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

AGENDA

8:00 A.M.

OPEN SESSION – CALL TO ORDER – ROLL CALL

A. Adoption of Agenda (1-4)

B. Approval of Minutes of February 14, 2019 (5-12)

C. Introductions, Announcements and Recognition
   1. Peter Kallio – Registered Nurse Member

D. Administrative Matters – Discussion and Consideration
   1. Department Updates
   2. Election of Officers
   3. Appointment of Liaisons and Alternates
   4. Board Members – Term Expiration Dates:
      a. Rosemary Dolatowski – 7/1/2022
      b. Jennifer Eklof – 7/1/2021
      c. Elizabeth Smith-Houskamp – 7/1/2020
      d. Peter Kallio – 7/1/2022
      e. Lillian Nolan – 7/1/2019
      f. Luann Skarlupka – 7/1/2021
      g. Pamela White – 7/1/2019
      h. Registered Nurse Member – Vacant
      i. Registered Nurse Member – Vacant

E. APPEARANCE: Gina Dennik-Champion, Wisconsin Nurses Association – Request to Include Nursing Renewal Workforce Survey Information in the Nursing Forward Newsletter – Discussion and Consideration

F. APPEARANCE: Gina Bryan, Wisconsin APRN Coalition – Wisconsin APRN Modernization – Discussion and Consideration

G. Legislative and Administrative Rule Matters – Discussion and Consideration (13)
   1. 2017 Wisconsin Act 108 Report
2. Updates on Legislation and Pending or Possible Rulemaking Projects

H. Reporting Requirements to the National Practitioners Databank and NURSYS – Discussion and Consideration

I. Nurse Licensure Compact (NLC) – Discussion and Consideration (14)
2. Wisconsin’s Commissioner Delegate and Communication Planning
3. Planning for the Nurse Licensure Compact Commission Meeting – March 25, 2019 – San Antonio, TX

J. Education and Examination Matters – Discussion and Consideration
1. Global Academic and Nursing Education Leaders College (GANEL) – Authorization to Plan a Practical Nursing School (15-19)
2. Lakeland Technical College – Authorization to Admit Students to a Registered Nursing School (20-373)
3. Madison College – Authorization to Admit Students – Practical Nursing School (374-753)
4. Mount Mary University – Authorization to Plan a RN to BSN Nursing School (754-773)
5. Annual NCLEX Pass Rate Report (774-780)

K. Board of Nursing Liaison Reports – Discussion and Consideration

L. Deliberation on Items Added After Preparation of Agenda:
1. Introductions, Announcements and Recognition
2. Election of Officers
3. Appointment of Liaisons and Alternates
4. Delegation of Authorities
5. Administrative Matters
6. Education and Examination Matters
7. Credentialing Matters
8. Practice Matters
9. Legislative and Administrative Rule Matters
10. Liaison Reports
11. Board Liaison Training and Appointment of Mentors
12. Informational Items
13. Division of Legal Services and Compliance (DLSC) Matters
14. Presentations of Petitions for Summary Suspension
15. Petitions for Designation of Hearing Examiner
16. Presentation of Stipulations, Final Decisions and Orders
17. Presentation of Proposed Final Decisions and Orders
18. Presentation of Interim Orders
19. Petitions for Re-Hearing
20. Petitions for Assessments
21. Petitions to Vacate Orders
22. Requests for Disciplinary Proceeding Presentations
23. Motions
24. Petitions
25. Appearances from Requests Received or Renewed
26. Speaking Engagements, Travel, or Public Relation Requests, and Reports

M. 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 440.20, 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.).

N. Credentialing Matters

1. Application Review
   a. Angela Thomas, R.N. Applicant (781-857)

O. Deliberation on DLSC Matters

1. Attorney Elizabeth Bronson
   a. Stipulations and Final Decisions and Orders
      1. 17 NUR 024 – Lindsey A. Peterson, R.N. (858-864)
      2. 17 NUR 491 – Leah E. Morgan, R.N. (865-876)

2. Attorney Alicia Kennedy
   a. Administrative Warning
      1. 17 NUR 548 – K.N.B. (877-878)
   b. Stipulations and Final Decisions and Orders
      1. 17 NUR 196 – Cheryl A. Fettig, L.P.N. (879-885)
      2. 17 NUR 443 – Lauren M. Dechant, R.N. (886-891)

3. Attorney Yolanda McGowan
   a. Stipulations and Final Decisions and Orders
      1. 16 NUR 420 and 16 NUR 566 – Robert J. Hinz, R.N. (892-897)

4. Attorney Gretchen Mrozinski
   a. Stipulations and Final Decisions and Orders
      1. 18 NUR 196 – Deanna L. Heller, R.N. (898-909)

5. Attorney Carley Peich Kiesling
   a. Administrative Warnings
      1. 17 NUR 584 – L.L.L. (910-911)
      2. 18 NUR 283 – K.M.K. (912-913)
   b. Stipulations and Final Decisions and Orders
      1. 17 NUR 631 – Bobbie Jo K. Paul, R.N., A.P.N.P. (914-920)

6. Monitoring (921-922)
   a. Department Monitor Jesse Benisch
      1. Bridgette Brown, R.N. – Requesting Full Licensure (923-945)
      2. Scott Strube, R.N. – Requesting Termination of Direct Supervision, Termination of Abstaining from Personal Use of Alcohol, and Reduction in Screens (946-974)
      3. Sherry Ward, R.N. – Requesting Full Licensure or Reduction in Screens (975-1023)
      4. Stephanie Westlake, R.N. – Requesting Termination of Direct Supervision (1024-1047)
   b. Department Monitor Zoua Cha
      1. Corinne Ahrens, R.N. – Requesting Full Licensure (1048-1076)
      2. Laura Nelson, R.N. – Work Setting Approval (1077-1101)
7. Case Closings (1102)

P. Deliberation of Items Added After Preparation of the Agenda
   1. Education and Examination Matters
   2. Credentialing Matters
   3. DLSC Matters
   4. Monitoring Matters
   5. Professional Assistance Procedure (PAP) Matters
   6. Petitions for Summary Suspensions
   7. Petitions for Designation of Hearing Examiner
   8. Proposed Stipulations, Final Decisions and Order
   9. Administrative Warnings
  10. Review of Administrative Warnings
  11. Proposed Final Decisions and Orders
  12. Matters Relating to Costs/Orders Fixing Costs
  13. Case Closings
  14. Board Liaison Training
  15. Proposed Interim Orders
  16. Petitions for Assessments and Evaluations
  17. Petitions to Vacate Orders
  18. Remedial Education Cases
  19. Motions
  20. Petitions for Re-Hearing
  21. Appearances from Requests Received or Renewed

Q. Consulting with Legal Counsel
   1. Planned Parenthood of Wisconsin, Inc. v. Wisconsin Board of Nursing, Et Al; USDC, Western District of Wisconsin

RECONVENE TO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION

R. Vote on Items Considered or Deliberated Upon in Closed Session, if Voting is Appropriate

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

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

ADJOURNMENT

NEXT MEETING DATE: APRIL 11, 2019

************************************************************************************

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

Times listed for meeting items are approximate and depend on the length of discussion and voting. All meetings are held at 4822 Madison Yards Way, 2nd Floor, Madison, Wisconsin, unless otherwise noted. In order to confirm a meeting or to request a complete copy of the board’s agenda, please call the listed contact person. The board may also consider materials or items filed after the transmission of this notice. Times listed for the commencement of disciplinary hearings may be changed by the examiner for the convenience of the parties. Interpreters for the hearing impaired provided upon request by contacting the Affirmative Action Officer, 608-266-2112.
PRESENT: Rosemary Dolatowski (via Skype), Jennifer Eklof, Lillian Nolan, Luann Skarlupka, Elizabeth Smith Houskamp, Pamela White

STAFF: Tom Ryan, Executive Director; Gretchen Mrozinski, Legal Counsel; Sharon Henes, Administrative Rules Coordinator; Kimberly Wood, Program Assistant Supervisor-Adv.; and other DSPS Staff

CALL TO ORDER

Pamela White, Vice Chairperson, called the meeting to order at 8:03 a.m. A quorum of six (6) members was confirmed.

