearance. Perfume and after-shave lotion are not to be worn in clinical areas.
- Students are not permitted to wear class rings or other jewelry with the exception of the wedding band while in uniform.
- The hairstyle must be professional in appearance. Hair ornaments are not permitted.
- Only one pair of small silver or gold ball shaped earrings are allowed in pierced earlobes; otherwise, no earrings are permitted, i.e. no nose rings, lip rings, multiple pairs in each ear(s), tongue studs, etc.
- No visible tattoos at any time.

The students who do not conform to the above, will be sent home and will receive an absence for the day.
Requests for dress modification for valid reasons must be submitted in writing and approved by the School prior to implementation.

Classroom Dress: Students represents the nursing profession, and as such a conservative appropriate dress is expected.

Test Policy:
- The instructor will assign students to their seats.
- The desk area must be clear of all items. All books and personal items must be left in the front of the room as instructed by the instructor.
- No cellphones are allowed in the examination room.
- The classroom door will be closed as soon as the examination begins. It will be according to the instructor's discretion if you will be allowed in to take the exam should you be late.
- If you leave the exam room, and the exam has already started, you will not be allowed back in. Please use the facilities prior to the start of the exam.
- A clearance must be obtained prior to allowing any student to take a midterm and or a final exam.
### Americare School of Nursing

**Course Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership and Management Principles</td>
<td>Chapter 1,2</td>
</tr>
<tr>
<td></td>
<td>Change and Innovation</td>
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<tr>
<td></td>
<td>Organizational Climate and Culture</td>
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<tr>
<td></td>
<td>Critical Thinking and Decision-Making Skills</td>
<td>Chapter 3,4</td>
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<tr>
<td></td>
<td>Managing Time and Stress</td>
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<td></td>
<td>Legal and Ethical Issues</td>
<td>Chapter 5,6</td>
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<td></td>
<td>Communication and Care Coordination</td>
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<td></td>
<td>Team Building and Working with Effective Groups</td>
<td>Chapter 7,8</td>
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<td></td>
<td>Delegation</td>
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<td>Power of Conflict</td>
<td>Chapter 9,10</td>
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<td>Workplace Diversity</td>
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<td>Case and Population Health Management</td>
<td>Chapter 11,12</td>
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<td></td>
<td>Organizational Structure</td>
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<td>Decentralization and Shared Governance</td>
<td>Chapter 13</td>
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<tr>
<td></td>
<td>Professional Practice Models</td>
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<td></td>
<td>Evidence-Based Practice: Strategies for Nursing Leaders</td>
<td>Chapter 14,15</td>
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<td>Quality and Safety</td>
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<td>Measuring and Managing Outcomes</td>
<td>Chapter 16</td>
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<td>Strategic Management</td>
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<td></td>
<td>Nursing Shortage: Recruitment and Retention</td>
<td>Chapter 17,18</td>
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<td>Staffing and Scheduling</td>
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<td>Budgeting, productivity and Costing Out Nursing</td>
<td>Chapter 19,20</td>
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<td>Performance Appraisal</td>
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<td>Prevention of Workplace Violence</td>
<td>Chapter 21,22</td>
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<td>All-Hazards Disaster Preparation</td>
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<td>Data Management and Informatics</td>
<td>Chapter 23,24</td>
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<td>Marketing</td>
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<tr>
<td></td>
<td>Final Exam</td>
<td>Chapter 25,26</td>
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</table>

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Americare School of Nursing

COURSE SYLLABUS OUTLINE

Course Title: Nursing Advanced Skills

Course Description:
This course focuses on the development of advanced clinical skills across the lifespan. Content include advanced intravenous skills, blood product administration, chest tube systems, basic EKG interpretation and nasogastric/feeding tube insertions

Course Objectives:
Upon completion of this course, the student will be able to:
- Initiate IV therapy via peripheral access
- Administer IV push medications
- Manage central lines
- Manage administration of blood products
- Interpret basic electrocardiogram patterns
- Insert NG/feeding tubes
- Manage chest tube drainage systems

Methods of Instruction:
- Lecture
- Videos
- Demonstration of Nursing Skills
- Hands on Practice of Skills
- Return Demonstration

Instructor:

Contact Information:

Clock/Credit Hours: 3 credits 90 lab hours

Instructional Resources:

Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of
instructor in identified area(s) of concern. Every effort will be made to provide assistance and
guidance to help the student succeed in the program.

Grade Requirements:
- This is a Pass/Fail class. Students must successfully return demonstrate these nursing
  skills to pass the class.

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<thead>
<tr>
<th>Grade:</th>
<th>Classification</th>
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<tbody>
<tr>
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<tr>
<td>F</td>
<td>FAIL</td>
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<table>
<thead>
<tr>
<th>PERCENTAGE BREAKDOWN</th>
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</thead>
<tbody>
<tr>
<td>Successful Return Demonstration of the Nursing Skill</td>
</tr>
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</table>

Progression:

The satisfactory academic progression established by Americare School of Nursing is
consistently applied to all students.
All students need to meet the following guidelines to successfully complete a course, and
progress forward towards the completion of the entire curriculum.

- **Grade Requirements**
  - **Lecture:** A grade of 75% (C) or higher is required to be maintained in all units of
classroom instruction. Additionally, the content mastery exam for all core-nursing
courses must be passed at a Level 2 and or at 75%. **Failure to pass this content
  mastery exam will result in an F in the class,** and the class has to be repeated.
The content mastery exam will be taken after classroom/lab and clinical
instruction are successfully completed.
  - **Laboratory Courses** are either a Pass/Fail. All Lab courses must be successfully
    completed before students can progress to the clinical courses. If the student is not
    successful in the lab course, the student must withdraw from the clinical course.
  - **Clinical Courses** are either a Pass/Fail. Student must successfully complete these
    clinical courses to progress.

Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal
from a total of three core-nursing courses will result in dismissal from the program.

- At the end of each term evaluation period, students that failed a course are counseled
  and placed on **academic warning**.
  - By the next term evaluation period, the academic warning will be lifted when the
    student obtains a satisfactory academic progress defined by a passing grade of 75% or
    higher in the course that he/she is repeating. If the student is unable to maintain a
    minimum grade of 75% during this quarter term evaluation and satisfactory academic
    progress is not obtained, student will be counseled and placed on **second academic
    warning**.
  - At the 3rd term evaluation period, if the student has not obtained a minimum passing
    grade of 75%, the student will be placed on **academic probation**. This is the last term
that the student has to achieve a passing grade. If still unable to obtain a grade of 75% after this term, the student will be dismissed from the program.

Withdrawal Process: Students that are planning to withdraw from a required nursing course must:

- Meet with the Educational Administrator and or the Academic Counselor. Failure to do this will affect the student’s ability to reenter the program.
- Students may be required to complete competency testing and or a refresher course, if out of the program for more than six months.

Code of Conduct Policy:

Americare School of Nursing students are expected to act as mature, responsible adults. Americare School of Nursing recognizes that a students and or staff cannot give his or her best performance if subjected to unwelcome and misconduct that can affect and interfere with their growth as a student and interfere with their ability to achieve a satisfactory academic progress.

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Americare School of Nursing

To further define:

**Plagiarism:** Is the intent to use somebody’s intellectual property, without consent.

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Cheating is defined as obtaining unauthorized help on an assignment, quiz, or examination. Thus, obtaining answers, information or help from another student, using unauthorized sources for answers during an exam, and obtaining exam questions before an exam and using them are unethical. Other examples of cheating include unauthorized copying from a student’s paper or using unauthorized aids such as books or notes.

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Americare School of Nursing

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Americare School of Nursing

- If you leave the exam room, and the exam has already started, you will not be allowed back in. Please use the facilities prior to the start of the exam.
- A clearance must be obtained prior to allowing any student to take a midterm and or a final exam.
## Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Skills</th>
<th>References:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Starting the Primary Intravenous Infusion (36-1)</td>
<td>Chapter 36</td>
</tr>
<tr>
<td></td>
<td>Hanging a New Solution Using an Existing Intravenous Infusion Setup (36-2)</td>
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<tr>
<td></td>
<td>Administering Intravenous Piggyback Medication (36-3)</td>
<td>Chapter 36</td>
</tr>
<tr>
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<td>Administering Medication via Saline or PRN Lock (36-4)</td>
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<td>Administering Medication with a Controlled-Volume Set (36-5)</td>
<td>Chapter 36</td>
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<td>Administering Blood Products (36-6)</td>
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<td></td>
<td>Nasopharyngeal Suctioning (28-5)</td>
<td>Chapter 28</td>
</tr>
<tr>
<td></td>
<td>Endotracheal and Tracheostomy Suctioning (28-6)</td>
<td>Chapter 28</td>
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<td></td>
<td>Providing Tracheostomy Care (28-7)</td>
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<td></td>
<td>Phlebotomy and Obtaining Blood Samples with a Vacutainer System (24-1)</td>
<td>Chapter 24</td>
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<td>Performing a Capillary Blood Test: Blood Glucose (24-2)</td>
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<td>Performing a Urine Dipstick Test (24-3)</td>
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<td>Obtaining a Stool Specimen for Occult Blood, Culture, or Ova and Parasites (24-4)</td>
<td>Chapter 24</td>
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<tr>
<td></td>
<td>Obtaining Culture Specimens: Throat and Wound (24-5)</td>
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<td></td>
<td>Assisting with a Pelvic Examination and Pap Test (Smear) (24-6)</td>
<td>Chapter 24</td>
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<td>Assisting a Patient with Feeding (27-1)</td>
<td>Chapter 27</td>
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<td></td>
<td>Inserting a Nasogastric Tube (27-2)</td>
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<tr>
<td></td>
<td>Using a Feeding Pump (27-3)</td>
<td>Chapter 27</td>
</tr>
<tr>
<td></td>
<td>Administering a Nasogastric, Duodenal, or Percutaneous Endoscopic Gastrostomy Tube Feeding (27-4)</td>
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<tr>
<td></td>
<td>Placing and Removing a Bedpan (29-1)</td>
<td>Chapter 29</td>
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<tr>
<td></td>
<td>Applying a Condom Catheter (29-2)</td>
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<tr>
<td></td>
<td>Catheterizing the Female Patient (29-3)</td>
<td>Chapter 29</td>
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<tr>
<td></td>
<td>Catheterizing the Male Patient (29-4)</td>
<td></td>
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<tr>
<td></td>
<td>Performing Intermittent Bladder Irrigation and Instillation (29-5)</td>
<td>Chapter 29</td>
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<tr>
<td></td>
<td>Administering Intradermal Injection (35-1)</td>
<td>Chapter 35</td>
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<tr>
<td></td>
<td>Administering a Subcutaneous Injection (35-2)</td>
<td>Chapter 35</td>
</tr>
<tr>
<td></td>
<td>Administering Intramuscular Injection (35-3)</td>
<td>Chapter 35</td>
</tr>
</tbody>
</table>
COURSE SYLLABUS OUTLINE

Course Title: Nursing Clinical Transition

Course Description:
This clinical experience integrates all knowledge learned in the previous course in transitioning to the role of the graduate nurse. This course promoted relatively independent clinical decisions, delegation, and works collaboratively with others to achieve client and organizational outcomes.

Course Objectives:
Upon completion of this course, the student will be able to:

- Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving professional identity as a nurse committed to evidence-based practice, caring, advocacy and quality care
- Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts
- Integrate social, mathematical, and physical sciences, pharmacology, and pathophysiology in clinical decision making
- Provide patient centered care by utilizing the nursing process across diverse populations and health care settings
- Minimize risk of harm to patients, members of the healthcare team and self through safe individual performance and participation in system effectiveness
- Manage the multidisciplinary healthcare team to provide effective patient care throughout the lifespan
- Use information and technology to communicate, manage data, mitigate error, and support decision-making

Methods of Instruction:
- Lecture
- Anecdotal Records
- Review and Supervision of skills performance
- Clinical Evaluation

Instructor:

Contact Information:

Clock/Credit Hours: 3 credit units 90 Clinical hours
Americare School of Nursing

Instructional Resources:

Method of Evaluating Student Academic Progress and Competency:
Progress Policies and Grading System
The instructor reviews the student’s progress at periodic intervals. Students must meet the requirements of classroom and laboratory. Students are encouraged to seek the assistance of instructor in identified area(s) of concern. Every effort will be made to provide assistance and guidance to help the student succeed in the program.

Grade Requirements:
- This is a Pass/Fail class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>PASS</td>
</tr>
<tr>
<td>F</td>
<td>FAIL</td>
</tr>
</tbody>
</table>

Progression:
The satisfactory academic progression established by Americare School of Nursing is consistently applied to all students.
All students need to meet the following guidelines to successfully complete a course, and progress forward towards the completion of the entire curriculum.
- **Grade Requirements**
  - **Lecture**: A grade of 75% (C) or higher is required to be maintained in all units of classroom instruction. Additionally, the content mastery exam for all core-nursing courses must be passed at a Level 2 and or at 75%. **Failure to pass this content mastery exam will result in an F in the class**, and the class has to be repeated. The content mastery exam will be taken after classroom/lab and clinical instruction are successfully completed.
  - **Laboratory** Courses are either a Pass/Fail. All Lab courses must be successfully completed before students can progress to the clinical courses. If the student is not successful in the lab course, the student must withdraw from the clinical course.
  - **Clinical Courses** are either a Pass/Fail. Student must successfully complete these clinical courses to progress.

Failure or withdrawal from the same core nursing course twice, and or failure or withdrawal from a total of three core-nursing courses will result in dismissal from the program.
- At the end of each term evaluation period, students that failed a course are counseled and placed on **academic warning**.
- By the next term evaluation period, the academic warning will be lifted when the student obtains a satisfactory academic progress defined by a passing grade of 75% or higher in the course that he/she is repeating. If the student is unable to maintain a
Americare School of Nursing

minimum grade of 75% during this quarter term evaluation and satisfactory academic progress is not obtained, student will be counseled and placed on second academic warning.
  • At the 3rd term evaluation period, if the student has not obtained a minimum passing grade of 75%, the student will be placed on academic probation. This is the last term that the student has to achieve a passing grade. If still unable to obtain a grade of 75% after this term, the student will be dismissed from the program.

Withdrawal Process: Students that are planning to withdraw from a required nursing course must:
  • Meet with the Educational Administrator and or the Academic Counselor. Failure to do this will affect the student’s ability to reenter the program.
  • Students may be required to complete competency testing and or a refresher course, if out of the program for more than six months.

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Student Conduct while Providing Nursing Care:
- While providing nursing care for the healthcare client in the clinical area, the student shall be held to the same standard of behavior as a practicing nurse. This standard includes but is not limited to the following:
- While providing nursing care, the student shall:
- Report and document nursing assessment or observations including the care provided and the client response to care
- Accurately and timely report to the appropriate instructor or nurse any error(s) or deviations from the prescribed regimen of care
- Not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice
- Implement measures to promote a safe environment for each client
- Delineate, establish and maintain professional boundaries with each client
- At all times while providing direct nursing care to a client
- Provide privacy during examination or treatment and in the care of personal or bodily needs
- Treat each client with courtesy, respect and with full recognition of dignity and individuality
- Not engage in behavior that causes or may cause physical, verbal, mental or emotional abuse to a client
- Not engage on behavior toward a client that may reasonably be interpreted as physical, sexual verbal, mental or emotional abuse
- Not misappropriate a client’s property
- Not engage in behavior to seek or obtain personal gain at the client’s expense
- Not engage in behavior that constitutes inappropriate involvement in the client’s personal relationships
- A student may be recommended for dismissal at any time when in the judgment of the faculty they exhibit behavior that jeopardizes the welfare of the patient either by commission or omission.

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Clinical Attendance:
- Clinical rotations provide students with an opportunity to apply theoretical concepts into the practical setting; an essential component of our nursing curriculum, therefore clinical is mandatory.
- Clinical assignments may be in locations outside of the student’s city of residence. The student is responsible for transportation and other personal arrangements.
- Clinical performance will be affected by your attendance.
- Clinical absence must be called in to your clinical instructor 1 hour in advance. Failure to call in to report absence for clinical will result in suspension from the program. Late call-ins will result in a warning on first occurrence and probation on second.
- Only excused clinical absences can be made up. Excused absences are due to mitigating circumstances as, (but is not limited to) personal illness, death in the family, inclement weather, military obligation, religious observance, and court appointment.
Documentation needs to be provided to excuse the absence.
- Students that missed a clinical rotation day will be asked to make up for the missed day. The student will obtain an incomplete (I) grade until the completion of all course requirements is satisfied. The student will be scheduled on course completion depending on the instructor availability, and the availability of seats and clinical space after currently enrolled students have been placed. If there is no availability, all make up for missed clinical days will have to be at the student’s expense.
- Clinical tardiness is any student that arrives at the clinical site 15 minutes late. Tardiness without legitimate reason on three separate occasions will be considered an absence. Students arriving at the clinical site later than 15 minutes will be sent home. This will be considered an absence.

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<tbody>
<tr>
<td><strong>Week</strong></td>
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<tr>
<td></td>
<td>Appendices H, I, J, K</td>
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<td>Appendices A, B, C, D</td>
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<td>Guidelines for Proper Test Prep</td>
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<td>Microscopic Studies</td>
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<td>X-Ray Studies</td>
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<tr>
<td></td>
<td>Miscellaneous Studies</td>
</tr>
<tr>
<td></td>
<td>Care of clients with Complex Alterations</td>
</tr>
</tbody>
</table>
Clinical Facilities
Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8935
Madison, WI 53708-8935
FAX #: (608) 266-2602
Phone #: (608) 266-2112

1400 E. Washington Avenue
Madison, WI 53703
E-Mail: web@dps.wi.gov
Website: http://dps.wi.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION

Completion of this form is required for each clinical facility in order to apply for authorization to admit students. This form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities utilized by the nursing program (Ch. N 1.06 (3) (f), Wis. Admin. Code).