ADOPTION OF THE AGENDA

Amendments to the Agenda

Closed Session: Under item “M. Consulting with Legal Counsel” ADD:
  o “1. Planned Parenthood of Wisconsin, Inc. v. Wisconsin Board of Nursing, Et. Al; USDC, Western District of Wisconsin

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

APPROVAL OF MINUTES OF JANUARY 10, 2019

MOTION: Luann Skarlupka moved, seconded by Beth Smith Houskamp, to approve the minutes of January 10, 2019 as published. Motion carried unanimously.

ADMINISTRATIVE MATTERS

Board Members – Term Expiration Dates

MOTION: Elizabeth Smith Houskamp moved, seconded by Luann Skarlupka, that the Board authorizes Pamela White, on behalf of the Board, and the individual members at their own discretion, to contact appropriate personnel in support of Peter Kallio’s reappointment to the Board of Nursing. Motion carried unanimously.
NATIONAL COUNCIL OF STATE BOARDS OF NURSING (NCSBN) ITEMS

Update as to the Nurse Licensure Compact (NLC) and Consideration of Wisconsin Compact Administrator

MOTION: Luann Skarlupka moved, seconded by Elizabeth Smith Houskamp, to designate Sharon Henes, as the Board’s representative, to attend the 2019 Nurse Licensure Compact meeting March 25, 2019 in San Antonio, TX and to authorize travel. Motion carried unanimously.

DELIBERATION ON ITEMS ADDED AFTER PREPARATION OF AGENDA

Appointment of Liaisons and Alternates

MOTION: Elizabeth Smith Houskamp moved, seconded by Jennifer Eklof, to authorize Gretchen Mrozinski and Zachary Peters to prescreen all nursing cases through the end of April 2019, and to open those cases that the allegations if proven would be violations of the applicable Nursing statutes and codes. Motion carried unanimously.

<table>
<thead>
<tr>
<th>2019 SCREENING PANEL APPOINTMENTS</th>
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<td>February-March 2019</td>
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CLOSED SESSION

MOTION: Elizabeth Smith Houskamp moved, seconded by Luann Skarlupka, to convene to Closed Session to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85 (1)(b), Stats.); to consider closing disciplinary investigation with administrative warnings (ss. 19.85(1)(b), Stats. and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.); and, to confer with legal counsel (s. 19.85(1)(g), Stats.). Pamela White, Vice Chairperson, read the language of the motion. The vote of each member was ascertained by voice vote. Roll Call Vote: Rosemary Dolatowski-yes; Jennifer Eklof-yes; Lillian Nolan-yes; Luann Skarlupka-yes; Elizabeth Smith Houskamp-yes; and Pamela White-yes. Motion carried unanimously.

The Board convened into Closed Session at 9:06 a.m.
RECONVENE TO OPEN SESSION

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

The Board reconvened into Open Session at 11:17 a.m.

VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION

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

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

CREDENTIALING MATTERS

Application Review

Karleen Delikowski – R.N. Renewal Applicant

MOTION: Elizabeth Smith Houskamp moved, seconded by Jennifer Eklof, to deny the unrestricted Registered Nurse renewal of Karleen Delikowski, and authorize Pamela White to work with Legal Counsel to review and approve a limited license Order. Motion carried unanimously.

DIVISION OF LEGAL SERVICES AND COMPLIANCE MATTERS

Attorney Elizabeth Bronson

Stipulations and Final Decisions and Orders

17 NUR 397 – Gordon J. Puetz, R.N.

MOTION: Lillian Nolan moved, seconded by Rosemary Dolawtowski, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Gordon J. Puetz, R.N., DLSC Case Number 17 NUR 397. Motion carried unanimously.

Attorney Joost Kap

Administrative Warnings

17 NUR 771 – S.L.S.

MOTION: Lillian Nolan moved, seconded by Rosemary Dolawtowski, to issue an Administrative Warning in the matter of 17 NUR 771 (S.L.S.). Motion carried unanimously.
Stipulations and Final Decisions and Orders

16 NUR 656 – Barbara M. Redenius, R.N.

MOTION: Lillian Nolan moved, seconded by Rosemary Dolatowski, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Barbara M. Redenius, R.N., DLSC Case Number 16 NUR 656. Motion carried unanimously.

Attorney Alicia Kennedy

Administrative Warnings

17 NUR 454 – J.L.L.

MOTION: Lillian Nolan moved, seconded by Rosemary Dolatowski, to issue an Administrative Warning in the matter of 17 NUR 454 (J.L.L.). Motion carried unanimously.

Stipulations and Final Decisions and Orders

17 NUR 360 and 17 NUR 409 – Michelle L. Slowey, R.N.

MOTION: Lillian Nolan moved, seconded by Rosemary Dolatowski, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of proceedings against Michelle L. Slowey, R.N., DLSC Case Numbers 17 NUR 360 and 17 NUR 409. Motion carried unanimously.

17 NUR 389 – Sarah M. Wood, L.P.N.

MOTION: Lillian Nolan moved, seconded by Rosemary Dolatowski, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of proceedings against Sarah M. Wood, L.P.N., DLSC Case Number 17 NUR 389. Motion carried unanimously.

17 NUR 392 – Katelyn A. Klein, R.N.

MOTION: Lillian Nolan moved, seconded by Rosemary Dolatowski, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of proceedings against Katelyn A. Klein, R.N., DLSC Case Number 17 NUR 392. Motion carried unanimously.

17 NUR 682 – Paula M. Salkin, R.N.

MOTION: Lillian Nolan moved, seconded by Rosemary Dolatowski, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of proceedings against Paula M. Salkin, R.N., DLSC Case Number 17 NUR 682. Motion carried unanimously.
Attorney Yolanda McGowan

**Stipulations and Final Decisions and Orders**

18 NUR 249 – Virginia G. Vos, L.P.N.

**MOTION:** Lillian Nolan moved, seconded by Rosemary Dolatowski, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Virginia G. Vos, L.P.N., DLSC Case Number 18 NUR 249. Motion carried unanimously.

Attorney Lesley McKinney

**Stipulations and Final Decisions and Orders**

17 NUR 055 – Janell R. Jacques, R.N.

**MOTION:** Lillian Nolan moved, seconded by Rosemary Dolatowski, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Janell R. Jacques, R.N., DLSC Case Number 17 NUR 055. Motion carried unanimously.

Attorney Carley Peich Kiesling

**Stipulations and Final Decisions and Orders**

17 NUR 526 – Kathie M. Peterson, R.N.

**MOTION:** Lillian Nolan moved, seconded by Rosemary Dolatowski, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Kathie M. Peterson, R.N., DLSC Case Number 17 NUR 526. Motion carried unanimously.

Attorney Zachary Peters

**Stipulations and Final Decisions and Orders**

16 NUR 337 – Susan M. Struebing, L.P.N.

**MOTION:** Lillian Nolan moved, seconded by Rosemary Dolatowski, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Susan M. Struebing, L.P.N., DLSC Case Number 16 NUR 337. Motion carried unanimously.
Attorney Jameson Whitney

Stipulations and Final Decisions and Orders

17 NUR 556 – Deborah K. Rohrwasser, R.N.

MOTION: Lillian Nolan moved, seconded by Rosemary Dolatowski, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Deborah K. Rohrwasser, R.N., DLSC Case Number 17 NUR 556. Motion carried unanimously.

Monitoring

Department Monitor Jesse Benisch

Jennifer Stehling, R.N.

Review Fit for Duty Assessment, Requesting Stay of Suspension

MOTION: Lillian Nolan moved, seconded by Elizabeth Smith Houkmap, to grant the request of Jennifer Stehling, R.N., for a stay of her suspension and impose additional restrictions and limitations. Motion carried unanimously.

Department Monitor Erin Graf

Taylor Crownover, R.N.

Requesting a Reduction in Screens, Termination of Direct Supervision, Termination of Treatment, Termination of Setting Limitations, Ability to Pass Controlled Substances, and Termination of AA/NA Log

MOTION: Elizabeth Smith Houkamp moved, seconded by Lillian Nolan, to grant the request of Taylor Crownover, R.N., for termination of treatment and to deny her request for a reduction in screens, termination of direct supervision, termination of setting limitations, ability to pass controlled substances, and termination of AA/NA log. Reason for Denial: Insufficient time under the Board Order (02/02/2018) to demonstrate adequate compliance. Motion carried unanimously.

Kristin Feltz, R.N.

Requesting a Reduction in Screens, Termination or Reduction in AA/NA, and Termination of AODA Treatment

MOTION: Lillian Nolan moved, seconded by Luann Skarlpuka, to grant the request of Kristin Feltz, R.N., for a reduction in the frequency of drug screens to 36 per year, a reduction in AA/NA to once per week, and termination of AODA treatment. Motion carried unanimously.
Maggie Grevestad, R.N.  
Requesting Full Licensure  

MOTION:  Luann Skarlupka moved, seconded by Lillian Nolan, to grant the request of Maggie Grevestad, R.N., for full licensure. Motion carried unanimously.

Kimberly Hughes, R.N.  
Requesting Full Licensure  

MOTION:  Lillian Nolan moved, seconded by Jennifer Eklof, to grant the request of Kimberly Hughes, R.N., for full licensure. Motion carried unanimously.

Tammy Meyer, R.N.  
Requesting Board Accept Compliance with Indiana Professionals Recovery Program  

MOTION:  Luann Skarlupka moved, seconded by Rosemary Dolatowski, to grant the request of Tammy Meyer, R.N., for the Board to accept compliance with the Indiana Professionals Recovery Program. Motion carried unanimously.

David Ortiz, R.N.  
Requesting Full Licensure  

MOTION:  Lillian Nolan moved, seconded by Elizabeth Smith Houskamp, to deny the request of David Ortiz, R.N., for full licensure. **Reason for Denial:** Failure to demonstrate continuous and successful compliance under the terms of the Order (10/10/2013). Motion carried unanimously.

Amanda Wing, R.N.  
Requesting Access to Controlled Substances, Termination of Direct Supervision and Reduction in Screens  

MOTION:  Lillian Nolan moved, seconded by Rosemary Dolatowski, to grant the request of Amanda Wing, R.N., for a reduction in the frequency of drug screens to 36 per year and to deny her request for access to controlled substances and termination of direct supervision. **Reason for Denial:** Insufficient time under the Board Order (03/13/2014) to demonstrate adequate compliance. Motion carried unanimously.

Case Closures  

MOTION:  Lillian Nolan moved, seconded by Rosemary Dolatowski, to close the following DLSC Cases for the reasons outlined below:  
1. 17 NUR 534 – C.A.H. – Insufficient Evidence  
2. 17 NUR 581 – J.M.S. – Prosecutorial Discretion (P5)  
3. 17 NUR 803 – A.R.C. – Insufficient Evidence  
Motion carried unanimously.
ADJOURNMENT

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

The meeting adjourned at 11:30 a.m.
**AGENDA REQUEST FORM**

<table>
<thead>
<tr>
<th>1) Name and Title of Person Submitting the Request:</th>
<th>2) Date When Request Submitted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Henes</td>
<td>4 March 2019</td>
</tr>
<tr>
<td>Administrative Rules Coordinator</td>
<td>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</td>
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<table>
<thead>
<tr>
<th>4) Meeting Date:</th>
<th>5) Attachments:</th>
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<tbody>
<tr>
<td>14 March 2019</td>
<td>☐ Yes</td>
</tr>
<tr>
<td></td>
<td>☐ No</td>
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<td>Legislative and Administrative Rule Matters</td>
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<tr>
<td>☒ Open Session</td>
<td>☐ Yes</td>
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<td>☐ Closed Session</td>
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<tr>
<th>9) Name of Case Advisor(s), if required:</th>
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<tr>
<th>10) Describe the issue and action that should be addressed:</th>
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<tr>
<th>11) Authorization</th>
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<tr>
<td>Sharon Henes</td>
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<tr>
<td>3/4/19</td>
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**Directions for including supporting documents:**
1. This form should be attached to any documents submitted to the agenda.
2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director.
3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.
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<td>14 March 2019</td>
<td>Yes</td>
<td>Nurse Licensure Compact (NLC)</td>
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<tr>
<td></td>
<td>No</td>
<td>1. Nurse Licensure Compact Commissioners</td>
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<td></td>
<td>2. Wisconsin's Commissioner Delegate and Communication Planning</td>
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<td>3. Planning for the Nurse Licensure Compact Commission Meeting – March 25, 2019 – San Antonio, TX</td>
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10) Describe the issue and action that should be addressed:

11) Authorization

*Sharon Henes* 3/4/19

Signature of person making this request  
Date

Supervisor (if required)  
Date

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

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<tr>
<td>Joan Gage</td>
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10) Describe the issue and action that should be addressed:

Board consideration.

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<th>11) Authorization</th>
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Signature of person making this request

Supervisor (if required)

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

Directions for including supporting documents:

1. This form should be attached to any documents submitted to the agenda.
2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director.
3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.
APPLICATION FOR AUTHORIZATION TO PLAN A SCHOOL OF NURSING

Wis. Admin. Code Chapter N 1.03 requires an institution planning to establish and conduct a school of nursing for professional nursing or practical nursing to submit an application including all of the following to the Board:

1. Name and address of controlling institution and evidence of accreditation status of controlling institution.
2. Statement of intent to establish a school of nursing, including the academic and licensure levels of all programs to be offered and the primary method of instruction.
3. Evidence of the availability of sufficient clinical facilities and resources.
4. Plans to recruit and employ a qualified educational administrator and qualified faculty.
5. Proposed timeline for planning and implementing the school and intended date of entry of the first class.

The Board shall make a decision on the application within two months of receipt of the completed application and will notify the controlling institution of the action taken on the application.

To apply, please submit the following to dspsexaminationsoffice@wisconsin.gov:

1. This completed and signed application form.
2. A written proposal addressing the five items above.

Institution applying for authorization to plan a nursing school:

Name of School: Global Academic and Nursing Education Leaders College
Address: 9224 West Burleigh Street
Milwaukee, WI 53222

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

Edna Hudson, PhD(s), MSN Ed, RN
Name of School Representative Submitting Proposal

Signature
414-517-9258
Telephone Number

Nursing Director and Allied Health Administrator
Title
12/30/2018
Date

ganelcollege@outlook.com
Email Address

#3025 (8/14)
Ch. N 1.03, Wis. Admin. Code

Committed to Equal Opportunity in Employment and Licensing
Proposal for a School of Nursing
12/30/2018

Prepared by:
Edna Hudson, PhD(s), MSN Ed, RN
Nursing Director and Allied Health Administrator
This is a letter of intent to plan a school of nursing in the Milwaukee, WI area. Global Academic and Nursing Education Leaders College, a nonprofit, Christian-based educational organization, proposes to create a new nursing education department to house our school of nursing, Global Nurse Leaders School of Nursing. This school of nursing will be located at the St. Bernadette Catholic Parish campus at 8200 Denver Avenue, Milwaukee, WI 53223.

Global Academic and Nursing Education Leaders College understands the importance of accreditation for new nursing programs and is dedicated to supporting the process. The College new nursing education department, Global Nurse Leaders School of Nursing, is excited about ensuring our nursing graduates obtain their degree from an accredited organization. Global Academic and Nursing Education Leaders College plans to gain accreditation from the Accreditation Commission for Education in Nursing (ACEN) for our practical nursing program.