1. Identifying Data

A. Name of facility: Aurora Memorial Hospital of Burlington, WI

B. Address: 252 McHenry St
Burlington, Wisconsin 53105

Phone: 262-767-6000

B. Type of Facility:  ✔ Hospital  ☐ Nursing Home  ☐ Community Health Agency  ☐ Other

C. Administrator of facility: Patricia Volkert

D. Director of Nursing Service:

E. School(s) of nursing utilizing the facility:
   Americare School of Nursing

II. Exhibits (attach to report)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Administrator of nursing program

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

OVER

#1004 (Rev. 9/13)
Committed to Equal Opportunity in Employment and Licensing

250
Wisconsin Department of Safety and Professional Services

III. Please respond to the following questions:

A. Have the nursing program objectives been shared with the facility?  
   ☑ Yes  ☐ No
   Comments:

B. Does the facility agree to cooperate in promoting the nursing program objectives?  
   ☑ Yes  ☐ No
   Comments:

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

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

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

IV. Report completed by:

Jinkee Sarah Beltran RN BSN-MSN

Name

224-522-1588

Telephone Number

Educational Administrator

Title

March 1, 2017

Date

Alliantmconsult@gmail.com

Email Address
Bed Capacity: 55 bed capacity
Type of Patients: Adult In-patient hospitalization
Services Offered: Cancer Care
Cardiac Care
Emergency Care
Vascular Center
Orthopedic Care
Women's Health & Maternity Services
ICU Care
Rotations: Intermediate Clinical Practice
Advanced Clinical Practice
CLINICAL ROTATION AGREEMENT

AmeriCare School of Nursing
10505 Corporate Dr - Suite 102
Pleasant Prairie, WI 53138
Hereby referred to as School.

AND

Aurora Memorial Hospital
252 McHenry St.
Burlington, Wisconsin
53105
Hereby referred to as Facility

Enter into the following agreement to provide skills training experiences for students enrolled in the Associate's Degree in Nursing (ADN) program hereby agrees to:

I. ADMINISTRATION and INSTRUCTION: The School, through its designated faculty members, referred to, as the Clinical Instructor, for the Nursing Program, will be responsible for instruction and administration of the students' educational program.

II. POLICIES AND PROCEDURES: The students and faculty of the School will fully comply with the policies and procedures established by the Facility. This includes, but is not limited to, compliance with the Facility's policy with regard to confidential information and compliance with all policies and procedures adopted by the Facility to comply with privacy regulations promulgated under the Health Insurance Portability and Accountability Act.

III. CLINICAL EXPERIENCE: Within the scope of health care services provided by the Facility, the students would be given an appropriate clinical learning experience. The School shall provide the Facility with estimates of the number of students it desires to place in clinical departments. The Facility reserves full discretion to limit the number of students in the Facility and to designate which departments or units are available for placement of students.

IV. PATIENT RESPONSIBILITY: The Clinical Instructor will retain full responsibility for the care of patients/clients during the period of direct student care and the Clinical Instructor will provide administrative and professional supervision of the students insofar as their presence affects provision of health care services and/or the direct care of patients/clients.
V. STUDENT PERFORMANCE EVALUATION: The Facility and the School will jointly plan the evaluation of the students' learning experience on a periodic basis as agreed.

VI. STUDENT'S STATE OF HEALTH: The School will require, at the beginning of each student's program

   o Proof of current immunization against the following: influenza (only valid for 1 year), measles, mumps, rubella (or have a positive rubella titer), tetanus, poliomyelitis, diphtheria, hepatitis B, or other immunizations that might be necessary to protect the students during their clinical rotation

   o Routine (annual) PPD testing or follow-up as recommended by their respective physicians if the student is PPD positive or has had BCG in the past.

The School will supply copies of such records to the Facility prior to start of clinical rotation.

VII. BASIC EQUIPMENT AND SUPPLIES. The Facility will make available to the students basic supplies and equipment necessary for the care of patients/clients and will make available, within the limitations of the facility, an office/conference room for the students and faculty of the School.

VIII. POLICY on NON-DISCRIMINATION. There would be no discrimination against any participant in the AON Program of the School, or against any applicant's participation, on the basis of gender, gender identity, race, ethnicity, national origin, color, religion, disability, sexual orientation, age or veteran's status.

IX. ACCOUNTABILITY. The School will indemnify and hold harmless the Facility from any loss, claim, or damage arising out of the negligent or intentional acts or omissions of students or faculty associated with the education programs of the School's AON Program. The Facility will be responsible for its own acts or omissions as well as those acts or omissions of its employees and agents. The School shall maintain at all times during the term of this Agreement Professional Liability Occurrence Insurance in the amount not less than $1,000,000.00 per claim and $3,000,000.00 in the aggregate. The School shall notify Facility of any changes, limitations or termination of insurance coverage and provide evidence of such insurance upon request by the Facility.

X. CRIMINAL BACKGROUND CHECKS. The School requires that all students submit to fingerprint-based criminal background checks prior to start of clinical training. The school will be responsible for referring student to appropriate agencies for fingerprint collection and for reviewing the results. Additionally, the School will provide report copies to the Facility prior to start of clinical rotation. The School shall also conduct a caregiver background check in accordance with Wisconsin's Caregiver Background Check Statutes and regulations for any students or instructors who have or are expected
to have regular and direct contact with Facility's clients. School agrees to notify Facility of any information relating to a student or instructor that could or should bar these individuals from having regular and direct contact with the Facility's clients.

XII. AGREEMENT TERMS: This agreement shall start from January 1, 2016, and is renewable annually upon mutual written agreement by the parties. Either party shall have the right to terminate this Agreement for any reason on sixty days written notice to the other party. In the event of termination and except as otherwise provided in this Agreement, the parties agree that any students placed at the Facility will be able to complete their activities in connection with this Program.

The School fully recognizes the Facility's right to discipline/discontinue/discharge a student and or students from the Facility due to malicious and/or unethical behaviors as defined by the Facility.

Furthermore, the Facility reserves the right to refuse or terminate a student's internship experience whenever, in the sole judgment of the Facility, such action is necessary to preserve smooth operations and the quality of patient care. The Facility must notify the School immediately of any refusal or termination action.

XII. MISCELLANEOUS: The parties understand that the Facility, the School and students are independent in their relationships to one another. It is understood that the students are not employees of the Facility, do not receive workers' compensation insurance, and shall not act as agents or employees of the Facility.

By executing this Agreement, Facility is not waiving any constitutional, statutory or common law defenses available to it.

In any provision of this Agreement is held to be unenforceable or invalid for any reason, the remaining provisions will continue in full force and effect with such unenforceable or invalid provision to be changed and interpreted to best accomplish its original intent and objectives.

No changes or modifications to or waivers of any provisions of this Agreement shall be effective unless evidenced in writing and signed by both parties. The failure of either party to enforce its rights under this Agreement for any time for any period shall not be construed as a waiver of such rights.

This Agreement shall be construed and governed by the laws of the State of Wisconsin.

This Agreement constitutes the entire agreement between the parties and incorporates all previous written and oral statements and understandings.
Aurora Memorial Hospital of Burlington
By: Patricia Verkey
Administrator/Academic Liaison
Date: 1/17/2017

Americare School of Nursing
By: Jinkee Sarah Beltran RN BNS-MSN
Educational Administrator
Date: 2/2/2017
Exhibit for Clinical Facility Selection (Form #1004)
Aurora Memorial Hospital of Burlington, WI

LPN Job Description:

- Introduce self to patient while escorting patient into the exam room.
- Prepare the patient for exams and procedures.
- Explain treatment procedures, medications, diets and physicians' instructions to patients.
- Administer medications including all types of injections.
- Provide basic patient care and treatments, such as but not limited to: dressing wounds, performing catheterizations or applying compresses.
- Collect, label and process specimens accurately.
- Clean and prepare medical treatment rooms for patient visits.
- Assemble and use equipment appropriate to specific medical practice.
- Enter patient information into the computer accurately and in a timely manner.
- Provide clerical support to patients such as but not limited to making appointments, booking procedures, obtaining pre-authorizations and answering telephones.

RN Job Description:

- Evaluates assigned patients and plans, implements and documents nursing care. Assist physicians during examinations and procedures.
- Performs various patient tests and administers medications within the scope of practice of the registered nurse.
- Promote patients' independence by establishing patient care goals and teaching patients and families to understand conditions, medications, and self-care skills.
- Relies on experience and judgment to plan and accomplish goals.

Qualifications

Registered Nurse in the State of Wisconsin
CPR certified
Demonstrated critical thinking skills
Excellent interpersonal communication skills
Wisconsin Department of Safety and Professional Services  
Mail To: P.O. Box 8935  
Madison, WI 53708-8935  
1400 E. Washington Avenue  
Madison, WI 53703  
FAX #: (608) 266-2602  
Phone #: (608) 266-2112  
E-Mail: web@dps.state.wi.us  
Website: http://dps.state.wi.us

BOARD OF NURSING  
CLINICAL FACILITY SELECTION

Completion of this form is required for each clinical facility in order to apply for authorization to admit students. This form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities utilized by the nursing program (Ch. N 1.06 (3) (f), Wis. Admin. Code).

I. Identifying Data

A. Name of facility: Vista Health System East

B. Address: 1324 N. Sheridan Road  
Waukegan, Illinois  
Phone: 847-360-5000

B. Type of Facility:  
☑ Hospital  ☐ Nursing Home  ☐ Community Health Agency  
☐ Other

C. Administrator of facility: Barbara Martin CEO & President

D. Director of Nursing Service:

E. School(s) of nursing utilizing the facility: Americare School of Nursing

II. Exhibits (attach to report)

A. Copy of formal agreement signed by:  
1. Administrator of facility  
2. Administrator of nursing program

B. Copy of the position description for:  
1. Registered Nurses  
2. Licensed Practical Nurses

- OVER -

#1004 (Rev. 9/13)  
Committed to Equal Opportunity in Employment and Licensing
Wisconsin Department of Safety and Professional Services

III. Please respond to the following questions:

A. Have the nursing program objectives been shared with the facility? ✓ Yes □ No
   Comments: _______________________________________

B. Does the facility agree to cooperate in promoting the nursing program objectives? ✓ Yes □ No
   Comments: _______________________________________

C. Are there experiences in the facility available to the students to meet clinical objectives? ✓ Yes □ No
   Comments: _______________________________________

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

E. Is the practice of licensed practical nurses in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, this facility may not be approved.) ✓ Yes □ No
   Comments: _______________________________________

IV. Report completed by:

Jinkee Sarah Beltran RN BSN-MSN

Name

Signature

224-522-1588

Telephone Number

Educational Administrator

Title

March 1, 2017

Date

Alliantmconsult@gmail.com

Email Address
STUDENT AFFILIATION AGREEMENT
FACE SHEET

Date of Agreement: 12/15/2016

Facility Legal Name: Waukegan Illinois Hospital Company, LLC
d/b/a: Vista Medical Center East
Facility Address: 1324 North Sheridan Road
City, State, ZIP: Waukegan, IL 60085

School's Legal Name: Americare School of Nursing
School Address: 10505 Corporate Drive – Suite 102
City, State ZIP: Pleasant Prairie, WI 53138

Applicable Licenses, Certifications, etc:

Term of Agreement: 36 months

Effective Date: 01/01/2017
Expiration Date: 12/31/2019

Type of Student (i.e. Clinical, Administrative, etc.): Clinical – Nursing Student

Number of Students per rotation: Varies

Term of Training (cite beginning date and ending date including dates of the school’s semester):
Begin Date: Varies Ending Date: Varies School Term Dates: Varies

Clinical rotations shall be provided at Facility’s facilities located at: 1324 North Sheridan Road, Waukegan, IL Vista Medical Center East or any of Facilities affiliated entities.

Designated Contract Person to act as liaison between Facility and School: Yvonne Kinsley

Responsibility for Certain Checks and Testing:

**Background Check:**
School chooses to conduct, and Students choose to pay for, Students’ Background Checks.

**Substance Testing:**
School chooses to conduct, and Students choose to pay for, Students’ Substance Testing.
The results of the (1) Background Check and (2) Substance Test results must already be on file at the Facility, for any Student that is referred to the Facility:

The attached Standard Terms and Conditions are incorporated into this Student Affiliation Agreement ("Agreement"). The following Addenda are also attached hereto and incorporated herein as part of this Agreement by this reference:

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Neither the Agreement nor any amendment or modification hereto shall be effective or legally binding upon Facility, or any officer, director, employee or agent thereof, unless and until it has been reviewed and approved electronically by a Division President of QHCCS, LLC Professional Services Corporation, the Facility's Management Company.

______________________________
School's Authorized Representative's Initials

SCHOOL

By: ____________________________
Name: JUNOKE SARAH ADEOLA
Title: EDUCATIONAL ADMINISTRATION
Date: 12/7/2016

FACILITY

d/b/a: Vista Medical Center East

By: ____________________________
Name: BARBARA MARTIN
Title: Facility CEO + PRESIDENT
Date: 12/7/12
STUDENT AFFILIATION AGREEMENT
STANDARD TERMS AND CONDITIONS

I. JOINT RESPONSIBILITIES OF SCHOOL AND FACILITY

A. Provide clinical training to Students, including but not limited to the Patient Care Services. See Addendum 1.

B. Provide contact persons to the other party to oversee Students' clinical experiences.

C. Review Students' background checks and Substance testing results. Facility shall be solely responsible for determining if Students may participate in the program.

II. SCHOOL'S RESPONSIBILITIES

A. Coordinate with Facility to assign Students and plan the clinical training program. Only Students who meet the School's criteria for eligibility, which must be Facility-approved, shall be assigned.

B. Educate Students about clinical safety, including OSHA blood borne pathogens standards, and tuberculosis prior to their clinical rotation.

C. Notify Facility if any Students fail to meet education and/or training requirements.

D. Require Students to meet dress code standards and ensure that their attire clearly identifies them as Students, rather than as employees, agents, or medical staff of Facility.

E. Obtain written documentation from Students and staff prior to referring them to Facility:
   
   (1) (a) a negative TB skin test within the past year or, in the event of a positive TB skin test, a chest x-ray within the past three (3) years; (b) a completed series of Hepatitis-B vaccine, having begun the series, or informed refusal of the vaccine; and (c) any other appropriate immunizations requested by Facility.
   
   (2) Documentation for legally-required testing requirements noted. See Addendum 3.

F. Remove any Student from Facility that the Facility believes to be a threat or in violation of its policies, upon Facility's request.

G. Enforce and require Students to adhere to the Substance Policy. See Addendum 4.

H. Provide the Facility with a copy of each Student's completed (1) Substance Policy Consent Form (See Addendum 4) and (2) Background Consent Form (See Addendum 5). The School may instruct the Student to provide the forms to the Facility, however the completed forms and results must be on file at the Facility before any Student is referred to the Facility.
I. Be responsible for ensuring that the following background checks have been completed before referring Students to Facility (See Face Sheet to determine who will be responsible for the cost and actual performance of the background checks):

(1) Office of Inspector General ("OIG") List of Excluded Individuals/Entities

- School shall not refer Students who have been suspended or disbarred from any applicable federal payer program. Appropriate screening tools include the Excluded Party Search System, or approved software programs, and certain internet sites.

(2) License or Certification

- School shall not refer Students whose medical licenses or certifications have ever been suspended, revoked terminated, or otherwise modified as to rights and privileges. If such sanctions resulted from controlled substance use, and the Students have successfully completed a rehabilitation program, School may refer them so long as they undergo periodic substance abuse testing as determined by the Facility.

(3) Criminal Records Check

- Students' criminal records shall be checked at the federal, state, and local levels before referring Students to Facility and thereafter as often as is required by law. The Facility CEO will have the authority to make the final decision regarding the referral of any Student with a criminal record. School shall cause Students to execute a Student Background Consent Form (See Addendum 5).

(4) Other Background Checks Required By Law (See Addendum 3)

J. Cause clinical instructors and appropriate staff to comply with this Section II.

K. Cause Students and School staff not to submit any material for publication relating to the clinical education experience at Facility without Facility's prior written consent.

L. Permit Facility to discuss any incident, occurrence, or investigation with Students that are related to Facility and cause Students to cooperate in such investigations.

III. FACILITY'S RESPONSIBILITIES

A. Provide clinical experiences to Students, as mutually agreed upon by parties.

B. Orient Students and School clinical instructors who visit Facility on matters including, but not limited to, Facility's policies and procedures, personal protective equipment availability and use, and fire and emergency response plans.

C. Provide first aid for work-related accidents and illnesses, such as blood and body fluid exposures. Facility shall bill such first aid work to Students' insurance carrier. Facility shall not be financially or otherwise liable for any Student's care beyond providing initial first aid, regardless of whether additional services are covered by such Student's insurance.
D. Provide staff for normal service functions.

E. Provide reasonable storage space for Students' apparel and personal effects, and classroom or conference room space at Facility for program use.

IV. TERM AND TERMINATION

A. This Agreement shall be effective upon execution by parties and may be renewed upon the parties' mutual agreement.

B. Notwithstanding any other terms or conditions hereunder, either party may terminate this Agreement without cause by giving thirty (30) days' written notice to the other party. However, in such a case, this Agreement shall continue in full force until Students complete current clinical rotations.

C. If either party declares bankruptcy or is or otherwise becomes insolvent, the other party may immediately terminate this Agreement.

V. INSURANCE

A. School shall provide documentation that:

1) Students have health insurance during their clinical rotation at Facility;

2) Clinical instructors and other School staff present on Facility grounds and property have worker's compensation insurance (or, if School is government entity, School shall maintain the government version of such insurance); and

3) Students have professional liability coverage in the amount of $1 million per occurrence / $3 million aggregate of the occurrence type of coverage.