Global Academic and Nursing Education Leaders College administration, staff and faculty goals are to be personally and professionally interested in each student completing the program in a manner that will be rewarding to him/her and to the nursing profession. Our new nursing department administrative and faculty team structure is presently being developed. Edna Hudson, PhD(s), MSN Ed, RN will serve in the role as Nursing Director and Allied Health Education Administrator and prospective theory and clinical nursing instructors that are at the bachelor and/or masters’ prepared levels will be granted full-time and adjunct faculty contracts. Faculty members of Global Academic and Nursing Education Leaders College will assume the responsibility for the tasks needed to help each student meet and/or exceed the program outcomes and course/clinical objectives. Faculty may select such assignments that will provide an optimal learning experience, having individual sections, co-teaching, clinical teaching and instruction as well as simulation and practice skill instruction. All assignment options must be discussed and approved by the Nursing Director and Allied Health Education Administrator. Course, clinical, and simulation assignments will be based on a combination of faculty preference, course, clinical, and simulation needs, and financial resources. Faculty will be required to hold regularly scheduled meetings for shared program planning and committee work.

Global Academic and Nursing Education Leaders College practical nursing program offers an integrated structure of programming that includes theory, practice, simulation, and clinical. The program will expose the student to a variety of classroom and clinical experiences that will allow for preparation of employment in hospitals, assisted living, hospices, nursing homes, home health agencies, schools, clinics, businesses, and other community settings. The program will consist of a various method of instruction such as classroom lecture, group discussions, demonstrations, simulation, practice lab skills, discussion boards, small/large group sessions, to name a few. As the curriculum is still being well defined, it will feature a variety of teaching/learning methods, hands-on skills practice and simulation in a well-equipped nursing resource lab/simulation center, and supervised patient care in clinical facilities. The curriculum focus is based on comprehensive care in health promotion, disease prevention, acute, chronic, and disabling conditions. Theory, simulation, and clinical practice will also cover childbirthing and childrearing families as well as mental health promotion and prevention. Rehabilitation and pharmacy principles are integrated throughout the program content. The role of the licensed practical nurse will be highly emphasized in their accountability for cost and quality outcomes, and responsibility for care across settings and across time.

Global Academic and Nursing Education Leaders College administration team recognizes the need to decrease the shortage of quality nurses as well as other healthcare professionals. We understand that PN's are a very important part of the triad team for the practice of nursing. Our commitment to provide a comprehensive, flexible program will allow interested people in the community to look toward a future in nursing. It will allow a C.N.A. to advance their skills toward a licensed practical nurse diploma. There is no doubt that there is a continuing need for licensed PN's in the community. This program remains dedicated to providing educational healthcare training that will graduate knowledgeable, competent, quality, employable practical nurses from our program. We are committed to providing the necessary theoretical, simulated, and clinical opportunities to prepare them to be safe and competent nurses. Furthermore, we are committed to providing educational and nursing opportunities to learners who are employed, going to school, and/or have families by structuring our curriculum programming to meet various needs of the students.
Global Academic and Nursing Education Leaders College practical nursing program goal for clinical facilities usage is to utilize small-to-medium bed facilities for a clinical experience that offers time to comprehend the information, apply new concepts, problem solve and critically think about the needs of the clients. In addition, our focus remains on seeking clinical facilities that are in good JCAHO and State of Wisconsin standing and portray a high, quality standard of care expectation from their staff as well as for their clients. Global Academic and Nursing Education Leaders currently has a clinical affiliation agreement for our certified nursing assistant program with Shorehaven Skill Nursing and Assisted Living facility, located in Pewaukee, WI. It has been agreed that this clinical site affiliation agreement is extended to cover our practical nursing students. Global Academic and Nursing Education Leaders College has developed partnerships with Advocate Aurora Health Care, Froedtert Hospital, and VA Hospital. We are currently awaiting clinical agreement signatures from the above listed clinical sites.

Global Academic and Nursing Education Leaders College practical nursing program is dedicated to graduating knowledgeable, competent, quality, employable, nursing professionals from our programs. We are excited to submit our proposal for a full-time and part-time practical nurse program to tentatively start for Winter 2020. We are looking forward to working with a consultant from the Board of Nursing staff to assist in planning for our program.

Thank you for your time and consideration!
# AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Joan Gage  
2) Date When Request Submitted: 2/27/19  
   Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting

3) Name of Board, Committee, Council, Sections: Board of Nursing

4) Meeting Date: 3/14/2019  
5) Attachments:  
   ☑ Yes  
   ☐ No

6) How should the item be titled on the agenda page?  
   Lakeland Technical College – Authorization to Admit Students to a Registered Nursing School

7) Place Item in:  
   ☑ Open Session  
   ☐ Closed Session

8) Is an appearance before the Board being scheduled?  
   ☑ Yes  
   ☐ No

9) Name of Case Advisor(s), if required:

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

11) Authorization  
    Signature of person making this request  
    Date

    Supervisor (if required)  
    Date

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

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

REQUEST FOR AUTHORIZATION TO ADMIT STUDENTS TO A NURSING SCHOOL

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

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

(2) Evidence of faculty meeting the qualifications in N 1.08(3) including the following:

A) For Professional Nursing Faculty:
   • Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered
   • Graduate degree with a major in nursing; interprofessional faculty teaching non-clinical nursing courses must have advanced preparation appropriate for the content being taught.

B) For Practical Nursing Faculty:
   • Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
   • Baccalaureate degree with a major in nursing.

(3) School's philosophy and objectives

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

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

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

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

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

To apply for authorization to admit students, submit the following required items to
dspsexaminationsoffice@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:  Lakeland University

Address:  W3718 South Drive

Plymouth, WI 53073

Nursing Program(s) (ADN, BSN, Other): RN to BSN Completion Program

Kerry Hamm  Director of the Nursing Program
Nursing Educational Administrator  Title

[Signature]

920-565-1000 ext. 2903  Date  2/21/2019
Telephone Number  hammKL@lakeland.edu

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February 20, 2019

Board of Nursing
Department of Safety and Professional Services
P.O. Box 8366
Madison, WI 53708-8366
dspsexaminationsoffice@wisconsin.gov

Attn: Board of Nursing

Lakeland University and the School of Science, Technology and Education are submitting this application to the Wisconsin Board of Nursing (BON) requesting authorization to admit students to the postlicensure baccalaureate degree of nursing program designated as the RN to BSN Completion Program. In October, 2018, the BON unanimously granted Lakeland University authorization to plan an RN to BSN Completion Program. The RN to BSN Completion Program will admit licensed registered nurses who hold an associate degree in nursing. Upon successful completion of the program curriculum, students will earn a Bachelor of Science in Nursing (BSN).

This letter, combined with forms #3027, #1114, and #1004 and other supporting documents, serve as Lakeland University’s formal request to admit students to the RN to BSN Completion Program.

The following information is included with this Request for Authorization to Admit:
   A. Educational administrator qualifications
   B. Evidence of faculty
   C. School of nursing’s philosophy and objectives
   D. Overview of the curriculum
   E. Student policies for admission, progression, retention, and graduation
   F. Practicum facilities
   G. Updated timeline

Lakeland University will have representation at the March 14, 2019 BON meeting and can address questions at that time. If you need additional information please do not hesitate to contact us.

Respectfully,

[Signature]
Kerry Hamm, MSN, RN
Director of Nursing Program - Lakeland University
W3718 South Drive
Plymouth, WI 53073-4878
HammKL@lakeland.edu
A. N 1.04 (1) (a) Educational Administrator in s. N 1.08 (2) (a)

The Director of the Nursing Program, Kerry Hamm, is the educational administrator for the RN to BSN Completion Program at Lakeland University. Lakeland University is currently accredited through the Higher Learning Commission and assumes all legal responsibility for the overall conduct of the nursing program including, in part, administrative policies, provision of fiscal, human, physical, and technical learning resources to support the school processes and outcomes.

The educational administrator holds a current, active, unencumbered registered nurse license from the state of Wisconsin. As a graduate from Bellin College’s Master of Science in Nursing, Nurse Educator track, she has the knowledge of adult learning principles, curriculum development and student assessment to design and administer the RN to BSN Completion Program. The Director of the Nursing Program has eleven years of experience as a nursing instructor and has current knowledge of professional nursing practice.

The Director of the Nursing Program’s form #1114, position description, and curriculum vitae can be found in Appendix A.

B. N 1.04 (1) (b) Faculty in s. N 1.08 (3)

Professional nursing faculty hold a current, active, unencumbered registered nurse license in Wisconsin. A Master of Science degree in nursing is the minimum educational requirement. Lakeland University recruitment and hiring of qualified faculty is coordinated with the Dean of the College of Science, Technology, and Education, the Director of the Nursing Program and the Human Resource department. The formal faculty search process for nursing faculty positions will commence when the Wisconsin Board of Nursing authorizes Lakeland University permission to admit students. This process includes advertising the faculty position, preliminary interview, gathering and checking references, and based on preliminary interview and reference checks, an on-campus interview is extended for candidates that possess the skills, abilities, knowledge, and experience that are specified by the minimum qualifications, see job description in Appendix B. Faculty appointments, contracts and compensation, benefits, and workload will adhere to the Faculty Policy Handbook.

Faculty Plan

The faculty staffing plan for the RN to BSN Completion Program includes utilization of the Director of the Nursing Program one course per term, and appropriately credentialed new full-time and/or adjunct faculty recruits for all other nursing courses. The first semester nursing core course, NUR 301: Professional Nursing Practice will be taught by the Director of the Nursing Program, Kerry Hamm. In the event that the Director of the Nursing Program is unable to teach due to administrative responsibilities, adjunct faculty will be utilized. In anticipation of the launch of the RN to BSN program in fall 2019, Lakeland University has budgeted 0.75 nursing faculty FTE’s to implement instruction. This plan includes teaching assignments for nursing courses offered the first year for a cohort of 25 students. It is expected
that an additional 0.75 nursing faculty FTE's will be needed for fall 2020 as students matriculate to Lakeland University and persist in the nursing program.

At this time, Kathleen Calabresa, Tammy Spoerl, and Jill Vanne have offered to serve as adjunct faculty members at Lakeland University in the RN to BSN Completion Program. Ms. Calabresa, Ms. Spoerl, and Ms. Vanne possess current, active, unencumbered registered nurse licenses. All three individuals meet the qualifications of holding a Master of Science degree in Nursing and have experience as nursing instructors. Ms. Calabresa's, Ms. Spoerl's and Ms. Vanne's form #1114 Faculty Qualification Record and resume can be found in Appendix C.

Based on the nursing course sequence and required pre-requisites, approximating 25 full-time enrollments, and a projected 90% course completion rate, a tentative faculty staffing plan is developed (Appendix D). Lakeland University's published faculty policies indicate the minimum class size is five (5), but exceptions may be made for new classes, and the maximum class enrollment should be no greater than forty (40). At this time, enrollment limits for the RN to BSN Completion Program will be thirty (30), as per faculty policy, enrollment limits can be adjusted.

Existing interprofessional faculty employed at Lakeland University will be utilized to teach non-nursing courses. Interprofessional faculty hold at a minimum a Master's degree and maintain expertise in the content being taught. An Instructor Qualifications Form (IQF) is completed by the Dean of the appropriate school, for faculty teaching in the Evening, Weekend, and Online (EWO) program. The IQF identifies the qualifications of faculty candidates for course assignments in the EWO program. Lakeland University's primary unit of faculty organization is through three schools – the School of Business and Entrepreneurship, the School of Science, Technology, and Education, and the School of Humanities and Fine Arts. Students enrolled in Interdisciplinary Studies and Areas of Emphasis will be taught by interprofessional faculty.

**Faculty Onboarding and Continuous Development**

Lakeland University and the RN to BSN program provide support in the areas of expected faculty outcomes as identified by the faculty group. Professional development monies are allotted for teaching, scholarship, service, and practice that are congruent with the mission of the university and program as well as the philosophy of the nursing program. New faculty participate in the following orientation:

- Evening, Weekend and Online Faculty Orientation
- Tier I Training: Introduction to Online Instruction
- Kellett Training: Lakeland University Instructional Design
- Evening, Weekend and Online Blackboard Training
- Lakeland University New Faculty Computer Orientation
- Course Evaluations Orientation
- New Faculty Mentoring program
- Library Resources Overview and Workshops (e.g. APA Citing Basics)
- SafeColleges Online Training including: Discrimination Awareness in the Workplace; Title IX and Sexual Misconduct; HIPAA Overview; and Bloodborne Pathogen Exposure Prevention
Faculty participate in academic advising and guidance of students. New faculty participate in advising workshops designed to develop counseling skills that will support and identify needs of the student. Faculty can access the Academic Advising Handbook at my.lakeland.edu/ICS/Faculty page.

C. N 1.04 (I) (c) School of Nursing’s Philosophy and Objectives

Lakeland University Mission:
Lakeland University educates women and men of diverse backgrounds, preparing them to think critically, to communicate effectively, to succeed professionally, and to lead ethical, purposeful and fulfilling lives. Rooted in the values of the United Church of Christ, Lakeland integrates the liberal arts and experiential learning to develop the whole person for success in a dynamic, multi-faceted world.

RN to BSN Completion Program Mission:
The mission of the Lakeland University RN to BSN Completion Program builds on the university’s mission in its dedication to educate registered nurses by building on prior knowledge, skills, and experiences to advance the art and science of nursing. The goal of the baccalaureate graduate is to grow personally, advance with increasing competence professionally, and carry on the lifelong learning process that is important for optimal development as a practitioner in the discipline of nursing.

RN to BSN Completion Program Philosophy:
Lakeland University nursing faculty believe that the art and science of nursing are founded in the liberal arts and sciences. Nursing education transforms the knowledge from the liberal arts and sciences into the basis of nursing practice. This foundation, when integrated with evidence-based research and practice, provides the root of professional practice. Professional nursing practice includes an awareness of ethical standards, ability to critically think, participate in lifelong experiential learning, and development of interprofessional relationships. The Essentials of Baccalaureate Education in Nursing (2008) are the basic foundation to the curriculum for the RN to BSN Completion Program, and thus essential for the practice of professional nursing. This education provides the foundation for the development of professional nursing practice, critical thinking, ethical decision-making, leadership skills, and the independent and interprofessional pursuit of high standards of health care.

The graduate of Lakeland University’s RN to BSN Completion Program will integrate evidence-based research to practice in the provision of patient-centered, culturally competent, and community/population based care. Through experience as an active member of the healthcare community, the graduate will collaborate with interprofessional teams to achieve positive patient outcomes and develop professional skills that contribute to advanced professional competence and leadership. As an active participant in the learning environment the graduate will develop an understanding of healthcare organizations/systems and the processes of healthcare policy development. As a user of patient care technology and informatics the graduate will use information technology in experiences that apply quality improvement principles in the delivery of safe, quality care.