B. If Students' coverage is of the claims made type, such coverage shall outlive this Agreement for at least twenty-four (24) months (which may require tail or prior acts coverage). The Coverage retroactive date shall be this Agreement's effective date.

C. Facility shall be notified in writing within fifteen (15) days of any material alteration, cancellation or nonrenewal of coverage. Inadequate insurance or proof of insurance shall be grounds for immediate termination of this Agreement. Insurance shall be provided by a carrier who is acceptable to Facility, which shall not unreasonably withhold its approval.

VI. CLAIMS AND NOTIFICATION

A. Each party shall be liable for payment of its portion of all claims, liability, costs, expenses, demands, settlements, or judgments resulting from negligence, actions or omissions of itself or its own representatives, directors, and employees relating to or arising under this Agreement.

B. To the fullest extent allowed by law and unless otherwise provided by this Agreement, each party agrees to indemnify, hold harmless, and defend the other party from and
against any and all claims, demands, actions, settlements, costs, damages or judgments, including reasonable attorney's fees and litigation expenses, based upon or arising out of the activities described in this Agreement, where such claims, demands, actions, settlements, costs, damages, or judgments relate to its own negligence, actions or omissions or that of its agents, representatives, Students, as applicable, or employees. This Section shall survive the termination of this Agreement. This section VI.B does not apply to government entities that claim full or partial governmental immunity.

C. In the event that School claims full or partial governmental immunity and is limited in its ability to indemnify Facility School shall provide to Facility a list of alternative insurance, legal and/or equitable relief that will be available to Facility if a claim arises for which School would otherwise be required to indemnify Facility. School shall also identify the appropriate forum and venue of such relief. School shall attach this information to Addendum 6. The absence of, or limited nature of, such relief is a material factor that Facility will consider in determining whether to enter into this Agreement, as well as the future scope and extent of Facility's relationship with School. Additionally, any legal or equitable relief for School from Facility shall be limited to the same legal or equitable relief that is available for Facility from School.

D. Parties agree to notify each other as soon as possible, in writing, of any incident, occurrence, or claim arising out of or in connection with this Agreement which could result in a liability or claim of liability to the other party. Facility shall have the right to investigate any incident or occurrence and School shall cooperate fully.

VII. CONFIDENTIALITY

A. School, its employees, and representatives agree to keep confidential from third parties all information which relates to or identifies a particular patient, including, but not limited to name, address, medical treatment or condition, financial status, or any other personal information which is deemed confidential according to applicable state and federal laws, regulations, and standards of professional ethics ("Confidential Information"). School also agrees to inform its Students about their obligations under federal and state law to keep confidential information from third parties.

B. Patient records are Facility property. Retention and release shall comply with applicable laws and regulations, policies and procedures. Access and use of patient information is restricted to only what is necessary to provide the noted services so noted herein.

VIII. NOTICES. Notices or other communications per this Agreement shall be given to the parties addressed as follows:

If to Facility: As stated on Face Sheet

With a copy to: QHCCS, LLC
1573 Mallory Lane; suite 100
Brentwood, TN 37027
Attn: General Counsel
IX. ASSIGNMENT OF CONTRACT AND BINDING EFFECT Neither party shall assign, subcontract, or transfer ("Assignment") any of its rights or obligations under this Agreement to a third party without prior written consent of the other party. If there is a valid Assignment, this Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

X. DISCRIMINATION Each party shall comply with all applicable laws and regulations relating to discrimination, which may include those such as Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, all as amended. This compliance may also include non-discrimination based classifications such as race, color, religion, sex, national origin, age and disability.

XI. INDEPENDENT CONTRACTOR STATUS Each party is an independent party and not an agent or representative of the other party, and therefore has no liability for the acts or omissions of the other party. In addition, neither party, nor any of its employees, agents, or subcontractors, shall be deemed to be employees or agents of the other party. Therefore, neither party nor any of its employees, agents or subcontractors, shall be entitled to compensation, worker’s compensation, or employee benefits of the other party by virtue of this Agreement.

XII. COUNTERPARTS This Agreement may be executed in one or more counterparts and may be electronically transmitted. Each counterpart shall be deemed an original and all of which shall constitute one Agreement.

XIII. CONSIDERATION Consideration for this Agreement is the mutual promises contained herein. No compensation shall exchange hands between the parties.

XIV. GOVERNING LAW AND VENUE This Agreement shall be governed by and interpreted under the laws of state in which Facility is located.

XV. WAIVER OF JURY TRIAL The parties knowingly, unconditionally, and absolutely waive the right to a Jury Trial with respect to any claims arising from this Agreement. This unconditional Jury Trial waiver is a material portion of the consideration provided by Contractor to Facility to induce Facility to enter into this Agreement.

XVI. HEADINGS NOT BINDING The headings in this Agreement are for convenience and shall not be used to interpret this Agreement.

XVII. NON-EXCLUSIVITY Each party may enter into similar agreements with other parties.

XVIII. SEVERABILITY This Agreement is severable. If a part(s) is (are) void or unenforceable, the remainder of this Agreement shall remain in effect.

XIX. ENTIRE AGREEMENT This is the parties’ entire agreement on this Agreement’s subject matter. It supersedes any other agreements, restrictions, representations, or warranties between the parties. This Agreement cannot be amended, modified, supplemented, rescinded or waived except in a writing signed by each party.
STUDENT AFFILIATION AGREEMENT - ADDENDUM 1

Patient Care Duties To Be Provided By Students

TYPE OF PROGRAM:
Vocational / Technical School

ACADEMIC LEVEL:
Junior

EXPERIENCE LEVEL:
Some Experience

Nursing students for whom nursing education program competency has been validated, may perform the following duties under the supervision of a licensed Registered Nurse:

- Evaluate the health care needs of patients
- Initiate comprehensive patient physical assessment and screening
- Obtain and review past and current patient health history
- Apply individualized patient plan of care reflecting current and changing patient status
- Incorporate discharge planning into the plan of care
- Recommend appropriate nursing interventions to meet the needs of the patient
- Evaluate patient response to medication and treatments and apply appropriate interventions

Students are required to participate in a hourly rounding lab before being allowed to care for patients in a QHC facility. This check-off validation will be conducted by the nurse instructor and include use of the 4 P's, log sheet compliance and bedside shift report. Validation tools will be provided to the instructor for use and when complete given to the CNO or Nurse Educator before clinicals in the facility.
STUDENT AFFILIATION AGREEMENT - ADDENDUM 2

The Following Patient Care Duties Cannot Be Provided By Students

Nursing students may not:

- Remove Narcotics from the Pyxis System
- Witness Surgical Procedure Consents
- Do Blood Transfusions
- Administer IV Push Medications, with or without supervision
- Administer blood or blood products
- Serve as witness to legal documents.
STUDENT AFFILIATION AGREEMENT - ADDENDUM 3

Other Legally Required Testing:

Nursing Students are required to have the following:

- Negative drug screening for those functioning in clinical roles
- Documentation of negative TB screening (Initial two-step TB testing within the year previous to beginning this student relationship followed by an annual negative TB test.
- Current immunization status including at a minimum: Hepatitis B, Measles and Varicella if in Maternity Services
- Education Verification
- Criminal and Sexual Predator Background Checks
- CPR Certification – AHA
- Internship Specific Competency Assessments
- Proof of Liability Insurance
STUDENT AFFILIATION AGREEMENT – ADDENDUM 4

STUDENT SUBSTANCE POLICY CONSENT FORM

Name of School:
Name of Facility:

Facility policy prohibits Students (as well as applicants, employees and contractors) from using "Substances" including, but not limited to, illegal drugs and legal prescription drugs without a current, legal and valid prescription. Alcohol may not be used in a manner that will cause Student to be impaired while at the Facility. Students shall be tested for Substances as directed by the School or the Facility.

The Substance Policy

The Students are seeking Facility experience that is not granted to the general public.

It is Facility policy to maintain a drug and alcohol free environment.

By choosing to access the Facility through the program, the Student must agree to follow the Facility's substance abuse policy, including Substance testing.

Any Student who chooses not to agree to this policy has chosen not to be in the program.

No Student shall be in the program who:

• Has chosen not to comply with the Facility's or School's directives;
• Is unfit for duty; and/or
• Has not passed a Substance test within the twelve (12) months preceding Student's provision of Patent Care Services.

The School shall:

• Cause each Student to complete Addendum 4 Student Substance Policy Consent Form;
• Provide the Facility with a copy of each Student's completed Consent Form or request Student to provide the completed Consent Form to the Facility;
• Conduct testing of Students through a licensed laboratory if School is responsible for Substance testing; and
• Provide to the Facility copies of each Student's test result, for every test, if School is responsible for Substance testing.

Substance Testing may also be required by the Facility:

• When a Student is injured at the Facility;
• When a drug is not accounted for per Facility policy;
• For oversight of a Student who has previously completed a Substance rehabilitation program;
• For a Student who has been absent from the School or program for more than 30 days (except for regularly calendared school breaks); and
• When a Student appears to be unfit for duty.
Student Consent, Disclosure and Release

I choose to:

- Agree with and follow the Substance Policy.

- To provide any specimen(s) and to authorize the School and Facility and any associated persons and/or entities to conduct tests for alcohol and drugs and to allow them to access and utilize Specimen and test information as needed pursuant to the Substance Policy and process.

- Release the School and the Facility and any associated persons and/or entities from any and all claims, causes of action, damages, or liabilities whatsoever arising out of or related to the Substance Policy and process.

Student Choice to Consent or Not Consent

I have read the above and I choose to (check one)

☐ Consent

or

☐ Not consent (not to remain or be in the program)

Student and Witness Signatures

Student: ____________________________________________________________________________
Signature: ___________________________ Printed Name: ___________________________
Date: __________ Date: __________
Witness: ____________________________________________________________________________
Signature: ___________________________ Printed Name: ___________________________

Additional Consent for Students under the Age of 18

As the parent and/or guardian of the Student named above, I hereby consent to and authorize the School and Facility and affiliated persons and/or entities to proceed as outlined above.

Parent and/or Guardian's Signature: ___________________________ Date: __________

Student's Printed Name: ___________________________ Date: __________
STUDENT AFFILIATION AGREEMENT – ADDENDUM 5

STUDENT BACKGROUND CONSENT FORM

Name of School: ____________________________
Name of Facility: ____________________________

Facility policy requires Students (as well as applicants, employees and contractors) to pass background checks before being allowed to access the Facility.

The Background Check Policy

The Students are seeking Facility experience that is not granted to the general public.

By choosing to access the Facility through the program, the Student must agree to have a background check as described in the Student Affiliation Agreement and herein, as directed by the School or the Facility.

Any Student who has chosen not to agree to this policy has chosen not to be in the program.

No Student shall be in the program who:

- Has chosen not to comply with the Facility's or School's directives;
- is unfit for duty; and/or
- Has not passed a Substance test within the twelve (12) months preceding Student's provision of Patient Care Services.

School or Facility shall complete each of the following background checks before Students may provide Patient Care Services at Facility:

- Office of Inspector General ("OIG") List of Excluded Individuals/Entities
  - Facility shall not accept Students who have been suspended or disbarred from any applicable federal payer program. Appropriate screening tools include the Excluded Party Search System, another approved software program, and certain internet sites.

- License or Certification
  - Facility shall not accept Students whose licenses or certifications have ever been suspended, revoked terminated, or otherwise modified as to rights and privileges. However, if such sanctions resulted from use of a controlled substance and the Students have successfully completed a rehabilitation program, Facility may accept them so long as they undergo periodic substance abuse testing as determined by the Facility.

- Criminal Records Check
  - School or Facility shall conduct criminal records checks on Students at the federal, state, and local levels before Student may be allowed to provide Patient Care Services at the Facility and thereafter as often as is required by law. The CEO of Facility will
have the authority to make the final decision regarding the acceptance of any Student with a criminal record.

**Student Choice to Consent or Not Consent**

The information I have disclosed to the School and Facility is true, correct and complete. I understand that any misrepresentation, falsification, omission or deception of material facts may cause my application to be rejected or any program participation terminated.

I authorize the procurement or release of a consumer report or investigative consumer report about me. I understand this report may include information such as my character, general reputation, personal characteristics or mode of living, criminal, credit, and professional licensure certification.

I authorize any entities or individuals with which I have been associated to supply the School and Facility and their agents with this background information and I release any entities or individuals from all liability whatsoever related to the information or its furnishing.

I also authorize the School and Facility and their agents to contact any government or private entities or persons to verify the validity of any documentation.

I have read the above and I choose to (check one)

☐ Consent

or

☐ Not consent (not to remain or be in the program)

**Student and Witness Signatures**

Student: 

[Signature]

[Printed Name]

[Date]

Witness: 

[Signature]

[Printed Name]

[Date]

**Additional Consent for Students under the Age of 18**

As the parent and/or guardian of the Student named above, I hereby consent to and authorize the School and Facility and affiliated persons and/or entities to proceed as outlined above.

[Parent and/or Guardian's Signature] 

[Date]

Student's Printed Name 

[Date]
ADDENDUM 6
DISCLOSURE AND AUTHORIZATION

I authorize the Facility, the School and any persons and entities associated with them, to conduct background investigations which will include the obtaining of Investigative Consumer Reports and Consumer Reports. Such investigations may include seeing information about me such as my employment(s), personal history, education, character, general reputation, criminal, licensure/certification, credit and driving histories.

I also authorize, without reservation, the obtaining of information from other persons and entities (such as other employers, companies, schools, government entities and credit agencies) for information about me, and for those persons or entities to release that information, without reservation.

Print legal first, middle and last name

Social Security Number DOB

Driver’s License # & State Issued

Health License/Certificate # & State Issued
### Exhibit for Clinical Facility Selection (Form #1004)
**Vista Health System East**

<table>
<thead>
<tr>
<th>Type of Patients:</th>
<th>Adult In-Patient hospitalization</th>
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<td>Maternal and Child patients</td>
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<tr>
<th>Services Offered:</th>
<th>Bariatric Weight Loss Services</th>
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<td>Behavioral Health Services</td>
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<td>Breast Imaging</td>
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<td>GI/Endoscopy Services</td>
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<td>Women's Health</td>
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<td>Wound Care</td>
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</tbody>
</table>

| Rotations:                            | Intermediate Clinical Practice   |
|                                       | Advanced Clinical Practice       |
Exhibit for Clinical Facility Selection (Form #1004)
Vista Health System East

LPN Job Description:
Vista Health System does not employ Licensed Practical Nurses at this time.

RN Job Description:

Evaluates assigned patients and plans, implements and documents nursing care. Assist physicians during examinations and procedures. Performs various patient tests and administers medications within the scope of practice of the registered nurse. Promote patients' independence by establishing patient care goals and teaching patients and families to understand conditions, medications, and self-care skills. Relies on experience and judgment to plan and accomplish goals.

Qualifications

Registered Nurse in the State of Illinois
CPR certified
Demonstrated critical thinking skills
Excellent interpersonal communication skills
Outstanding record with patient satisfaction
Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8935
Madison, WI 53708-8935
1400 E. Washington Avenue
Madison, WI 53703
E-Mail: web@dps.wi.gov
Website: http://dps.wi.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION

Completion of this form is required for each clinical facility in order to apply for authorization to admit students. This form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities utilized by the nursing program (Ch. N 1.06 (3)(f), Wis. Admin. Code).

I. Identifying Data

A. Name of facility: Rogers Memorial Hospital - West Allis
   Address: 11101 W. Lincoln Ave.
   West Allis, WI, 53227
   Phone: 414-327-3000

B. Type of Facility: ☑ Hospital  ☐ Nursing Home  ☐ Community Health Agency
   ☐ Other

C. Administrator of facility: Joan Neave, RN

D. Director of Nursing Service: Teresa Schultz RN,BSN,MBA

E. School(s) of nursing utilizing the facility:
   Americare School of Nursing

II. Exhibits (attach to report)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Administrator of nursing program

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

-OVER-

#1004 (Rev. 9/13)
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Wisconsin Department of Safety and Professional Services

III. Please respond to the following questions:

A. Have the nursing program objectives been shared with the facility? ☑ Yes ☐ No

Comments: ______________________

B. Does the facility agree to cooperate in promoting the nursing program objectives? ☑ Yes ☐ No

Comments: ______________________

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

Comments: ______________________

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

Comments: ______________________

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

Comments: ______________________

IV. Report completed by:

Jinkee Sarah Beltran RN BSN-MSN

Name

224-522-1588

Telephone Number

Educational Administrator

Title

March 1, 2017

Date

Alliantmconsult@gmail.com

Email Address
CLINICAL ROTATION AGREEMENT

Americare School of Nursing
10505 Corporate Dr - Suite 102
Pleasant Prairie, WI 53158
Hereby referred to as School.

AND

Rogers Memorial Hospital
34700 Valley Road
Oconomowoc, WI 53066
Hereby referred to as Facility

Enter into the following agreement to provide skills training experiences for students enrolled in the Associate’s Degree in Nursing (ADN) program hereby agrees to:

I. ADMINISTRATION and INSTRUCTION. The School, through its designated faculty members, referred to, as the Clinical instructor, for the Nursing Program, will be responsible for instruction and administration of the students’ educational program.

II. POLICIES AND PROCEDURES. The students and faculty of the School will fully comply with the policies and procedures established by the Facility. This includes, but is not limited to, compliance with the Facility’s policy with regard to confidential information and compliance with all policies and procedures adopted by the Facility to comply with privacy regulations promulgated under the Health Insurance Portability and Accountability Act.

III. CLINICAL EXPERIENCE. Within the scope of health care services provided by the Facility, the students would be given an appropriate clinical learning experience. The School shall provide the Facility with estimates of the number of students it desires to place in clinical departments. The Facility reserves full discretion to limit the number of students in the Facility and to designate which departments or units are available for placement of students.