RN to BSN Completion Program Learning Outcomes:
Students who have successfully completed the RN to BSN Completion Program coursework from Lakeland University should be able to:

1. Synthesize knowledge from the liberal arts, sciences, and professional nursing practice in the delivery of patient-centered care
2. Utilize leadership skills and knowledge of system-based practice to enhance the quality and safety of nursing practice within health care systems

3. Integrate the use of critical thinking skills by combining nursing knowledge and evidence-based research to advance professional nursing practice

4. Examine how informatics, information management systems, and patient care technology impact patient-care outcomes

5. Analyze the direct and indirect influence that external and internal factors (i.e. health care policies, practices, and regulatory environments) have on population health and professional nursing practice

6. Deliver patient-centered care as a member of an interdisciplinary team, emphasizing communication, evidence-based practice, quality improvement approaches, and informatics

7. Collaborate with healthcare professionals and patient populations to promote conditions and health behaviors that improve population health across the lifespan

8. Demonstrate accountability for the delivery of professional nursing care that is consistent with altruistic, ethical, and humanistic principles

9. Adapt nursing care based on patient preference, healthcare environment, and scientific advancement

D. N 1.04 (l) (d) Overview of the Curriculum

General Structure
Lakeland University proposes to establish a postlicensure Bachelor of Science in Nursing (BSN) degree program for licensed Registered Nurses who hold an Associate’s Degree in Nursing (ADN). The curriculum integrates theoretical and practical experience. Within the theoretical coursework students are expected to reflect on their professional nursing practice. Reflection is an expression of the learner’s insight of their own experiences, beliefs, opinions, perceptions and observations. Reflective thinking transforms situations, enhances clarity, improves problem solving, expands perspective and ultimately transforms practice. Reflection is utilized throughout the curriculum to increase critical thinking, synthesize knowledge and bridge theory and practice.

An experiential learning course is built into the curriculum titled NUR 430: Community and Population Health Practicum (Writing Intensive – WI). According to AACN’s Recommended Baccalaureate Competencies and Curricular Guidelines for Public Health Nursing (2013), the need to improve the undergraduate student’s competency of population-focused health promotion and care coordination has never been greater. As acute care costs continue to rise at extraordinary rates, development of incentives to decrease hospital readmission rates, a shift from illness-focused acute care skills, and healthcare policy focusing on social determinants of health; the need for professional nurses to engage in community and population assessment, health promotion, and interdisciplinary efforts to improve health is critical.
The RN to BSN Completion Program practicum experience will provide the graduate the knowledge, skills and abilities to care for clients across all levels of prevention and over the entire healthcare continuum.

Curriculum Framework
The proposed curriculum meets the standards of nursing practice as provided by the American Association of Colleges of Nursing (AACN); the American Nurses Association (ANA); the Wisconsin Board of Nursing; the International Council of Nurses (ICN); Interprofessional Education Collaborative; the Massachusetts Department of Higher Education Nursing Initiative; the Quality and Safety Education for Nurses (QSEN) Institute; the Technology Informatics Guiding Education Reform (TIGER); and the National League for Nursing (NLN).

The foundation of the curriculum is based on the program outcomes which were derived from the following documents:

AACN developed an accrediting body for baccalaureate and graduate degree nursing programs called the Commission on Collegiate Nursing Education (CCNE). CCNE focuses on ensuring that the nation’s baccalaureate programs are providing a quality product that meets the standards set by the professional nursing community. CCNE requires that The Essentials of Baccalaureate Education for Professional Nursing Practice (2008) are incorporated into the program, demonstrating good educational practice in the field of nursing is upheld. Students graduating from a CCNE accredited program are positioned for acceptance into graduate level nursing programs. Lakeland University plans to have the RN to BSN Completion Program accredited by CCNE. The nine Essentials are:

- Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
- Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- Essential III: Scholarship for Evidence Based Practice
- Essential IV: Information Management and Application of Patient Care Technology
- Essential V: Health Care Policy, Finance, and Regulatory Environments
- Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Essential VII: Clinical Prevention and Population Health
- Essential VIII: Professionalism and Professional Values
- Essential IX: Baccalaureate Generalist Nursing Practice

The curriculum presented is developed to meet the Board of Nursing (BON), Chapter N 1, Approval for Schools of Nursing Standards (N 1.08 (4) Curriculum). The Wisconsin BON requires that the curriculum enables the learner to develop the nursing knowledge, skills, and abilities necessary for the level, scope and standards of competent nursing practice. The curriculum includes, as per the BON requirements, the ability for the learner to develop nursing knowledge, skills, and abilities with the inclusion of content regarding professional responsibilities, ethical and legal issues, health promotion and disease prevention, care of the patient from diverse backgrounds, integration of evidence-based practice, patient-centered care, and interprofessional collaboration.

The American Nurses Association (ANA) is the professional organization that represents the nation’s registered nurses. The ANA advances the nursing profession by developing standards of practice, setting health care policy, supporting positive, safe work environments, and leading through innovation and evidence. The ANA guides nursing practice primarily through two contemporary professional resources that inform the registered nurse’s thinking and decision-making. The first, the Code of Ethics for Nurses with Interpretive Statements (2015) and the second, Nursing: Scope and Standards of Practice (2015). The first publication establishes the ethical framework for which nurses base their practice and the second publication identifies the expectations of professional nursing practice. Hence, the rationale for including the publications in the program curriculum.

The Interprofessional Education Collaborative (IPEC) core competencies grew out of the efforts from professions including: dentistry; nursing; medicine; osteopathic medicine; pharmacy; and public health. The goal is to extend education beyond profession-specific efforts and challenge the students to engage others in collaborative practice. The National League for Nursing, the voice of nurse educators, proposes that educational units create and provide opportunities for interprofessional education. Interprofessional collaboration encourages professionals to gain competence in team work with a goal of providing safer, quality care to multiple populations in a variety of health care settings. The core competencies of Interprofessional Collaboration in Education include:
1. Values & Ethics: Work with individuals of other professions to maintain a climate of mutual respect and shared values.

2. Roles & Responsibilities: Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.

3. Interprofessional Communication: Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.

4. Teams & Teamwork: Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective and equitable.

The Quality and Safety Education for Nurses (QSEN) project, which began in 2005, identifies six competencies that are central to improving the knowledge, skills, and attitudes of nursing students. The overall project goal is to provide nurses with the tools necessary to improve the quality and safety of their individual performance and that of the healthcare systems in which they work. QSEN core competencies and teaching strategies are included in the RN to BSN curriculum at various points to improve the student’s application of quality and safety in practice.

The Technology Informatics Guiding Education and Reform (TIGER) is a nursing initiative that focuses to maximize the integration of technology and informatics in the clinical workforce. Specifically, TIGER, set forth specific actions for improving nursing practice, education, and the delivery of patient care. In 2011, a minimum set of competencies was identified and published that identified basic computer competencies, information literacy, and information management as foundational for practicing nurses. Those three parts of the TIGER Nursing Informatics Competency Model are embedded in the curriculum.

A review of the above literature showed common themes that act as the framework of the curriculum, including: professionalism; quality improvement; informatics and patient care technology; leadership; research and evidence-based practice; health systems/health policy; health promotion and disease prevention; care across the lifespan; cultural sensitivity and cultural competence; ethical practice; patient-centeredness and safety; and interprofessional collaboration and communication.

Communities of interest (COI) have provided input to the proposed mission, philosophy, program outcomes and curriculum plan. The COI include: six (6) nursing leaders at Aurora Medical Center Manitowoc County; eleven (11) nursing leaders at Aurora Sheboygan Memorial Medical Center; three (3) nursing leaders at Hospital Sisters Health System; two (2) nursing leaders at River’s Bend Health Services; four (4) nursing leaders at Prevea Health; two (2) nursing leaders at Sheboygan County Division of Public Health; two (2) nursing leaders within the Wisconsin Department of Corrections; current and former nursing administrator at Lakeshore Technical College (LTC); current Associate Degree Nursing faculty at LTC; and current BSN student at Western Governors University.
RN to BSN Completion Program Curriculum

To be granted a baccalaureate degree from Lakeland University students must earn 120 semester hours through a combination of transfer credits and credits earned at Lakeland. The student entering the program as a transfer student will be awarded up to 72 semester hours (credits) with an earned Associate Degree in Nursing. Therefore a minimum of 48 semester hours are needed to fulfill the requirement for earning a BSN at Lakeland University. The combination of the transfer credits and credits awarded at Lakeland University will establish coursework in the biological, physical, social and behavioral sciences. The curriculum is developed by nursing faculty/administrator who holds a Master of Nursing Science. The curriculum is comprised of three components:

- Interdisciplinary Studies
- Nursing Core Curriculum
- Area of Emphasis

The objective of the curriculum is to broaden the student’s capacity of nursing knowledge, skills and abilities at the baccalaureate level of nursing practice. The RN to BSN program nursing core curriculum expands on the foundation of the associate degree nursing curriculum and allows the student to reflect on professional performance, increase problem solving, and enhance critical thinking. In addition to meeting the nursing program learning outcomes, the interdisciplinary studies and areas of emphasis allow students to strengthen academic skills, broaden intellectual horizons, explore new academic areas of interest, and enhance critical thinking.