IV. PATIENT RESPONSIBILITY. The Clinical Instructor will retain full responsibility for the care of patients/clients during the period of direct student care and the Clinical Instructor will provide administrative and professional supervision of the students insofar as their presence affects provision of health care services and/or the direct or indirect care of patients/clients.
V. STUDENT PERFORMANCE EVALUATION. The Facility and the School will jointly plan the
evaluation of the students' learning experience on a periodic basis as agreed.

VI. STUDENT'S STATE OF HEALTH. The School will require, at the beginning of each
student's program

- Proof of current immunization against the following: influenza (only valid for 1
  year), measles, mumps, rubella (or have a positive rubella titer), tetanus,
  poliomyelitis, diphtheria, hepatitis B, or other immunizations that might be
  necessary to protect the students during their clinical rotation

- Routine (annual) PPD testing or follow-up as recommended by their respective
  physicians if the student is PPD positive or has had BCG in the past.

The School will supply copies of such records to the Facility prior to start of clinical
rotation.

VII. BASIC EQUIPMENT AND SUPPLIES. The Facility will make available to the students basic
supplies and equipment necessary for the care of patients/clients and will make
available, within the limitations of the facility, an office/conference room for the
students and faculty of the School.

VIII. POLICY on NON-DISCRIMINATION. There would be no discrimination against any
participant in the ADN Program of the School, or against any applicant's participation,
on the basis of gender, gender identity, race, ethnicity, national origin, color, religion,
disability, sexual orientation, age or veteran's status.

IX. ACCOUNTABILITY. The School will indemnify and hold harmless the Facility from any
loss, claim, or damage arising out of the negligent or intentional acts or omissions of
students or faculty associated with the education programs of the School's ADN
Program. The Facility will be responsible for its own acts or omissions as well as those
acts or omissions of its employees and agents. The School shall maintain at all times
during the term of this Agreement Professional Liability Occurrence Insurance in the
amount not less than $1,000,000.00 per claim and $3,000,000.00 in the aggregate. The
School shall notify Facility of any changes, limitations or termination of insurance
coverage and provide evidence of such insurance upon request by the Facility.

X. CRIMINAL BACKGROUND CHECKS. The School requires that all students submit to
fingerprint-based criminal background checks prior to start of clinical training. The
school will be responsible for referring student to appropriate agencies for fingerprint
collection and for reviewing the results. Additionally, the School will provide report
copies to the Facility prior to start of clinical rotation. The School shall also conduct a
caregiver background check in accordance with Wisconsin's Caregiver Background
Check Statutes and regulations for any students or instructors who have or are expected
to have regular and direct contact with Facility’s clients. School agrees to notify Facility of any information relating to a student or instructor that could or should bar these individuals from having regular and direct contact with the Facility's clients.

XI. AGREEMENT TERMS. This agreement shall start from January 1, 2016, and is renewable annually upon mutual written agreement by the parties. Either party shall have the right to terminate this Agreement for any reason on sixty days written notice to the other party. In the event of termination, and except as otherwise provided in this Agreement, the parties agree that any students placed at the Facility will be able to complete their activities in connection with this Program.

The School fully recognizes the Facility’s right to discipline/discontinue/discharge a student and/or students from the Facility due to malicious and/or unethical behaviors as defined by the Facility.

Furthermore, the Facility reserves the right to refuse or terminate a student's internship experience whenever, in the sole judgment of the Facility, such action is necessary to preserve smooth operations and the quality of patient care. The Facility must notify the School immediately of any refusal or termination action.

XII. MISCELLANEOUS. The parties understand that the Facility, the School and students are independent in their relationships to one another. It is understood that the students are not employees of the Facility, do not receive workers' compensation insurance, and shall not act as agents or employees of the Facility.

By executing this Agreement, Facility is not waiving any constitutional, statutory or common law defenses available to it.

In any provision of this Agreement is held to be unenforceable or invalid for any reason, the remaining provisions will continue in full force and effect with such unenforceable or invalid provision to be changed and interpreted to best accomplish its original intent and objectives.

No changes or modifications to or waivers of any provisions of this Agreement shall be effective unless evidenced in writing and signed by both parties. The failure of either party to enforce its rights under this Agreement for any time for any period shall not be construed as a waiver of such rights.

This Agreement shall be construed and governed by the laws of the State of Wisconsin.

This Agreement constitutes the entire agreement between the parties and incorporates all previous written and oral statements and understandings.
Rogers Memorial Hospital

By: Teresa Schultz RN MBA
Vice President of Patient Care/CMO

Date: 12/18/10

Americare School of Nursing

By: Jinkee Sarah Beltran RN BSN MSN

Date: 12/18/10
Exhibit for Clinical Facility Selection (Form #1004)  
Rogers Memorial Hospital

Bed Capacity: 81 beds

Type of Patients:
- Adult In-patient hospitalization
- Addiction
- Eating Disorder
- Mental Health Disorders
- Post-Traumatic Stress Disorder
- Child and Adolescent In-patient hospitalization
- Child and Adolescent Services

Services Offered:
- Orthopedic injuries and total joint replacement,
- Cardiac recovery,
- Stroke and Neurological Recovery,
- Chronic Disease Management,
- Wound care
- Pulmonary issues,
- Oncology care,
- Out-patient therapy

Rotations:
- Clinical Care Across the Lifespan
Exhibit for Clinical Facility Selection (Form #1004)  
Rogers Memorial Hospital

LPN Job Description (Hospital)

- Introduce self to patient while escorting patient into the exam room.
- Prepare the patient for exams and procedures.
- Explain treatment procedures, medications, diets and physicians' instructions to patients.
- Administer medications including all types of injections, IV therapy as needed and within the scope of licensure.
- Provide basic patient care and treatments, such as but not limited to: dressing wounds, performing catheterizations or applying compresses.
- Collect, label and process specimens accurately.
- Clean and prepare medical treatment rooms for patient visits.
- Assemble and use equipment appropriate to specific medical practice.
- Enter patient information into the computer accurately and in a timely manner.
- Provide clerical support to patients such as but not limited to making appointments, booking procedures, obtaining pre-authorizations and answering telephones.

RN Job Description (Hospital)

- Identify patient care requirements by establishing personal rapport with potential and actual patients and other persons in a position to understand care requirements.
- Establish a compassionate environment by providing emotional, psychological, and spiritual support to patients, friends, and families.
- Promote patient's independence by establishing patient care goals; teaching patient, friends, and family to understand condition, medications, and self-care skills; answering questions.
- Assure quality of care by adhering to therapeutic standards; measuring health outcomes against patient care goals and standards; making or recommending necessary adjustments; following hospital and nursing division's philosophies and standards of care set by state board of nursing, state nurse practice act, and other governing agency regulations.
- Resolve patient problems and needs by utilizing multidisciplinary team strategies.
- Maintain safe and clean working environment by complying with procedures, rules, and regulations; calling for assistance from health care support personnel.
- Protect patients and employees by adhering to infection-control policies and protocols, medication administration and storage procedures, and controlled substance regulations.
Wisconsin Department of Safety and Professional Services

Board of Nursing

Clinical Facility Selection

Completion of this form is required for each clinical facility in order to apply for authorization to admit students. This form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities utilized by the nursing program (Ch. N106 (71) D, Wis. Admin. Code).

I. Identifying Data

A. Name of facility: Kenosha Brookside Care Center
   Address: 3506 Washington Road
   Kenosha, WI, 53144
   Phone: 262-653-3800

B. Type of Facility: ❑ Hospital     ☑ Nursing Home     ❑ Community Health Agency
   ❑ Other

C. Administrator of facility: Frances Petrick

D. Director of Nursing Service: Barbara Beardsley RN, BSN

E. School(s) of nursing utilizing the facility:
   Americare School of Nursing

II. Exhibits (attach to report)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Administrator of nursing program

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

-Over-

#1004 (Rev. 9/13)
Committed to Equal Opportunity in Employment and Licensing

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Wisconsin Department of Safety and Professional Services

III. Please respond to the following questions:

A. Have the nursing program objectives been shared with the facility?  
   ☑ Yes  ☐ No  
   Comments:  

B. Does the facility agree to cooperate in promoting the nursing program objectives?  
   ☑ Yes  ☐ No  
   Comments:  

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

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

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

IV. Report completed by:  
Jinkee Sarah Beltran RN BSN-MSN  
Name  
224-522-1588  
Telephone Number  

Educational Administrator  
Title  
March 1, 2017  
Date  
Alliantmconsult@gmail.com  
Email Address
CLINICAL ROTATION AGREEMENT

Americare School of Nursing
10505 Corporate Dr - Suite 102
Pleasant Prairie, WI 53138
Hereby referred to as School.

AND

__Brookside Care Center__
__3506 Washington Road__
__Kenosha WI 53144__
Hereby referred to as Facility

Enter into the following agreement to provide skills training experiences for students enrolled in the Associate's Degree in Nursing (ADN) program hereby agrees to:

I. ADMINISTRATION and INSTRUCTION. The School, through its designated faculty members, referred to as the Clinical Instructor for the Practical Nursing Program, will be responsible for instruction and administration of the students' educational program.

II. POLICIES AND PROCEDURES. The students and faculty of the School will fully comply with the policies and procedures established by the Facility. This includes, but is not limited to, compliance with the Facility's policy with regard to confidential information and compliance with all policies and procedures adopted by the Facility to comply with privacy regulations promulgated under the Health Insurance Portability and Accountability Act.

III. CLINICAL EXPERIENCE. Within the scope of health care services provided by the Facility, the students would be given an appropriate clinical learning experience. The School shall provide the Facility with estimates of the number of students it desires to place in clinical departments. The Facility reserves full discretion to limit the number of students in the Facility and to designate which departments or units are available for placement of students.

IV. PATIENT RESPONSIBILITY. The Clinical Instructor will retain full responsibility for the care of patients/clients during the period of direct student care and the Clinical instructor will provide administrative and professional supervision of the students insofar as their presence affects provision of health care services and/or the direct of Indirect care of patients/clients.
V. STUDENT PERFORMANCE EVALUATION. The Facility and the School will jointly plan the evaluation of the students’ learning experience on a periodic basis as agreed.

VI. STUDENT’S STATE OF HEALTH. The School will require, at the beginning of each student's program

- Proof of current immunization against the following: Influenza (only valid for 1 year), measles, mumps, rubella (or have a positive rubella titer), tetanus, poliomyelitis, diphtheria, hepatitis B, or other immunizations that might be necessary to protect the students during their clinical rotation.

- Routine (annual) PPD testing or follow-up as recommended by their respective physicians if the student is PPD positive or has had BCG in the past.

The School will supply copies of such records to the Facility prior to start of clinical rotation.

VII. BASIC EQUIPMENT AND SUPPLIES. The Facility will make available to the students basic supplies and equipment necessary for the care of patients/clients and will make available, within the limitations of the facility, an office/conference room for the students and faculty of the School.

VIII. POLICY on NON-DISCRIMINATION. There would be no discrimination against any participant in the ADN Program of the School, or against any applicant’s participation, on the basis of gender, gender identity, race, ethnicity, national origin, color, religion, disability, sexual orientation, age or veteran’s status.

IX. ACCOUNTABILITY. The School will indemnify and hold harmless the Facility from any loss, claim, or damage arising out of the negligent or intentional acts or omissions of students or faculty associated with the education programs of the School’s ADN Program. The Facility will be responsible for its own acts or omissions as well as those acts or omissions of its employees and agents. The School shall maintain at all times during the term of this Agreement Professional Liability Occurrence Insurance in the amount not less than $1,000,000.00 per claim and $3,000,000.00 in the aggregate. The School shall notify Facility of any changes, limitations or termination of insurance coverage and provide evidence of such insurance upon request by the Facility.

X. CRIMINAL BACKGROUND CHECKS. The School requires that all students submit to fingerprint-based criminal background checks prior to start of clinical training. The School will be responsible for referring student to appropriate agencies for fingerprint collection and for reviewing the results. Additionally, the School will provide report copies to the Facility prior to start of clinical rotation. The School shall also conduct a caregiver background check in accordance with Wisconsin's Caregiver Background Check Statutes and regulations for any students or instructors who have or are expected to have regular
and direct contact with Facility's clients. School agrees to notify Facility of any
information relating to a student or instructor that could or should bar these individuals
from having regular and direct contact with the Facility's clients.

XI. AGREEMENT TERMS. This agreement shall start from October 1, 2015
and is renewable annually upon mutual written agreement by the parties. Either party
shall have the right to terminate this Agreement for any reason on sixty days written
notice to the other party. In the event of termination, and except as otherwise provided
in this Agreement, the parties agree that any students placed at the Facility will be able
to complete their activities in connection with this Program.

The School fully recognizes the Facility's right to discipline/discontinue/discharge a
student and or students from the Facility due to malicious and/or unethical behaviors as
defined by the Facility.

Furthermore, the Facility reserves the right to refuse or terminate a student's Internship
experience whenever, in the sole judgment of the Facility, such action is necessary to
preserve smooth operations and the quality of patient care. The Facility must notify
the School immediately of any refusal or termination action.

XII. MISCELLANEOUS. The parties understand that the Facility, the School and students
are independent in their relationships to one another. It is understood that the
students are not employees of the Facility, do not receive workers' compensation
insurance, and shall not act as agents or employees of the Facility.

By executing this Agreement, Facility is not waiving any constitutional, statutory or
common law defenses available to it.

In any provision of this Agreement is held to be unenforceable or invalid for any reason,
the remaining provisions will continue in full force and effect with such unenforceable
or invalid provision to be changed and interpreted to best accomplish its original intent
and objectives.

No changes or modifications to or waivers of any provisions of this Agreement shall be
effective unless evidenced in writing and signed by both parties. The failure of either
party to enforce its rights under this Agreement for any time for any period shall not be
construed as a waiver of such rights.

This Agreement shall be construed and governed by the laws of the State of Wisconsin.

This Agreement constitutes the entire agreement between the parties and incorporates
all previous written and oral statements and understandings.
Brookside Care Center

By: [Signature]
Administrator

Date: [Date]

Americare School of Nursing

By: [Signature]
Jinkee Saray Beltran RN BSN-MSN
Educational Administrator

Date: 12/14/2016
Exhibit for Clinical Facility Selection (Form #1004)
Kenosha Brookside Care Center

Bed Capacity: 154 beds

Type of Patients: Skilled Nursing

Services Offered:
- Post-surgical care
- IV infusion therapy
- Respiratory services
- Wound care
- Peritoneal Dialysis,
- Pain Management,
- Restorative Nursing
- Dementia Care
- Hospice Care
- Skilled Rehabilitation Services
- Short-term Rehabilitation.

Rotations:
- Intro to Clinical Practice,
- Intermediate Clinical Practice
LPN Job Description (Long-Term Care Facility)

- Record the patient’s history
- Give medication as prescribed by a physician
- Take vital signs, such as blood pressure, temperature, and weight
- Perform basic wound care including cleaning and bandaging injured areas
- Give injections of medication and immunizations
- Take and document medical histories
- Enter information into computer systems

RN Job Description (Long-Term Care Facility)

- Direct, initiate, and implement a patient care plan in a long-term care environment.
- Assist physicians during examinations and procedures.
- Prepare equipment, applies and changes dressings, and monitors patients.
- Administer prescribed medications.
- Promote and restore patients’ health by completing the nursing process;
- Collaborate with physicians and multidisciplinary team members;
- Provide physical and psychological support to patients, friends, and families;
- Supervise assigned nurse team members
Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8935
Madison, WI 53708-8935
1400 E. Washington Avenue
Madison, WI 53703
FAX #: (608) 266-2662
Phone #: (608) 266-3112
E-Mail: web@wdps.wi.gov
Website: http://wdps.wi.gov

BOARD OF NURSING
CLINICAL FACILITY SELECTION
Completion of this form is required for each clinical facility in order to apply for authorization to admit students. This form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities utilized by the nursing program (Ch. N 1.08 (21)(c), Wis. Admin. Code).

I. Identifying Data

A. Name of facility: ManorCare Health Services - Kenosha
   Address: 3100 Washington Road
             Kenosha, WI, 53144
   Phone: 262-658-4622

B. Type of Facility: ☑ Nursing Home  ☐ Hospital  ☐ Community Health Agency  ☐ Other

C. Administrator of facility: Karen Vincent
D. Director of Nursing Service: Holly Zlotocha RN

E. School(s) of nursing utilizing the facility:
   Americare School of Nursing

II. Exhibits (attach to report)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Administrator of nursing program

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

-OVER-

#1004 (Rev. 9/11)
Committed to Equal Opportunity in Employment and Licensing

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Wisconsin Department of Safety and Professional Services

III. Please respond to the following questions:

A. Have the nursing program objectives been shared with the facility?  
   Yes  No
   Comments: ____________________________________________________________

B. Does the facility agree to cooperate in promoting the nursing program objectives?  
   Yes  No
   Comments: ____________________________________________________________

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

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

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

IV. Report completed by:
Jinkoe Sarah Beltran RN BSN-MSN  
Name

[Signature]

224-522-1588  
Telephone Number

Educational Administrator  
Title

March 1, 2017  
Date

Alliantmconsult@gmail.com  
Email Address
STUDENT CLINICAL EXPERIENCE AFFILIATION AGREEMENT

This Student Clinical Experience Affiliation Agreement ("Agreement") is dated Oct. 5, 2015, ("Effective Date"), and is between Heartland-Washington Manor of Kenosha WI, LLC d/b/a/Manor Care Health Services-Kenosha doing business as Heartland-Washington Manor of Kenosha WI, LLC d/b/a/Manor Care Health Services-Kenosha ("Center") and Americare Technical School (ATS) ("School"). The parties may be referred to collectively as "the parties" and singularly as "a party."

BACKGROUND

Center is engaged in the business of furnishing sub-acute and long-term care services. School is a provider of education and requires its students to have experience under supervision of health care providers in actual clinical conditions. Center is willing to provide the School’s students with an unpaid clinical educational experience in accordance with the terms of this Agreement.

AGREEMENT

The parties agree as follows:

1. SCHOOL OBLIGATIONS The School will:

1.1 Assume responsibility for continuing compliance with the educational standards of the appropriate accreditation and licensing bodies.

1.2 Designate a member of the faculty who will serve as a liaison with Center on all aspects of the clinical experience program.

1.3 Notify Center about the planned schedule of student assignments, level of academic preparation, and length and dates of internship assignments.

1.4 Refer to Center only those students who have completed the prerequisite portion of the curriculum applicable to Center.

1.5 Inform the student of any special requirements of Center, including uniform requirements if applicable, and the necessity to conform to the standards and practices of the Center.

1.6 Maintain patient confidentiality as required by all federal, state and other applicable laws and regulations.

1.7 Maintain liability insurance that covers its acts and omissions under this Agreement and insures the students against any claims for personal injury or death and property damage resulting from performance of services by the students participating in the clinical training program on the Center’s premises. School’s liability insurance coverage must have limits of not less than $1,000,000 per occurrence and $3,000,000 aggregate throughout the term of this
3. **JOINT RESPONSIBILITIES** The School and Center will:

3.1 Establish the number of students who will have a clinical experience at the Center at any one time and any additional requirements for students participating in the clinical educational experience.

3.2 Notify the other party, as soon as possible, in writing if one party becomes aware of a claim, served by any person, that arises out of this Agreement or any activity carried out under this agreement.

4. **TERM AND TERMINATION**

4.1 The initial term of this Agreement is 1 year. It begins on the Effective Date of this Agreement. The Agreement will automatically renew for additional 1 year terms.

4.2 Either party may terminate this Agreement at any time without cause upon 30 days prior written notice.

4.3 In the event of such a termination, those students already participating in their clinical experience program at the Center pursuant to this Agreement may complete their rotation at the Center.

5. **MISCELLANEOUS**

5.1 This Agreement constitutes the entire agreement between the parties and supersedes all prior oral or written agreements or understandings. The Agreement may be modified or amended only in writing signed by the parties.

5.2 This Agreement and any claims or disputes relating to it will be governed by the laws of the State in which Center is located.

5.3 Each provision of this Agreement will be deemed independent and terminable. The exclusion of any provision of this Agreement found to be invalid or illegal will not affect enforcement of the remaining provisions of the Agreement.

5.4 Neither party may assign their rights or obligations under this Agreement without the prior written consent of the other party, except that Center may assign its rights and obligations under this Agreement without consent of the School to any: (i) affiliate; or (ii) successor in title to substantially all of its business or assets.

5.5 School is not a partner or an employee of Center, and this Agreement does not create or evidence a joint venture, partnership or other joint business relationship. Students placed at Center by School pursuant to this Agreement are not employees of Center, and Students will not displace any employee of Center. The Center will not compensate the School or any Student for any portion of the clinical educational experience.
5.6 The parties will not discriminate based upon race, color, ancestry, religion, sex, age, disability, or veteran status.

5.7 The parties agree that the provisions of sections 1.7, 1.8, 2.5, and 2.6 survive termination of this Agreement.

5.8 Any notices required by this Agreement must be mailed to the parties at the following addresses:

If to School:  
School Name: AMERICAN SCHOOL OF NURSING  
Address: 10305 CORPORATE DRIVE  
PEVSBURG, WI 53138  
Attn: JINKEE SARAH ABDULLAH  
Fax: (1)  

If to Center:  
Center Name:  
Address:  
Attn:  
Fax:  

5.9 This Agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which together will constitute one and the same instrument.

By signing below, the parties agree to the terms of this Agreement:

Center:  
By: Karen Vroom  
Name: Karen Vroom  
Title: Administrator  

School:  
By:  
Name: JINKEE SARAH ABDULLAH  
Title: Educational Administrator
Exhibit for Clinical Facility Selection (Form #1004)
Kenosha Manor Care

Bed Capacity: 153 beds
Type of Patients: Skilled Nursing
Services Offered: Orthopedic injuries and Total Joint Replacement, Cardiac Recovery, Stroke and Neurological Recovery, Chronic Disease Management, Wound care, Pulmonary issues, Oncology care, Out-patient therapy
Rotations: Advanced Clinical Practice
Exhibit for Clinical Facility Selection (Form #1004)
Kenosha Manor Care

LPN Job Description (Long-Term Care Facility)

- Perform direct resident care in accordance with nursing standards of care utilizing the principles of nursing and basic physical assessment skills in the development, documentation, and implementation of individualized, interdisciplinary care plans.
- Participate in developing, implementing, and evaluating resident's plan of care; and conduct resident care conferences, as needed.
- Assess residents, initiate physician orders, administer medication, and complete procedures and treatments in accordance with resident needs, physician orders, and procedures.
- Accurately record resident care and observations on their medical record.
- Assist in the admission, transfer, and dismissal of residents; complete all related documentation; and assist with the care of the residents.
- Respond to and assist with medical and psychiatric emergencies and codes at a level of competence.

RN Job Description (Long-Term Care Facility)

- Evaluate assigned patients within a nursing home environment and plans, implements and documents nursing care.
- Assist physicians during examinations and procedures.
- Perform various patient tests and administers medications within the scope of practice of the registered nurse.
- Promote patients' independence by establishing patient care goals and teaching patients and families to understand conditions, medications, and self-care skills.
- Direct the day-to-day functions of the nursing assistants in accordance with current rules, regulations, and guidelines that govern the long-term care facility.
- Participate in the development, maintenance, and implementation of the facility's quality assurance program for the nursing service department.
- Participate in surveys (inspections) made by authorized government agencies as may be requested.
- Periodically review the resident's written discharge plan and update the resident's written discharge plan as required.
Documentation of Simulation Equipment
Laboratory Equipment

Furnishings

1. 6 Electric Hospital Bed (Refurbished) Mattress included
2. 6 Bedside Table
3. 6 Over-the-bed Table
4. Bassinet

Training Equipment

1. 1 SIM Man Patient Simulator
2. 1 SIM Junior Patient Simulator
3. 1 SIM Newborn Patient Simulator
4. 1 NOELLE Maternal and Neonatal Health Patient Simulator
5. Peripheral Kit with Link box and Computer
6. Compressor
7. Simulator Nursing Modules
8. Advanced Video System
9. Patient Manikins with vital sign capability
10. 5 Vital Sign Control Units
11. 3 Fundus pelvis models
12. 3 Fundus Skills Modules
13. 3 Wound Care Assessment Sets, Female
14. 3 Mastectomy Modules
15. 3 Breast Exam Modules
16. 1 Child Manikin with vital sign capability
17. 1 Child Vital Sign Control Unit
18. 1 Baby Manikin
19. 1 Baby Control Unit
20. 2 Wound Care Models
21. 2 Wound Care Model Carrying Cases
22. 1 Chester Chest
23. 1 Chester Chest Carrying Case
24. 2 Male IV Training Arm Kits
25. 2 Female IV Training Arm Kit
26. 1 IM Hip Simulator
27. 1 IM Hip Simulator Carrying Case
28. 1 Prenatal Education Set
29. 1 Wheelchair with detachable footrests
30. 1 Folding walker
31. 1 Aluminum Crutches
32. 1 Transfer Board
33. 1 Bedside Commode
34. 1 Eye Test Chart
35. 1 Beam Scale with Height Rod (pounds and kilos)
36. 1 Hydraulic Lift
37. 1 Seat with cut-out for commode use
38. 2 Straps for hydraulic lift
39. 1 Baby Scale Mechanical
40. 1 Pulse Oximeter
41. 1 Isolation Cart
42. 1 Emergency Cart
43. 1 Medication Cart
44. 6 IV Stands, Chrome finish, Adjustable
45. 3 Feeding Pumps (Refurbished)
46. 3 Dual Channel IV Pumps (Refurbished)

Nursing Skills Laboratory Supplies *

1. 24 each of sheets, fitted sheets, pillow cases, bed spreads, draw sheets, under pads
2. gowns, towels, wash cloths
3. 1 case of disposable pads
4. 24 pillows (mix of large and small)
5. 1 shampoo board
6. 12 anti-embolic stockings
7. 1 set of sequential leg pumps
8. 3 abdominal binders
9. 3 slings
10. 24 patient-care kits
11. 6 bedpans
12. 2 fracture pans
13. 6 urinals
14. 24 specimen containers (assorted)
15. 1 shower chair
16. 2 boxes each of assorted bandages (1 x 1, 2 x 2, 4 x 4), abdominal pads, adhesive bandages, elastic, etc. (sterile and nonsterile)
17. 2 boxes each of assorted tape: ½, ¾
18. 2 boxes each of transparent and other assorted specialty wound dressings
19. 4 adult blood pressure cuffs
20. 2 extra-large blood pressure cuffs
21. 1 infant blood pressure cuff
22. 1 child blood pressure cuff
23. 24 oral thermometers (mercury free)
24. 4 sets of feeding trays with sample food
25. 12 teaching stethoscopes
26. 2 sets of dentures
27. 24 morning care set ups (toothbrush, toothpaste, comb, cream, mouthwash, etc.)
28. 24 each assorted type and size catheters
29. 24 catheter kits
30. 1 box each syringes (1ml, 2ml, 5ml, 10ml, etc.)
31. 1 box each assorted needles (sizes and gauge)
32. 1 box each assorted sterile solutions - vials and ampules (water, N/S, etc.)
33. 24 assorted intravenous solutions (DSW, Ringer's lactate, N/S etc.)
34. 24 assorted IV tubing
35. 6 blood administration sets
36. 24 central line kits
37. 6 boxes alcohol wipes
38. 12 N/G irrigation sets
39. 6 N/G tubes (various types)
40. 6 disposable hot/cold packs
41. 1 box newborn diapers
43. 6 sets newborn T-shirt, blanket, bulb syringe, bottles, formula
44. 1 electric breast pump
45. 1 box peripads
46. 6 disposable enemas (oil retention, cleansing, etc.)
47. 2 Sitz baths
48. 4 restraints (elbow/knee, vest, ankle/wrist)
49. 6 peri bottles
50. 2 each of paracentesis and thoracentesis trays
51. 1 each of traction set-ups (Bryant's, Buck's, Russell's, Pelvic)
52. 2 glucometers with testing supplies
53. 1 bottle each of commonly used test strips for blood, acetone and other substances
54. 2 boxes each of sterile gloves (small, medium, large)
55. 12 boxes of examining gloves
56. 12 isolation gowns
57. 3 boxes of masks
58. 12 ostomy kits (assorted)
59. 12 oxygen administration devices (nasal, mask, etc.)
60. 6 tracheostomy tubes (various sizes)
61. 24 tracheostomy care kits

62. 1 argyle "double seal" chest drainage setup
63. 1 disposable chest drainage system
64. 24 suction catheter kits (various sizes)
65. 1 box - IV infusion start up kits
66. 12 tourniquets
67. 3 boxes of oral medication placebos (various sizes and strengths)
68. 3 boxes of IV medication piggyback placebos (various sizes)
69. 24 of IV catheters various sizes and types including port access needles (Huber)
70. 12 sets of Insulin vials (various types)
71. 3 boxes of topical medication placebos – various types including eye, ear, nose drops, inhalers,
72. patches
73. 12 injection pads for practice
74. 4 walking canes (adult and pediatric)
75. 1 set of positioning devices for bed and wheelchair
76. 1 alternating pressure mattress

* The laboratory is designed to be used by classes of 10 to 12 students. The list of consumable supplies is based on a class size of 24 students.
Updated Timeline
Updated Timeline for Implementing Program and Start date:

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<tr>
<th>Fall Term 2017</th>
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<tr>
<td>July 31-August 11</td>
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Standards of Accreditation

The NLN CNEA promotes excellence and integrity in nursing education globally through an accreditation process that respects the diversity of program mission, curricula, students, and faculty; emphasizes a culture of continuous quality improvement; and influences the preparation of a caring and competent nursing workforce. The NLN CNEA will accredit nursing programs across the academic spectrum including LPN/LVN, diploma, associate, bachelor, master's, and clinical doctorate degree programs, as a U.S. Department of Education designated Category 2, non-Title IV, accrediting body.

The NLN CNEA Standards of Accreditation consist of five standards with accompanying quality indicators and interpretive guidelines for each quality indicator. These five standards are applied to all types of nursing programs.

The NLN CNEA Board of Commissioners has approved the final CNEA Standards of Accreditation.

http://www.nln.org/

See attachments.
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The National League for Nursing (NLN) has a long and distinguished history of championing quality nursing education to prepare a competent and skilled nursing workforce. Since 1952, the NLN has provided leadership in establishing quality assurance and improvement processes in nursing education through the development of professional accreditation standards, that when applied through the accreditation process, provide nursing programs with a public mark of educational quality.

With the establishment of the NLN Commission for Nursing Education Accreditation (CNEA) as a programmatic accrediting body in September 2013, the NLN’s commitment to setting standards that foster quality and excellence in nursing education continues through an accreditation process that is infused with the NLN core values of caring, diversity, integrity, and excellence.

According to the US Department of Education (2012), accreditation is “the status of public recognition that an accrediting agency grants to an educational institution or program that meets the agency’s standards and requirements (p. 4).” The Council of Higher Education Accreditation (CHEA) expands upon this definition by describing the nature of the accreditation process to be a collegial “standards-based, evidence-based, judgement-based, peer-based process” (Eaton, 2012, p.14). Public accountability and a goal of quality improvement are primary purposes of accreditation (Eaton, 2012). Self-assessment by the institution and program is an important component of the process. Engaging in systematic self-assessment provides the institution and program with a collective opportunity to reflect upon and identify strengths and areas for improvement for the purpose of pursuing continuous quality improvement in their educational mission.

The NLN CNEA accreditation process encourages the development of a culture of continuous quality improvement as evidenced by the NLN CNEA mission statement. Through the establishment of NLN CNEA, an autonomous accreditation division that carries out its work by setting forth accreditation standards infused with the NLN core values, the NLN continues its presence of over a century of effecting and advocating for quality patient care through ensuring quality nursing education.

**NLN CNEA Mission**

The National League for Nursing Commission for Nursing Education Accreditation (CNEA) promotes excellence and integrity in nursing education globally through an accreditation process that respects the diversity of program mission, curricula, students, and faculty; emphasizes a culture of continuous quality improvement; and influences the preparation of a caring and competent nursing workforce.
NLN CNEA Accreditation Process and NLN Core Values

The NLN Commission for Nursing Education Accreditation implements its mission and carries out its accreditation activities guided by the NLN’s core values – **caring, diversity, integrity, and excellence** – as applied to the accreditation process.

A **culture of caring** is demonstrated through an accreditation process that reflects a culture of advocacy for quality assurance in nursing education, and is implemented in a collegial, collaborative context with stakeholders. NLN CNEA staff, governance board, committee members, and onsite evaluation teams demonstrate through their interactions with stakeholders that accreditation standards can be upheld in a rigorous, yet caring and respectful manner.

A **culture of diversity** is evidenced by a commitment to accredit all types of nursing programs from practical/vocational education through clinical doctoral education. NLN CNEA’s accreditation standards reflect a respect for the diversity of nursing programs’ mission, curricula, faculty, and students that can be found to exist in nursing education nationally and internationally.

A **culture of integrity** exists throughout NLN CNEA with a commitment to exercising personal, professional, and organizational integrity throughout the accreditation process. This is evidenced, in part, by ensuring transparency and ethical decision-making in all accreditation activities, and demonstrating open communication and timely responsiveness to stakeholders.

A **culture of excellence** is promoted through establishing clarity of purpose in the accreditation process with an emphasis on fostering continuous quality improvement in nursing programs. The outcome of a culture of excellence collaboratively instilled in nursing programs through participation in the accreditation process, is the creation of a student-centered learning environment that prepares a caring and competent nursing workforce.

**NLN CNEA’s Standards of Accreditation**

There are five standards, which when considered together, comprehensively address the foundational institution and program elements that are essential to ensuring quality academic programs. These five standards are: 1) Culture of Excellence – Program Outcomes; 2) Culture of Integrity and Accountability – Mission, Governance, and Resources; 3) Culture of Excellence and Caring – Faculty; 4) Culture of Excellence and Caring – Students; and 5) Culture of Learning and Diversity – Curriculum and Evaluation Processes. The standards are explicated through 32 quality indicators and accompanying interpretive guidelines for each quality indicator. The foundation of the NLN CNEA accreditation standards is built upon the extensive contributions that the National League for Nursing has made to quality nursing education over the years.
In 2004, the NLN released a seminal work, the *NLN Hallmarks of Excellence in Nursing Education* which were created to provide schools of nursing with a framework they could use to continuously improve in their pursuit of excellence in nursing education (Adams and Valiga, 2009). The *Hallmarks of Excellence* (2004) are relevant for all types of institutions and programs and address quality indicators in the following components of nursing education: 1) students; 2) faculty; 3) curriculum; 4) teaching/learning/evaluation strategies; 5) resources; 6) continuous quality improvement; 7) innovation; 8) educational research; 9) environment; and 10) leadership.

From the original work on the *Hallmarks of Excellence* (2004), the *Excellence in Nursing Education Model* (2006) was developed depicting eight core elements and the accompanying components required to facilitate the achievement of program excellence: 1) clear program standards and hallmarks that raise expectations; 2) well-prepared faculty; 3) qualified students; 4) well-prepared educational administrators; 5) evidence-based programs and teaching/evaluation methods; 6) quality and adequate resources; 7) student-centered, interactive, innovative programs and curricula; and 8) recognition of expertise. The *Hallmarks of Excellence* and the *Excellence in Nursing Education Model* are further explicated in the NLN publication *Achieving Excellence in Nursing Education* (Adams and Valiga, 2009). Drawing upon the scholarly work of these three substantive NLN publications, the NLN CNEA Standards of Accreditation provide a comprehensive framework for ensuring quality in nursing education programs across the academic spectrum.