The curriculum course descriptions can be found in Appendix E. The curriculum is comprised of the following coursework:

1. **Interdisciplinary Studies** – 9 semester hours
   - GEN 112: Composition II: Argumentation and Research
   - Core II
   - Core III

2. **Nursing Core Curriculum** – 27 semester hours
   - NUR 301: Professional Nursing Practice
   - MAT 220: Probability and Statistics
   - NUR 303: Research and Evidence-Based Practice in Nursing
   - NUR 320: Comprehensive Health and Physical Assessment
   - NUR 330: Healthcare Systems, Policy, Regulation, and Advocacy
   - NUR 401: Systems Leadership for Quality Improvement
   - NUR 403: Informatics and Patient Care Technologies in Healthcare
   - NUR 420: Community Health and Population-Focused Nursing
   - NUR 430: Community and Population Health Practicum (WI)

3. **Area of Emphasis (select one of five)** – 12 semester hours or as needed
   - Healthcare Business Management Courses (choose 4 of 6 or as needed)
i. ACC 210: Financial Accounting Principles
ii. BUS 308: Healthcare Financial Management
iii. BUS 309: Healthcare Economics
iv. BUS 422: Healthcare Law and Ethics
v. NPO 140: Introduction to Nonprofit Organizations
vi. PSY 282: Industrial/Organizational Psychology

b. System Leadership and Management
Courses (choose 4 of 6 or as needed)
i. BUS 330: Management Principles
ii. BUS 380: Human Resource Management
iii. BUS 466: Human Resource Development
iv. BUS 492: Organizational Leadership
v. COM 310: Leadership Communication
vi. PSY 282: Industrial/Organizational Psychology

c. Cultural and Diversity Studies
Courses (choose 4 of 6 or as needed)
i. CRJ 200: Victimology
ii. CRJ 202: Drugs, Crime, and Society
iii. HIS 372: United States Ethnic History
iv. PSY 227: Cross-Cultural Psychology
v. PSY 306: Gender: Biopsychosocial Perspectives
vi. REL 132/SOC 132: Religious Diversity in America

d. Behavioral and Psychiatric Health
Courses (choose 4 of 6 or as needed)
i. COM 365: Health Behavior Communication
ii. PSY 305: Health Psychology
iii. PSY 321: Personality Theories
iv. PSY 361: Aging: Bio-psychosocial Implications
v. PSY 372: Abnormal Psychology
vi. PSY 417: Drugs and Behavior

e. Student Designed
i. Students may propose a twelve (12) semester-hour emphasis in an area of academic interest. This concentration plan must be approved in advance by the student’s academic advisor, Director of the Nursing Program, and the Dean of the School of Science, Technology & Education. Up to 6 semester hours of Experiential Learning may be used to fulfill Student Designed. Cooperative Education courses may not be used to satisfy the requirement of this concentration.

The RN to BSN program is available as a full-time or half-time option. The full-time option is comprised of five full-time and one half-time terms. The student may also follow a half-time track as well, and complete the program in eight terms. Embedded in the curriculum is a practicum experience in community and population health. The practicum is
designed and incorporated to extend knowledge into practice. Please see sample program progression plans and associated timelines in Appendix F.

Curricula in the RN to BSN Completion Program is organized to move content and coursework from simple to complex while gradually increasing student expectations with each semester. Appendix G provides the course syllabi for the core nursing courses that will be delivered in the first year, based on full-time student enrollment. Throughout the curriculum skills in writing, application of practice through case scenarios, and reflection of practice are required. Individual and group work are required throughout the curriculum. Cooperative learning as a student-centered instructional method will be incorporated to assist students in developing skills as a nursing leader and member of a multidisciplinary team.

No simulated experiences are planned for the RN to BSN Completion Program.

**Delivery Format**

Over 30 years ago Lakeland University introduced Wisconsin’s first adult education program, known as the William R. Kellett School of Adult Education or Evening, Weekend, and Online Program. The Kellett School offers 11 undergraduate programs and 4 graduate programs at seven (7) Wisconsin Centers uniquely positioned throughout the state. The RN to BSN Completion Program will be offered via the Kellett School of Adult Education, also known as Evening, Weekend, and Online (EWO). Three delivery formats are currently supported at Lakeland University.

One format, BlendEd® Live, is a flexible learning option in which the student chooses their learning option each and every week. This format allows learners the opportunity to see and communicate with each other live, experiencing the diversity and enrichment of an expanded classroom. BlendEd® Live allows the learner to select, week to week, from the following options:

1. Attend the live class face-to-face at one of the seven Center Locations
   - Central Wisconsin Center (located in Wisconsin Rapids)
   - Chippewa Valley Center (located in Chippewa Falls)
   - Fox Cities Center (located in Neenah)
   - Green Bay Center (located in Green Bay)
   - Madison Center (located in Madison)
   - Milwaukee Center (located in Milwaukee)
   - Sheboygan (located in Plymouth at main campus)

2. Attend the class virtually, from the seven Center Locations or remotely from any location with an Internet connection, as it streams live from the face-to-face location.

3. Attend online at the student’s convenience as the live class is digitally video-recorded, uploaded to the learning management system (Blackboard), and available for access any time and “on-demand”

Lakeland University’s Instructional Design Team oversee the delivery, recording, broadcasting, and uploading of the BlendEd® Live courses. The nursing curriculum will be delivered primarily via the BlendEd® Live format with additional online instruction.

Interdisciplinary Studies courses and courses in the area of emphasis may be offered via the BlendEd® Live format as described above. Alternatively, courses may be delivered in the BlendEd® or online format as necessary. BlendEd® allows the student the same week to week flexibility as BlendEd® Live, but in this delivery format the student can
attend class in person at one of the Kellett Center locations or online on their own time with interactive online discussion boards. Online courses may be offered. In the online format the student completes classwork on their own time, participating in interactive online discussion boards, and completing assignments/exams at a time suitable to the student’s active and busy schedule.

Assessment of Expected Outcomes and Program Assessment Plan
In accordance with departmental, institutional, Wisconsin Board of Nursing self-evaluation report, and accreditation requirements of CCNE (CCNE, 2018), systematic and ongoing evaluation methods for the program will examine achievements of expected outcomes. The nursing program has developed a program assessment plan (Appendix H) that identifies expected outcomes. Full-time and adjunct faculty will have ongoing input in the implementation and evaluation of the program. The program assessment plan is a working document that will be reviewed as necessary but at a minimum of annually. Outcomes are assessed and data/findings are used to identify strengths of the program; recognize areas for program development and improvement; refine the curriculum; ensure professional standards and guidelines are adhered to and incorporated into the program; update policies; allocate resources; support strategic planning; enhance teaching/learning strategies; and improve the quality of the program.