The following paragraphs briefly address – from an organizational, professional, and philosophical perspective – the significance of the standards’ elements in fostering quality in higher education, and nursing education, in particular. The NLN CNEA Standards of Accreditation are unique in that, taken in their totality, they create a culture and symphony of excellence committed to the formation of nursing professionals rather than a listing of impersonal rules and data. These perspectives are integrated throughout the NLN CNEA standards and quality indicators. The *NLN CNEA Standards of Accreditation are applied to all types of nursing programs, including distance education programs.*

**Standard I: Culture of Excellence – Program Outcomes**

Establishing clear program outcomes is an essential first step in benchmarking and evaluating a nursing program’s success in achieving and sustaining a quality educational environment for faculty and students. Program outcomes can be defined as the results achieved in response to goals set by the program. For example, program goals and related outcomes may be developed associated with faculty achievement; curriculum (end-of-program, level, or course outcomes); student learning and achievement; and any other indicator of program quality that faculty determine to be important to the overall success of the program. Collectively...
engaging in the identification and development of expected program outcomes and determining the benchmarks to measure success, ensures that the program administrators, faculty, staff, and students are working collaboratively to achieve and maintain program excellence.

**Standard II: Culture of Integrity and Accountability – Mission, Governance, and Resources**

The mission of the institution describes its purpose and provides a statement of how the institution views its reason for existence and the students it seeks to serve. An institution's mission will guide the goal setting, decision-making, and actions that occur within the institution, articulating the values that the institution holds as primary to educating students and supporting faculty and staff. The academic nursing unit’s mission is aligned with the parent institution’s mission, and all nursing program goals, outcomes, and values espouse the institution’s mission, goals, and values, creating an organizational climate that is congruent for students, faculty, and staff.

The governance structures within the institution and nursing units are designed to work collaboratively to support implementation of the institution and program mission. Nursing faculty participate in and provide leadership at varying levels of governance within the educational environment, considering the goals of the institution and nursing program (NLN, 2012). Student input and participation in institution and program governance is actively encouraged and sought out by faculty and administration. This is accomplished in an environment that promotes collegial dialogue, ethical behavior, and values development (NLN, 2004). Decisions regarding institution and program resource allocation are made from a mission-focused perspective and with the intent to insure adequate resources for the pursuit of quality within the nursing program (Mosely, 2009).

**Standard III: Culture of Excellence and Caring – Faculty**

Well-prepared faculty are essential to fostering quality learning experiences in academic programs, as it is the faculty’s expertise and creativity that determine the program’s potential for creating excellence in the learning environment (Halstead, 2009). Defining the appropriate faculty complement (i.e., teachers, clinicians, and researchers) for a nursing program is dependent upon the institution’s mission (NLN, 2004), and thus will vary amongst institutions and programs. To maintain competence as a nurse educator, faculty pursue continuous quality improvement in the role and commit to lifelong learning (NLN, 2005, 2012). Faculty are provided with opportunities and resources by the institution and program to engage in professional development and maintain role effectiveness.
Standard IV: Culture of Excellence and Caring – Students
A student-centered learning environment is cultivated within the program and student diversity is recognized and embraced within a supportive environment. Qualified students are admitted to the program and retained, and a record of students successfully achieving the learning outcomes of the nursing program is apparent. A system of student support exists within the institution and nursing unit with a goal of meeting individualized learning needs and fostering student success. The learning environment is created to facilitate the professional development of students and socialize them to the nursing role for which they are being prepared (NLN, 2012).

Standard V: Culture of Learning and Diversity – Curriculum and Evaluation Processes
Faculty hold the responsibility for ensuring that the program curricula is contemporary, evidence-based, and flexible (Speakman, 2009). Built upon a foundation of professional standards, the curricula must be kept up-to-date to reflect community and societal needs, and nursing and health care trends (NLN, 2012). The input of communities of interest is solicited regularly to inform curricular decision-making and revisions, and maintain the relevance of the curricula.

The NLN’s evidence-based Education Competencies Model (2010) provides a broad-based framework that can guide the development of curricula of all types of programs, ranging from pre-licensure nursing education to practice doctorate education. Focused on four general program outcomes related to enhancing human flourishing, demonstrating sound nursing judgment, developing a professional identity, and exhibiting a spirit of inquiry, the model further defines and elaborates upon six integrating concepts: context and environment; knowledge and science; personal and professional development; quality and safety; relationship-centered care; and teamwork (NLN, 2010). Each of these integrating concepts have been explicated into three forms of apprenticeships that are necessary to the formation of a professional and assist learners to develop their nursing practice – knowledge, practice, and ethical comportments – drawn from the work of Benner et al (2009). The NLN Education Competencies Model is an academic model and useful guide to faculty who are designing and revising curricula for all types of nursing programs.

The teaching/learning/evaluation processes that are implemented within the curricula are designed to facilitate “…students’ abilities to think critically, reflect thoughtfully, and provide culturally-sensitive, evidence-based nursing care to diverse populations” (NLN, 2009, p. 153). The teaching/learning/evaluation strategies are varied, innovative, evidence-based, and facilitate interaction between faculty, students, and others involved in the teaching-learning process (NLN, 2004).

The NLN CNEA five Standards of Accreditation provide a national and global quality assurance framework through which nursing programs of all types, including distance education programs, can act to implement and achieve excellence in nursing education.
References


References

Standard I: Culture of Excellence – Program Outcomes

The nursing program engages in ongoing and systematic assessment and evaluation based on data collection processes relative to expected institutional and program outcomes. These data collection processes are used to inform data-based program decisions regarding program integrity and educational achievements. The decisions made by the program demonstrate a commitment to continuous quality improvement in achieving program outcomes. The program’s commitment to continuous quality improvement is evident through the achievement of the following associated quality indicators.

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<th>Quality Indicators</th>
<th>Interpretive Guidelines</th>
<th>Supporting Evidence Exemplars</th>
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| I-A. Faculty and staff assess and evaluate achievement of identified program outcomes by engaging in an on-going, systematic, evidence based process. | ▶ Faculty and staff have implemented an ongoing systematic, evidence-based process designed to demonstrate program effectiveness in achieving program outcomes with a commitment to continuous quality improvement.  
▶ The evidence-based process minimally consists of elements related to identified program outcomes; internal benchmarks; multiple strategies for data collection; established timelines; person(s) responsible for recording and analyzing data; plan for dissemination of findings; and analysis of the effectiveness of the actions taken.  
▶ Program outcomes include, but are not limited to program completion rates, licensure and certification pass rates, and employment rates of graduates.  
▶ The systematic process used to gather and analyze data is reviewed at regular intervals for continued relevance and revised as needed. Actions implemented in response to feedback received from the process are documented, along with the outcomes achieved by the actions taken. | ▶ Examples of faculty and staff engaging in regularly scheduled review of identified program outcomes with documentation of review outcomes and resulting decisions  
▶ Examples of data-driven decisions based on the review analysis of achievement of identified program outcomes |
| I-B. Faculty and staff decisions regarding program effectiveness and continuous quality | ▶ There is documented evidence of decision-making regarding program effectiveness and continuous quality improvement efforts based upon data analysis | ▶ Evidence of communities of interest providing input into program planning and decision-
### Standard I: Culture of Excellence – Program Outcomes

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<td>Improvement efforts are informed through multiple means of collecting and analyzing data and are inclusive of input from communities of interest.</td>
<td>and feedback. ➢ Communities of interest are provided opportunities to provide input into the program planning and decision-making processes. ➢ A record of efforts related to continuous quality improvement documents faculty and staff responses to data analysis, affirms the achievement of the set benchmarks, and identifies areas needing improvement, and the deletion and/or development of new benchmark indicators.</td>
<td>making about the quality of the program, with documented examples (i.e., meeting minutes, program reports, etc.) ➢ Examples of faculty and staff actions based upon data-analysis and resulting outcomes of those actions ➢ Examples of attainment of set benchmarks and areas identified for improvement.</td>
</tr>
<tr>
<td>I-C. The program achieves expected program outcomes related to program completion rates.</td>
<td>➢ The program sets benchmarks and monitors data regarding program completion rates for each individual program in the nursing unit. ➢ Faculty set the benchmark for the program completion rate based on consideration of student demographics, providing rationale for their identified program completion rate benchmark. ➢ New programs that have not yet produced graduates have set a benchmark for expected program completion rates and faculty have developed and implemented a plan to ensure successful attainment of the identified outcome. ➢ For existing programs, three academic years of averaged program completion rate data demonstrate achievement of the program's targeted benchmark. ➢ Programs not meeting their established benchmark, have completed an analysis of contributing factors, developed a plan to address identified factors impacting program completion rates that includes timelines for achieving the expected program completion rate.</td>
<td>➢ Three academic years of trended data on program completion rates ➢ Documentation of implementation and evaluation plans to achieve set benchmarks about program completion rates, and a plan for intervention if needed.</td>
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## Standard I: Culture of Excellence – Program Outcomes

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| I-D. The program achieves expected program outcomes related to graduates performance on licensure and certification examinations. | ➤ The program achieves a minimum graduate licensure pass rate of 80 percent among first-time takers, *averaged* over the most recent three-year calendar time period, for each pre-licensure program (practical/vocational, diploma, associate, and bachelor’s) producing graduates eligible to seek licensure. Pre-licensure programs must also be in compliance with their state regulatory agencies in regard to minimum licensure pass rates.  
➤ Graduates writing certification examinations achieve a minimum certification pass rate of 80 percent, first-time takers *averaged* over the most recent three-year calendar time period for each program (master’s, post-master’s, clinical doctorate) producing graduates eligible to seek certification.  
➤ Programs *not* meeting the established benchmark for licensure and certification pass rates have completed an analysis of the situation, developed a plan to address identified factors impacting licensure and certification pass rates, and included actions and timelines for achieving the expected program pass rates.  
➤ New programs that have not yet produced graduates have set a benchmark for expected program licensure and certification pass rates and faculty have developed and implemented a plan to ensure successful attainment of the identified outcomes. | ➤ Three calendar years of trended data on licensure and certification pass rates.  
➤ Documentation of implementation and evaluation plans to achieve set benchmarks related to licensure and certification examinations and a plan for intervention if needed. |
| I-E. The program achieves expected program outcomes related to graduate employment rates in the area of nursing program preparation. | ➤ The program achieves expected program outcomes related to graduate employment rates in the area of nursing program preparation for each program offered in the nursing unit (practical/vocational, diploma, associate, bachelor’s, master’s, post-master’s, or clinical doctorate). Internal benchmarks are set based upon workforce data analysis and data | ➤ Three academic years of trended data of employment rates  
➤ Documentation of implementation and evaluation plans to achieve set benchmarks about employment rates and plans for intervention if needed |
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<td>monitored regarding graduate employment rates within the first 6 to 12 months of graduation.</td>
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<td>▶ Programs not meeting established benchmarks for graduate employment rates in nursing complete an analysis of contributing factors (including regional workforce analysis with input from the community of interest), develop and implement a plan to address identified factors impacting graduate employment rates, and set a timeline for achieving the expected graduate employment rates.</td>
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<td>▶ New programs that have not yet produced graduates establish a benchmark for expected graduate employment rates (including regional workforce analysis) with input from the communities of interest, and faculty design and implement a plan to ensure successful attainment of the set goal.</td>
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</tr>
<tr>
<td>I-F. Faculty, students, alumni and employers express satisfaction with program effectiveness.</td>
<td>▶ Quantitative and qualitative data-gathering processes are in place to gather faculty, student, alumni, and employer satisfaction data on program effectiveness on an on-going and regular schedule.</td>
<td>▶ Documentation of faculty, student, alumni, and employer satisfaction with program effectiveness and resulting program actions related to continuous quality improvement</td>
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<td>▶ Data analysis demonstrates overall program effectiveness in achieving expected outcomes.</td>
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<td>▶ A record of continuous quality improvement efforts documents faculty responses to data analysis and areas indicating a need for improvement, as appropriate, in response to communities of interest feedback.</td>
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Standard II: Culture of Integrity and Accountability – Mission, Governance, and Resources

A culture of organizational integrity and accountability exists within the institution and program with regard to mission, governance, and resources as reflected in their core values. The missions of the institution and nursing program are aligned, creating an environment in which the program can effectively establish program goals and achieve expected program outcomes. Institutional and program governance support the attainment of the program’s expected outcomes, and reflect faculty and student participation. Communities of interest are engaged in providing input into program planning. There is demonstrated institutional and program commitment and accountability to providing resources critical to maintaining the operational integrity of the nursing academic unit and supporting continuous quality improvement efforts designed to meet the program’s expected outcomes. This shared institutional and program perspective related to mission, governance, and resource allocation is evidenced through the achievement of the following associated quality indicators.

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Interpretive Guidelines</th>
<th>Supporting Evidence Exemplars</th>
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</table>
| II-A. Faculty and staff define the core values, mission, and goals for the nursing program, ensuring they are aligned with institutional mission and goals; expected program outcomes are derived from the established mission and goals. | ▶ Faculty and staff express a clear and unified vision regarding the mission and goals of the nursing program, which are publicly shared with all communities of interest  
▶ Faculty and staff, as appropriate, can articulate the program’s core values and expected program outcomes  
▶ There is evidence that the missions of the institution and nursing academic unit are aligned with each other.  
▶ Expected program outcomes are evident and appropriate for the program mission and type (e.g., practical/vocational, diploma, associate, bachelor’s master’s, post-master’s certificate, and clinical doctorate). Evidence exists that faculty and staff conduct regularly scheduled reviews of mission and goal statements and expected program outcomes to ensure continued relevance to contemporary nursing practice. | ▶ Documents demonstrating alignment between institution and program mission  
▶ Documents describing program goals, expected program outcomes, and core values  
▶ Committee minutes document the review process and decision-making related to maintaining relevant mission and goal statements, core values and expected program outcomes  
▶ Documents describe regularly scheduled reviews of the mission, goals, core values, and expected program outcomes for continued relevance and resulting actions  
▶ Evidence of public dissemination of mission statements and |
### Quality Indicators

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<tr>
<th><strong>II-B.</strong> The organizational structure of the parent institution and the nursing program provide opportunities for faculty and students to demonstrate involvement in institutional and program governance, enabling achievement of expected program outcomes.</th>
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<tbody>
<tr>
<td><strong>Interpretive Guidelines</strong></td>
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<tr>
<td>➤ There is evidence of organizational support for faculty and students to participate in the governance of the institution and the nursing academic unit.</td>
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<td>➤ Documented evidence exists demonstrating that faculty and students are engaged in governance activities. Faculty and students articulate examples of how their engagement in governance activities has facilitated achievement of program outcomes.</td>
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<td>➤ Governance structures facilitate the inclusion of students enrolled in distance education programs</td>
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<tr>
<td><strong>Supporting Evidence Exemplars</strong></td>
</tr>
<tr>
<td>➤ Evidence of faculty and student participation in program governance activities in meeting minutes, committee membership rosters, student governance activities</td>
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<tr>
<th><strong>II-C.</strong> Communities of interest provide feedback which is used to inform program decision-making about the educational preparation of students.</th>
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<td><strong>Interpretive Guidelines</strong></td>
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<tr>
<td>➤ The nursing program seeks and utilizes feedback from communities of interest to inform program development and decision-making about the educational preparation of students.</td>
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<tr>
<td>➤ Partnerships among communities of interest and the nursing program promote a sense of cohesiveness and intra- and interprofessional collaboration, leading to contemporary experiential learning experiences for students with a goal of preparing a diverse, competent workforce.</td>
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<tr>
<td><strong>Supporting Evidence Exemplars</strong></td>
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<tr>
<td>➤ Evidence of means by which communities of interest provide feedback and how such feedback is used to inform program development and decision-making</td>
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<td>➤ Evidence of outcomes related to partnership collaboration between program and communities of interest</td>
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<tr>
<th><strong>II-D.</strong> Program publications, documents, and policies are clear, current, accurately reflect program practices, and are accessible to communities of interest.</th>
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<td><strong>Interpretive Guidelines</strong></td>
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<tr>
<td>➤ There is evidence of periodic review and revision of program publications, documents, and policies. The means of access to these materials are clearly delineated for communities of interest.</td>
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<td>➤ All program publications are clear, current and accurately reflect program practices.</td>
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<td>➤ Accreditation status is communicated accurately to the public, including contact information for NLN CNEA.</td>
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<td>➤ A process is developed and implemented to notify</td>
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<td><strong>Supporting Evidence Exemplars</strong></td>
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<tr>
<td>➤ Evidence of notification of policy changes to communities of interest</td>
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<tr>
<td>➤ Copies of publications and websites providing accurate information regarding accreditation status and NLN CNEA contact information</td>
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<tr>
<td>➤ Copies of program publications, documents, and policies, with</td>
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<td>Quality Indicators</td>
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| II-E. The nursing unit is led by a chief academic nurse administrator who is educationally and experientially qualified for the role and administratively entrusted with the responsibility and authorization to provide the leadership needed to achieve the program’s expected outcomes. | ▶ The curriculum vita of the chief academic nurse administrator of the nursing academic unit provides evidence of the appropriate academic credentials and relevant experience which qualifies him/her to lead the nursing academic unit.  
▶ The chief academic nurse administrator holds an active and unencumbered nursing license and has a graduate degree in nursing, appropriate for the type of program(s) he/she leads (e.g., practical/vocational, diploma, associate, bachelor’s master’s, post-master’s certificate, and clinical doctorate).  
▶ Programs that employ a chief academic nurse administrator, who does not hold the requisite graduate nursing degree for the program(s) he/she leads, design and implement an organizational development plan with a goal of requiring the chief academic nurse administrator to actively pursue a graduate nursing degree with a timeline in place for degree attainment. Documentation is provided that shows active and steady progression toward graduate nursing degree attainment by the chief academic nurse administrator.  
▶ The program has written policies that describe the administrative role and responsibilities of the chief academic nurse administrator, including the responsibility to manage the procurement and allocation of the program’s resources and budget for the purpose of facilitating achievement of the nursing academic unit’s mission, goals, core values, and expected outcomes. | ▶ Copy of chief academic nurse administrator’s current curriculum vitae  
▶ Position description of chief academic nurse administrator  
▶ Examples of chief academic nurse administrator’s outcomes/accomplishments in the role |
| II-F. The nursing program has | ▶ Budgetary resources are available for supporting the | ▶ Copies of academic nursing unit |
### Standard II: Culture of Integrity and Accountability – Mission, Governance, and Resources

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<td>the necessary budgetary, human, instructional, physical, and technological resources to demonstrate achievement of the mission, goals, and expected program outcomes.</td>
<td>implementation of academic and student services designed to assist students in achieving learning outcomes; recruit, develop and retain the human resources needed to achieve the program’s mission and goals; and acquire the instructional and professional development resources needed to facilitate faculty and students in meeting expected program outcomes.</td>
<td>(program) budget, for past three years</td>
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<td>Physical facility infrastructure includes access to safe, current and adequate space in classroom, simulation, and laboratory settings.</td>
<td>&gt; Examples of adequate and/or expanded budgetary, human, instructional, physical and technological resources designed to meet learning needs of students</td>
<td></td>
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<tr>
<td>Library, instructional equipment and supplies are adequate for supporting achievement of expected student learning outcomes.</td>
<td>&gt; Examples of adequate and/or expanded budgetary, human, instructional, physical and technological resources designed to meet faculty teaching, scholarship, and service responsibilities</td>
<td></td>
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<td>Technological infrastructure is adequate to support student learning needs in on-campus and distance education learning environments.</td>
<td>&gt; Documentation reflecting the periodic review of the adequacy of budgetary, human, instructional, physical and technological resources and resulting actions</td>
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<td>II-G. Nursing program resources are periodically reviewed and allocated as needed to sustain an environment of continuous quality improvement that enables the program to meet expected program outcomes and expected student learning outcomes.</td>
<td>&gt; Evidence of actions taken to seek and allocate resources as a result of the review.</td>
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Standard III: Culture of Excellence and Caring – Faculty

The expertise, creativity, and innovation demonstrated by the collective faculty within a culture of excellence and caring enables the nursing program to achieve expected program outcomes aligned with the program’s mission and goals. The faculty complement consists of educationally and experientially qualified individuals of diverse backgrounds who have expertise as educators, clinicians, scholars, and researchers, as relevant to the program’s mission and use their expertise to co-create a student-centered learning environment and achieve expected program outcomes. The organizational environment and program core values support inclusivity and empower faculty to achieve the professional outcomes expected of them in the faculty role, and seek the recruitment and retention of a diverse faculty. This commitment to creating a culture of excellence and caring supportive of faculty outcomes is evidenced through the achievement of the following associated quality indicators.

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| III-A. The program’s faculty are qualified, diverse and adequate in number to meet program goals. | ▶ There is an adequate number of faculty to meet the program’s goals and support students in accomplishing learning outcomes.  
▶ The nursing program exhibits an inclusive organizational environment and resources supportive of recruiting and retaining a diverse faculty.  
▶ All nursing programs (e.g., practical/vocational, diploma, associate, bachelor’s, master’s, post-master’s, and clinical doctorate) employ full- and part-time nursing program faculty, including non-nursing faculty, who are qualified by education, professional credentials, and experience for their assigned teaching responsibilities and, at a minimum, meet qualifications set forth by state and other relevant regulatory agencies and professional nursing organizations.  
▶ Advanced practice nursing programs (e.g., master’s, post-master’s and clinical doctorates) employ faculty who possess the relevant content knowledge, practice expertise, and the required national professional certification credentials for their assigned teaching responsibilities as established by | ▶ List of all full- and part-time faculty by name, including credentials, degrees and granting institutions dates of awards, certifications, honorary designations, and other pertinent academic/practice credentials  
▶ Documentation of compliance with state board of nursing rules and regulations regarding faculty qualifications for the program in which they teach  
▶ Descriptions of faculty/student ratios in classroom, laboratory, simulation, and clinical settings  
▶ Number of faculty and staff FTEs committed to the program  
▶ Descriptions of institution and program methods used to calculate faculty FTEs  
▶ Examples of institutional and program policies related to |
### Standard III: Culture of Excellence and Caring – Faculty

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<td>statute and regulatory agencies and professional nursing organizations.</td>
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<td>Nursing programs clearly develop and implement policies regarding the academic degree qualifications of faculty, including non-nursing faculty, which are adhered to and aligned with the program’s mission and goals, and type of program in which the faculty teach (e.g., practical/vocational, diploma, associate, bachelor’s, master’s, post-master’s certificate, and clinical doctorate). All program types are expected to continually strive to employ full and part-time faculty who hold a graduate degree in nursing or a field related to their teaching responsibilities.</td>
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<td>Programs that employ faculty without the graduate degree credential design and implement organizational development plans with a goal of demonstrating trending progression toward achieving a full complement of faculty who are prepared at the graduate level.</td>
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<td>The majority of faculty who do not hold a graduate degree document evidence of active and steady progression toward achieving a graduate degree in nursing or a related field within a defined timeline.</td>
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<td>Nurse faculty hold active and unencumbered licensure as registered nurses and maintain the professional practice knowledge base required for their assigned teaching responsibilities through current engagement in the nursing profession and relevant direct or non-direct practice. Non-nurse faculty who are licensed health care professionals are likewise held to similar expectations relevant to their professional expertise.</td>
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<td>The program’s established faculty/student ratios in classroom, clinical, simulation, and laboratory settings, including all distance education</td>
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<td>faculty workload and program compliance with the policies</td>
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<td>Evidence of continuing professional development of faculty in the individual and aggregate form</td>
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<td>Examples of institutional and program actions related to the recruitment and retention of a diverse faculty</td>
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**Standard III: Culture of Excellence and Caring – Faculty**

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| III-B. Preceptors are qualified and prepared for their assigned role and responsibilities in facilitating student learning. | ➤ The nursing program provides rationale for the use of preceptors and other alternative clinical supervisory models appropriate for the program type in which they are utilized. Programs which do not use preceptors or other alternative clinical supervisory models do not need to address this quality indicator.  
➤ The nursing program defines the academic and experience qualifications of preceptors that are used within the program, ensuring they are in alignment with applicable regulatory agency rules and professional standards.  
➤ The preceptor’s role, qualifications, and responsibilities in the learning environment are clearly described and shared with all members of the learning community (i.e., students, faculty and other care providers).  
➤ Preceptor role and responsibilities are differentiated from the faculty role.  
➤ The nursing program has established evaluation processes, criteria and evaluation measures for the preceptor role.  
➤ Preceptors are oriented to and coached in the role to facilitate their effectiveness in supporting achievement of expected student learning outcomes. | ➤ Examples of selection criteria, orientation materials, and evaluation criteria for preceptors and others who supervise students in practice settings  
➤ Description of expected preceptor qualifications, roles, and responsibilities, aligned with assigned teaching responsibilities  
➤ Examples of preceptor evaluation processes and criteria.  
➤ Evidence of preceptors’ awareness of how they are evaluated in the role |
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| III-C. Faculty are supported in providing unique and innovative contributions to the faculty role as defined by the missions of the parent institution and nursing program. | ✷ The unique and innovative contributions of each faculty member are valued and recognized by the parent institution and program.  
    ✷ Clearly established expectations of faculty in the areas of teaching, practice, research/scholarship, and service with the mission and goals of the institution and program are in place, as appropriate for program type, and faculty are oriented to the expectations.  
    ✷ The parent institution and nursing program provide support, mentoring, professional development opportunities, and resources to create a healthy workplace environment for faculty that cultivates a culture of caring, diversity, integrity and excellence, and empowers individual faculty to meet expected faculty competencies and outcomes.  
    ✷ Resources that are available to support faculty development include but are not limited to travel funds, research/scholarship support, professional development programs, internal grant funds, faculty practice plans, degree attainment, etc.  
    ✷ Evidence exists that faculty have the opportunity to engage in continuous quality improvement for ongoing development as educators, practitioners, and/or scholars/researchers and that they participate in those opportunities.  
    ✷ Part-time and adjunct faculty are oriented, mentored, and guided in their teaching roles. | ✷ Examples of faculty development resources and opportunities with related outcomes for the faculty role as appropriate to program type  
    ✷ Appointment to rank, promotion, tenure guidelines, as applicable for institutional mission  
    ✷ Evidence of faculty participation in on-going professional development  
    ✷ Definitions of expectations of faculty contributions to the teaching, practice, research/scholarship, and service missions of the parent institution and nursing program |
| III-D. Faculty demonstrate individual and collective achievement of the program’s expected faculty outcomes. | ✷ Data describing actual individual and collective faculty outcomes are gathered and analyzed at designated intervals and used to measure the faculty’s ability to meet expected faculty outcomes appropriate to the program type and within an organizational environment supportive of continuous | ✷ Documentation of individual faculty accomplishments and contributions related to expected faculty outcomes  
    ✷ Documentation of collective faculty outcomes (from past |
# Standard III: Culture of Excellence and Caring – Faculty

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<td>quality improvement.</td>
<td>three years) meet expected</td>
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<td>➢ A system for evaluation</td>
<td>faculty outcomes</td>
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<td>➢ Evidence of faculty evaluation</td>
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Standard IV: Culture of Excellence and Caring – Students

The parent institution and nursing program are committed to providing student-centered services sufficient to create a learning environment focused on promoting student success. The learning environment is supportive of students, enabling them to achieve academic success. The nursing program has established student policies which conform with institutional student policies. Student policies include, but are not limited to, those related to recruitment, admission, retention, progression, and graduation processes. Students enrolled in distance learning programs have access to student services to support their success. The program’s commitment to acting in the best interest of its students and creating a caring environment that fosters student success is exhibited through the achievement of the following associated quality indicators.

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<tr>
<td>IV-A. The institution and program provide student services that are student-centered; culturally responsive; and readily accessible to all students, including those enrolled in distance education; and, guide students through the processes associated with admission, recruitment, retention progression, graduation and career planning. Student services are evaluated for effectiveness and ability to satisfactorily meet student needs through a process of continuous quality improvement.</td>
<td>➢ Students enrolled in on-campus and distance education programs have sufficient access to student services to facilitate their achievement of learning outcomes and academic success. ➢ Student support services include, but are not limited to, academic advising; tutoring; financial aid guidance; personal counseling; and career guidance. ➢ There is evidence of ongoing review and revision of the effectiveness of student support services with attention to meeting the needs of diverse learners.</td>
<td>➢ Copies of student handbooks, bulletins, catalogs, describing policies related to recruitment, admission, retention, progression, graduation, and career preparation ➢ Descriptions of program and institutional support services that are available to students. ➢ Evidence that students have knowledge of and access the support services available to them. ➢ Example of evaluation plan for student services and documentation of actions taken in response to the review</td>
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<tr>
<td>IV-B. The program’s student policies conform with institutional student policies and are readily available to the public.</td>
<td>➢ There is evidence that student policies conform with the parent institution’s policies. There is an explanation with accompanying rationale related to any existing differences between institutional and programmatic student policies and expected</td>
<td>➢ Examples of nursing program policies’ alignment with the parent institution’s policies, and the program’s mission, goals, core values, and expected</td>
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<td>Quality Indicators</td>
<td>Interpretive Guidelines</td>
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<td>▶ Copies of student</td>
<td>distance education students</td>
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<td>▶ Examples of adequate notice of</td>
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<td>IV-C. Student</td>
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<td>policies are clearly</td>
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### Standard IV: Culture of Excellence and Caring – Students

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<th>Quality Indicators</th>
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| IV-E. Student records are maintained in a secure, confidentiality manner in accordance with the policies of the parent institution, nursing program, and regulatory guidelines. | ➤ Established program policies and processes on document security and retention are in place in written form to ensure security and confidentiality of student records. Evidence exists that the processes are followed by all faculty and staff. | ➤ Copies of policies and procedures regarding document security and retention  
➤ Copies of policies and procedures followed by faculty and staff to maintain confidentiality of student records and examples of compliance with policies and processes. |
Standard V: Culture of Learning and Diversity – Curriculum and Evaluation Processes

Faculty design program curricula to create a culture of learning that fosters the human flourishing of diverse learners through professional and personal growth, and supports the achievement of expected student learning outcomes. Professional nursing standards and other professional standards appropriate to the program type are foundational curricular elements and are clearly integrated throughout the curriculum. Teaching, learning and evaluation processes take into consideration the diverse learning needs of students and are designed to support student achievement of learning outcomes. Distance learning programs are held to the same curricular, teaching/learning, and evaluation standards as campus-based programs. The program’s culture of learning and diversity related to the implementation of curriculum and teaching/learning/evaluation processes is evident through the creation of a positive learning environment and achievement of the following associated quality indicators.

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| V-A. The curriculum is designed to foster achievement of clearly delineated student learning outcomes that are specific to the program mission and type (i.e., practical/vocational, diploma, associate, bachelor’s, master’s, post-master’s, and clinical doctorate) and aligned with expected curricular program outcomes. | ➢ Student learning outcomes are clearly delineated for each program type (i.e., practical/vocational, diploma, associate, bachelor’s, master’s, post-master’s, and clinical doctorate) and are appropriate for the expected practice (employment) role students will assume upon graduation from the program.  
➢ The curriculum design includes competencies, course objectives, unit/module objectives, learning activities, and evaluation strategies that are student-centered, support progression toward achievement of identified student learning outcomes and curricular program outcomes  
➢ Students of the program are able to describe course student learning outcomes, their relationship to program outcomes, and provide examples of how the curriculum facilitates student achievement of the outcomes. | ➢ Copies of program outcomes, competencies, course outcomes/objectives for each program type offered  
➢ Course syllabi with examples of learning activities and evaluation strategies  
➢ Examples of learning activities appropriate for program type  
➢ Students articulate examples of learning outcomes relationship to program outcomes and how the curriculum fosters their attainment of outcomes. |
| V-B. The curriculum incorporates professional nursing standards and other                                      | ➢ Faculty identify and adopt the appropriate professional and regulatory nursing standards, other professional standards and guidelines, and | ➢ Examples of teaching/learning/evaluation processes that demonstrate the                          |
## Quality Indicators

- professional standards and guidelines, associated with PN/VN and RN licensure, APRN certification and/or other graduate level practice competencies aligned with practical/vocational, diploma, associate, bachelor’s master’s, post-master’s certificate, and clinical doctorate types.

## Interpretive Guidelines

- competencies in accordance with expected program and student learning outcomes, according to program type (practical/vocational, diploma, associate, bachelor’s master’s, post-master’s certificate, and clinical doctorate, and the intended practice roles associated with those program types.

  - Graduate programs preparing advanced practice nurses incorporate established APRN professional standards into the curriculum to ensure student eligibility to achieve national certification for intended practice roles. **NOTE:** When specialty accreditation options are available, each APRN degree/certificate program is required to seek accreditation by an agency recognized by the US Department of Education for the specific nursing practice role.

  - Evidence exists that the adopted standards and competencies have been systematically integrated throughout the curriculum and the curriculum has been designed to address current licensure and certification criteria.

  - Students and faculty can articulate which professional and regulatory nursing standards, other professional standards and guidelines and competencies into the curriculum (i.e., tables, cross-walks, syllabi, etc.)

## Supporting Evidence Exemplars

- integration of professional and regulatory nursing standards, other professional standards and guidelines and competencies into the curriculum (i.e., tables, cross-walks, syllabi, etc.)

  - Copies of course syllabi

  - Evidence of graduate APRN curricular elements addressing alignment with APRN populations (i.e., LACE document)

  - Copies of professional standards, regulatory statutes, guidelines, competencies, etc. and evidence of how they are integrated into the respective curricula

  - **NOTE:** See Appendix B for examples of professional standards, etc. that faculty may consider, as appropriate, for integration into program curricula

## V-C. The program’s curriculum is sequenced, designed and implemented to progressively support student achievement of learning outcomes and the acquisition of competencies appropriate for the intended practice role.

- The PN/VN and RN pre-licensure and undergraduate curriculum is built upon and incorporates a foundation of nursing arts and sciences into the program of study. Faculty and students can describe how any courses taken to fulfill the general education, basic sciences, social sciences, and/or human sciences curricular requirements of the program support the development of the professional identity of nurses.

- Program designs depict curriculum program of study for each program type offered

- Examples of how articulation (i.e., bridging programs) support student acquisition of and progression through previous educational levels and allow for student achievement of learning
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<td>The curriculum is sequenced and designed to promote student progression through the program without unnecessary duplication of learning experiences.</td>
<td>outcomes at the intended program outcome level.</td>
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<td>Rationale is provided to support faculty decisions related to credit hour requirements, curriculum sequencing and progression design.</td>
<td>Rationale for selection of general education, basic sciences, social sciences, and/or human sciences courses chosen to support and complement learning in nursing courses.</td>
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<td>Baccalaureate nursing competencies and outcomes are the underpinning for the graduate nursing programs at the master’s level (MSN as evidenced by program-specific outcomes and student learning activities that demonstrate student progression from undergraduate level competencies to graduate level competencies for the intended practice role.</td>
<td>Rationale for sequencing of nursing courses.</td>
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<td>Graduate nursing programs at the clinical doctorate level clearly build upon master’s level competencies as evidenced by program-specific outcomes and student learning activities that demonstrate student progression through master’s level competencies to direct and indirect graduate level practice competencies for intended practice role.</td>
<td>Students articulate examples of competencies needed for the intended practice role following graduation.</td>
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<td>Academic progression model programs that bridge students from prelicensure to post licensure (e.g. second degree program, entry-level master’s, etc.); practice/vocational nursing to registered nursing programs; RN-BSN programs; and post-licensure programs to graduate programs (e.g., ASN-MSN, BSN-DNP, etc.), demonstrate how learners acquire the requisite knowledge, skills, and professional behaviors of the bridged program. Evidence exists that students successfully transition the bridged curriculum and achieve the expected learning outcomes of the subsequent program.</td>
<td>Course syllabi demonstrate learning expectations relevant to the program type.</td>
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## Standard V: Culture of Learning and Diversity – Curriculum and Evaluation Processes

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| V-D. The curriculum is up-to-date, dynamic, evidence-based, and reflects current societal and health care trends and issues, research findings, and contemporary educational practices. | - There is evidence that faculty design, review, and revise curricula based on consideration of current evidence-based findings, societal needs, health care issues and trends, practice regulation, and feedback from communities of interest.  
- Contemporary and innovative practices in nursing education and curriculum design are considered by faculty and integrated as appropriate into the curriculum.  
- Relevant local, regional, national, and international social and health care trends, and issues, and workforce needs are addressed as appropriate within the curriculum and in congruence with the program’s mission, goals, values, and expected program outcomes. | - Documentation of data-driven curriculum review and revisions in minutes, reports, etc. and resulting actions  
- Learning examples specify contemporary and innovative practices as appropriate  
- Students and faculty articulate identified trends, issues and workforce needs |
| V-E. The curriculum provides students with experiential learning that supports evidence-based practice, intra- and interprofessional collaborative practice, student achievement of clinical competence, and as appropriate to the program’s mission and expected curricular outcomes, expertise in a specific role or specialty. | - Faculty design and incorporate a variety of experiential learning experiences into the curriculum, including distance education programs, as appropriate for the expected practice role of the program’s graduates.  
- Partnerships and agency contracts with health care and community facilities and other organizations are comprehensive and diverse in scope and designed to foster student acquisition of evidence-based practice competencies relevant to the workforce practice role for which the learner is being prepared.  
- Intra- and interprofessional collaborative student learning opportunities are provided to facilitate professional role development. | - Examples of student learning activities in classroom, clinical, laboratory and simulated environments and accompanying examples of student’s achievement of learning outcomes  
- Copies of agency contracts  
- Copies of student/faculty evaluation of agencies used to support experiential learning activities  
- Course syllabi |
| V-F. The curriculum provides experiential learning that enhances student ability to demonstrate leadership, clinical | - The faculty design and implement experiential learning experiences throughout the curriculum, including distance education programs, that foster the acquisition of professional nursing values, | - Examples of student learning activities in classroom, clinical, laboratory and simulated environments and accompanying |

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### Quality Indicators

reasoning, reflect thoughtfully, provide culturally responsive care to diverse populations, and integrate concepts, including, but not limited to context and environment of care delivery, knowledge and science, personal and professional development, quality and safety, patient-centered care, and teamwork into their practice.

### Interpretive Guidelines

- encompassing, but not limited to, leadership skills, clinical reasoning, reflective thought, and culturally responsive care to diverse populations.
- The curriculum integrates the concepts, including, but not limited to, context and environment of care delivery, knowledge and science applied to implementation and evaluation of evidenced-base care, personal and professional development, quality and safety, patient-centered care, and teamwork to enable students to develop role specific competencies.

### Supporting Evidence Exemplars

- examples of student’s achievement of learning outcomes
- Course syllabi

| V-G. The faculty use a variety of teaching, learning, and evaluation strategies within the curriculum, including distance education programs, that are evidence-based, student-centered, and designed to create a culture of learning as demonstrated by student achievement of expected course and curricular program outcomes appropriate for the program type (i.e., practical/vocational, diploma, associate, bachelor’s master’s, post-master’s certificate, and clinical doctorate). |
| Teaching, learning, and evaluation strategies in all settings, including distance education programs, are selected and planned by faculty based upon evidence related to best practices in education. Teaching/learning strategies are designed to foster active student learning and evaluation strategies are chosen to measure student attainment of expected learning outcomes. |
| An environment exists within the program that facilitates student-centered teaching/learning practices and supports faculty in adopting and integrating new teaching/learning strategies as appropriate. |
| Evaluation strategies are appropriate for measuring the student achievement of expected course and program outcomes. |
| The learning environment is inclusive of classroom, experiential, laboratory, and simulated settings. |
| Examples of student learning activities in classroom, clinical, laboratory and simulated environments and accompanying examples of student’s achievement of learning outcomes |
| Examples of teaching, learning and evaluation strategies that are used in distance learning programs |
| Course syllabi |
## Standard V: Culture of Learning and Diversity – Curriculum and Evaluation Processes

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| V-H. The faculty design and implement evaluation strategies to measure individual student achievement, ensuring the evaluation strategies are explicitly communicated in course materials and program policies and related to expected course and curricular program outcomes. | ▶ Evaluation strategies in all programs, including distance education programs, are appropriate to the learning activities being evaluated, and are focused on each student’s achievement of course and curricular program outcomes.  
▶ Faculty retain the responsibility for evaluation of each student’s performance, including precepted learning experiences.  
▶ Grading policies, scales, and criteria are clearly defined at the course level and communicated to all students at the beginning of each course.  
▶ There is evidence that grading policies, including those used in distance education programs, are consistently applied by faculty. | ▶ Examples of grading policies, scales, rubrics |
| V-I. Technology, including the use of distance education technology as applicable, is used effectively to support the teaching, learning, and evaluation process. | ▶ Faculty and students receive adequate support and development in the use of technology to support the teaching, learning, and evaluation process.  
▶ Technology-supported learning materials are accessible to all students enrolled in the nursing program.  
▶ Students are oriented to any technology required to participate in the teaching/learning process.  
▶ Faculty are oriented to and receive development and support in the use of instructional technology. | ▶ Examples of technology orientation programs  
▶ Evidence of technology staff support for faculty and students  
▶ Examples of professional development opportunities for faculty  
▶ Students articulate examples of technology supporting attainment of learning |
| V-J. There is systematic and ongoing review and evidence-based revision of the curriculum and teaching, learning, and evaluation strategies by faculty within a culture of continuous quality improvement to foster achievement of the program’s | ▶ The curriculum and the teaching, learning, and evaluation process undergo scheduled, periodic review.  
▶ Data are regularly obtained from faculty, students, alumni, and practice partners to determine outcomes achieved and satisfaction with curriculum and teaching/learning/evaluation strategies.  
▶ Data are analyzed and shared with communities of | ▶ Evidence of means by which student feedback on curriculum and teaching/learning/evaluation processes is solicited and how feedback is used to inform program decision-making  
▶ Documentation of preceptor roles and responsibilities in student |

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## Standard V: Culture of Learning and Diversity – Curriculum and Evaluation Processes

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<td>Resulting data feedback is used by faculty to inform continuous quality improvement efforts and make evidence-based decisions about curricular revisions.</td>
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<td>Examples of evaluation tools</td>
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Appendix A – Glossary of Terms

Caring – “A culture of caring, as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders” (NLN, 2007, www.nln.org).

Community of Interest – As defined by the nursing academic unit, the community of interest represents categories of individuals, institutions, organizations, practitioners, etc., internal and external to the nursing academic unit, who collectively share an interest in the expected outcomes of the nursing academic unit and are commonly considered to be stakeholders in the educational process.

Competency – “A principle of professional practice that identifies the expectations required for safe and effective performance of a task or implementation of a role” (NLN, 2009, p. 182).

Context and Environment – “In relation to organizations, context and environment refer to the conditions or social system within which the organization’s members act to achieve specific goals. Context and environment are a product of the organization’s human resources, and also the policies, procedures, rewards, leadership, supervision, and other attributes that influence interpersonal interactions” (NLN, 2010, p.65).

Continuous quality improvement (CQI) – “A comprehensive, sustained, and integrative approach to system assessment and evaluation that aims toward continual improvement and renewal of the total system” (NLN, 2009, p. 182).

Core Values – An essential belief that guides the behaviors manifested within the institution, program, and individuals within those organizations, and influences organizational and individual decision-making and actions. Core values are individualized and specific to the institution and program.

Course Outcomes – “Expected culmination of all learning experiences for a particular course with the nursing program, including the mastery of essential core competencies relevant to that course. Courses should be designed to promote synergy and consistency across the curriculum and lead to the attainment of program outcomes” (NLN, 2010, p.65).

Curriculum – “The interaction among learners, teachers, and knowledge – occurring in an academic environment - that is designed to accomplish goals identified by the learners, the teachers, and the profession the learners expect to enter” (NLN, 2009, p.182).
Appendix A – Glossary of Terms

**Curriculum Outcomes** – Expected culmination of all learning experiences at end-of-program, demonstrating achievement of core nursing practice competencies (knowledge, skill and attributes) and learning outcomes appropriate for the role for which the learner is being prepared to assume upon graduation. The curriculum should be designed to promote synergy and consistency across the program courses and levels, and facilitate seamless academic progression across the continuum of nursing program types.

**Diploma nursing program** – a post-secondary educational program that prepares individuals for a career as a registered nurse.

**Distance Education** – NLN CNEA adheres to the *U. S. Department of Education definition* of distance education (34 CFR Part 602.3): “Distance education means education that uses one or more of the technologies listed…to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include: 1) the internet; 2) one-way or two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; 3) audioconferencing; or 4) video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, and CD-ROMs are used in a course in conjunction with any of the technologies listed in (1) through (3)” (USDE, p. 5, 2012).

**Diversity** – “A culture of diversity embraces acceptance, respect, and inclusivity. We understand that each individual is unique and recognize individual differences, which can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. A culture of diversity is about understanding ourselves and each other and moving beyond simple tolerance to embracing and celebrating the richness of each individual. While diversity can be about individual differences, it also encompasses institutional and system-wide behavior patterns” (NLN, 2007, www.nln.org).

**Empowerment** – “Enabling experiences that foster autonomy, choice, control, and responsibility and that encourage individuals to display existing abilities, learn new abilities, and continually grow (NLN, 2009, p. 182)

**Evidence-Based Practice** – “The provision of nursing care to individuals, groups and communities that evolves from the systematic integration of research findings about a particular clinical problem” (NLN, 2009, p. 182).

**Evidence-Based Teaching** – “Using systematically developed and appropriately integrated research as the foundation for curriculum design, selection of teaching/learning strategies, selection of evaluation methods, advisement practices, and other elements of the educational enterprise” (NLN, 2009, p. 182).

**Excellence** – “A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated” (NLN, 2007, www.nln.org).
Appendix A – Glossary of Terms

**Expected program outcomes** – Expected outcomes are anticipated outcomes established by faculty and staff accompanied by associated benchmark measures used by the program to determine if the outcome has been met.

**Experiential learning** – “…a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection to increase knowledge, develop skills, and clarify values” (Association for Experiential Education, para. 2, www.aee.org/what-is-ee)

**Faculty outcomes** – Output (results) of faculty work related to faculty role expectations in teaching, scholarship/research, practice and service, as defined by the program and aligned with institution and program mission. Faculty outcomes are measured individually and in aggregate as one means by which to demonstrate program effectiveness.

**Goals** – Goals are what the program wants to accomplish and directs resources to achieve.

**Healthful work environment** – “Healthful workplace/educational environments for nurses and nursing students incorporate several essential competencies: …1) effective and open communication; 2) active relationship-centered collaboration; 3) competent and credible nurse/faculty leadership; 4) recognition and respect for the value of nurse/student contributions; 5) accountability; 6) and the encouragement of continued professional growth and development” (NLN, 2010, p. 61).

**Human flourishing** – “…an effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own efforts….Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community and population (NLN, 2010, pp.66-67). Human flourishing is a hallmark characteristic of a healthful work and learning environment.

**Innovation** – Using knowledge by which to create “new (or perceived as new)” ways to transform systems, (NLN, 2005, p. 61) including educational systems.

**Integrity** – “A culture of integrity is evident when organizational principles of open communication, ethical decision-making, and humility are encouraged, expected, and demonstrated consistently” (NLN, 2007, www.nln.org). Organizational integrity involves staying aligned to the stated mission, goals and core values espoused by the institution and program and creating an organizational environment that fosters faculty, student, and staff success.

**Instructional resources** – Learning materials in a variety of media that are used to facilitate the teaching/learning process.
Appendix A – Glossary of Terms

**Interprofessional collaboration** – Collaborative relationships developed among professionals from two or more disciplines or professions, in this instance, to achieve quality patient care.

**Intraprofessional collaboration** – Collaborative relationships developed among professionals who are within the same discipline or profession, in this instance, nursing.

**Knowledge and science** – “Refers to foundations that serve as a basis for nursing practice...these foundations include a) understanding and integrating knowledge from a variety of disciplines outside nursing that provide insight into the physical, psychological, social, spiritual, and cultural functioning of human beings; b) understanding and integrating knowledge from nursing science to design and implement plans of patient-centered care for individuals, families and communities; c) understanding how knowledge and science develop; d) demonstrating how all members of a discipline have responsibility for contributing to the development of that discipline’s evolving science; and e) understanding the nature of evidence-based practice” (NLN, 2010, p. 67).

**Learner (student)-centered environment** – Educational environment that is focused on assessing student learning needs and supporting the design of learning activities that foster student inquiry, promote interaction and collaboration, and allow for student input into choice of learning experiences (Billings, 2012).

**Learning community** – A group of individuals (e.g., learners, teachers, practitioners) who come together in the learning process with a common goal of facilitating the achievement of expected learning outcomes.

**Mission statement** – A mission statement describes the unique purpose for which the institution and/or program exists.

**Nursing academic unit** – The organizational infrastructure within which one or more types of academic nursing programs are administratively housed under the leadership of one chief academic nurse administrator.

**Patient-centeredness** – “An orientation to care that incorporates and reflects the uniqueness of an individual patient’s background, personal preferences, culture, values, traditions and family. A patient-centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their clinical care. Patient-centeredness supports the respectful, efficient, safe, and well-coordinated transition of the patient through all levels of care” (NLN, 2010, p. 68).

**Personal and Professional Development** – “Lifelong process of learning, refining, and integrating values and behaviors that a) are consistent with the profession’s history, goals, an codes of ethics; b) serve to distinguish the practice of nurses from that of other health care providers; and c) give nurses the courage needed to continually improve the care of patients, families and communities and to ensure the profession’s ongoing viability (NLN, 2010, p.68)
Appendix A – Glossary of Terms

Preceptor – A health care professional who holds the requisite academic credentials and has the professional expertise to facilitate, in collaboration with faculty, student achievement of learning outcomes in the clinical setting.

Professional identity – “…the internalization of core values and perspectives recognized as integral to the art and science of nursing” (NLN, 2010, p. 68) and manifested in the practice of nursing.

Program outcomes – Results achieved in response to goals set by the program. For example, program goals and related outcomes may be developed associated with the accomplishments of faculty; curriculum; adequacy of support services and resources; student learning and achievement; and any other measure of program quality that faculty and staff, as appropriate, determine to be important to the overall success of the program.

Quality and Safety – “the degree to which health care services 1) are provided in a way consistent with current professional knowledge; 2) minimize the risk of harm to individuals, populations, and providers; 3) increase the likelihood of desired health outcomes; and 4) are operationalized from an individual, unit, and systems perspective” (NLN, 2010, p. 68).

Spirit of Inquiry – “…is a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problems” (NLN, 2010, p. 69).

Student learning outcomes – The achievement of expected knowledge, skills and attributes demonstrated by students at course and program levels. Student learning outcomes are measured in classroom and experiential settings, and are reported in individual and aggregate formats. Examples of aggregate student learning outcomes at the program level include retention and graduation rates, performance on licensure and certification examinations, and employment rates (Sauter, Gillespie, & Knepp, 2012).

Student support services – “Services that promote the comprehensive development of the student and help strengthen learning outcomes by reinforcing and extending the educational institution’s influence beyond the classroom. Such services include but are not limited to admissions, financial aid, registration, orientation, advisement, tutoring, counseling, discipline, health, housing, placement, student organizations and activities, cultural programming, child care, security and athletics” (NLN, 2009, p. 185).

Teamwork – “to function effectively within nursing and interprofessional teams, fostering open communication, mutual respect and shared decision making to achieve quality patient care” (NLN, 2010, p. 69).
Glossary References


Appendix B – Professional Nursing Standards, Guidelines, Competencies (Examples)

The following list provides examples of professional nursing standards, guidelines and competencies that nursing faculty may elect to integrate into their program curricula. This is not meant to be an all-inclusive listing; programs may elect to incorporate other professional standards depending upon program mission, focus, and intended outcomes.

- Adult-Gerontology Acute Care Nurse Practitioner Competencies (AACN/NONPF, 2012)
- Adult-Gerontology Primary Care Nurse Practitioner Competencies (AACN/NONPF, 2010)
- Clinical Nurse Specialist Core Competencies (NACNS, 2010)
- Code of Ethics for Nurses (ANA, 2015)
- Core Competencies for Interprofessional Collaborative Practice (IPEC, 2011)
- Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2012)
- Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)
- Essentials of Master’s Education for Advanced Practice Nursing (AACN, 1996)
- Essentials of Master’s Education in Nursing (AACN, 2011)
- Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006)
- NLN Core Competencies for Nurse Educators (NLN, 2012)
- NLN Hallmarks of Excellence (NLN, 2004)
- NLN Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master’s, Practice Doctorate and Research Doctorate Programs in Nursing (NLN, 2009)
- Nurse Executive Competencies (AONE, 2015)
- Nurse Practitioner Core Competencies (NONPF, 2012)
- Nursing: Scope and Standards of Practice (ANA, 2015)
- Population-Focused NP Competencies (NONPF, 2013)
- Quad Council Competencies for Public Health Nurses (Quad Council, 2011)
- Quality and Safety Education for Nurses (QSEN, 2009; 2012)
- Women’s Health Clinical Nurse Specialist Competencies (AWHONN/NACNS, 2014)