The program assessment plan includes the following measurable objectives that will be used to guide the program improvement process:

1. Course completion rates (equal to or greater than 90%)
2. Retention rates (fall to fall) (equal to or greater than 85%)
3. Program completion rates (equal to or greater than 70%)
4. Program graduate employment patterns and rates (equal to or greater than 90%)
5. Program graduate perception of achievement of program learning outcomes (equal to or greater than 4.0 (agree) on 5-point Likert scale)
6. Employer perception of graduate achievement of program learning outcomes (equal to or greater than 4.0 (agree) on 5-point Likert scale)
7. Program graduate desire to, admission to or attainment of advanced degrees
8. Faculty perception of satisfactory achievement of faculty identified outcomes that support program effectiveness
9. Student nursing program appeals and grievances with action taken

Periodic review and revision, as appropriate, of the mission, program learning outcomes, and course learning outcomes will be completed to ensure professional nursing standards and guidelines are being met. The review process also includes input from communities of interest (COI), which is defined as those individuals, groups, or systems who have interest in the mission and expected outcomes of the RN to BSN Completion Program and its effectiveness in achieving them. Communities of interest range from community stakeholders (employers, prospective students, clients and regulatory bodies), current students, faculty, and alumni, to institutional leadership. The program will seek input from COI via the Nursing Program Board of Advocates (BOA). Invitations are extended by the Director of the Nursing Program as she meets with employers, students, alumni, and clients (public interest group). BOA meetings will be held semiannually. Documentation of discussions related to the needs and expectations of the COI and resultant decision-making will be reflected in BOA meeting minutes and the program assessment plan.

Student feedback is collected each time a course is delivered by way of SmartEvals, a course evaluation application that is an internet-based product which interfaces with Blackboard, the learning management system used at Lakeland.

W3718 South Drive Plymouth, WI 53073 • 800-569-2166 • 920-565-1000 • Lakeland.edu
University. Annually, in spring, faculty will analyze data from student feedback from SmartEvals and course and program completion rates. The analysis will guide review and revision, as appropriate, of the curriculum and teaching-learning practices. Updates to courses will be reflected in the course report. Program updates will be noted in the program assessment plan. Course completion rates will be equal to or greater than 90% for the RN to BSN program student. A term by term course report will provide a summary of individual course components, assessment techniques, course/student data, and curricular changes, actions and/or improvement plans. An example of a course report can be found in Appendix I.

Assessment and achievement of program learning outcomes, adapted from *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008), will occur through a systematic process. Qualitative and quantitative data for achievement of program learning outcomes are collected and analyzed throughout a 2-year cycle, see table below. Obtaining data related to the achievement of program learning outcomes will occur through surveys and review of assessment rubrics. Surveys will be conducted as follows:

- Preceptors will be surveyed at the completion of NUR 430: Community and Population Health Practicum (WI)
- Nursing program graduates will be surveyed 6 months post-graduation
- Alumni will be surveyed 3 years and 5 years post-graduation
- Employers will be surveyed 6 – 12 months post-graduation (employers identified through the graduate survey)

Data collected in the surveys will include evaluation of student achievement of program learning outcomes, employment patterns and rates, and continuation of higher education (lifelong learning). The benchmark for level of achievement for program learning outcomes is at or above 4.0 (agree) on 5-point Likert scale. Documentation of data collection, analysis, actual outcomes, decision-making and actions will be reflected in meeting minutes and the program assessment plan.

### Program-Level Learning Outcomes and Reporting Cycle

<table>
<thead>
<tr>
<th>Outcome Number</th>
<th>Student Learning Outcome</th>
<th>Cycle</th>
<th>Academic Year</th>
<th>Reporting Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1:</td>
<td>Synthesize knowledge from the liberal arts, sciences, and professional nursing practice in the delivery of patient-centered care (AACN Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice)</td>
<td>Year 1</td>
<td>2019 - 2020</td>
<td>December 1, 2020</td>
</tr>
<tr>
<td>Outcome 2:</td>
<td>Utilize leadership skills and knowledge of system-based practice to enhance the quality and safety of nursing practice within health care systems (AACN Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety)</td>
<td>Year 1</td>
<td>2019 - 2020</td>
<td>December 1, 2020</td>
</tr>
<tr>
<td>Outcome 3:</td>
<td>Integrate the use of critical thinking skills by combining nursing knowledge and evidence-based research to advance professional nursing practice (AACN Essential III: Scholarship for Evidence Based Practice)</td>
<td>Year 1</td>
<td>2019 - 2020</td>
<td>December 1, 2020</td>
</tr>
<tr>
<td>Outcome 4:</td>
<td>Examine how informatics, information management systems, and patient care technology impact patient-care outcomes (AACN Essential IV: Information Management and Application of Patient Care Technology)</td>
<td>Year 1</td>
<td>2019 - 2020</td>
<td>December 1, 2020</td>
</tr>
<tr>
<td>Outcome 5:</td>
<td>Analyze the direct and indirect influence that external and internal factors (i.e. health care policies, practices, and regulatory</td>
<td>Year 1</td>
<td>2019 - 2020</td>
<td>December 1, 2020</td>
</tr>
</tbody>
</table>
Student achievement of program learning outcomes will also be measured with the use of rubrics in the nursing curriculum. Rubrics developed by qualified nursing faculty will be utilized in each course and applied to each student. Utilizing NUR 430: Community and Population Health Practicum (WI) as an example, the rubric for the portfolio, project and practicum reflective journal will be employed to demonstrate achievement of program learning outcomes, in addition to meeting the course outcomes. The assessment data will be collected with delivery of each section of NUR 430 and analyzed annually in spring. Students enrolled in NUR 430 will meet (good) or exceed (excellent) expectations 100% of the time for the portfolio, project and practicum reflective journal. Additionally, program effectiveness data will be collected from student preceptors. Data collected from preceptors will demonstrate 100% of students will meet (sufficient) or exceed (exemplary) course performance. Preceptor evaluation of NUR 430: Community and Population Health Practicum (WI) will be collected with delivery of each section and compiled and analyzed annually in spring. Preceptors will complete a formal evaluation of student achievement of program outcomes. Preceptor feedback will demonstrate student achievement of program learning outcomes at or above 4.0 (agree) on 5-point Likert scale.

### E. N 1.04 (1) (e) Academic and Student Policies

Academic policies for Lakeland University students are published and accessible to students and can be found in the Lakeland University Evening, Weekend and Online Undergraduate and Graduate Academic Catalog located at [https://catalog.lakeland.edu/](https://catalog.lakeland.edu/). The RN to BSN Completion Program policies published in the RN to BSN Nursing Program Student Handbook are supplemental to the Lakeland University academic catalog and student handbook. Nursing program policies and nursing student handbook are modeled after the parent institutions policies to ensure congruency and fairness. Nursing program policies and the nursing student handbook will be published and accessible to prospective students via lakeland.edu and current students via my.lakeland.edu. Program policies are reviewed annually and updated as necessary to foster program improvement. The RN to BSN Nursing Program Student
Handbook is located in Appendix J. Admission to the nursing program may commence when the Wisconsin Board of Nursing authorizes and grants Lakeland University permission to admit students.

Lakeland University offers many opportunities for student involvement. With over 45 clubs and organizations, students can get involved to meet people, develop leadership skills, contribute to the community, pursue an interest or just have fun. Students can make a difference and enrich their experience at Lakeland University through participation in student governance activities as well. Healthcare organizations seek graduates that have demonstrated their involvement and leadership. The nursing program values student input in the curriculum, assessment, evaluation, and direction of the program. The Director of the Nursing Program, nursing faculty, and nursing students have the opportunity to participate in program governance through committee involvement and work. Committees include:

- **Nursing Student Advisory Committee**
- **Nursing Student and Faculty Forum**
- **Nursing Program Board of Advocates**

For complete descriptions of the above committees please see the Nursing Program Student Handbook.

**F. N 1.04 (1) (f) Practicum Policies and Facilities**

An important aspect of the nursing curriculum will be the provision of a practicum experience. NUR 430: Community and Population Health Practicum (WI) includes a practical component and has a writing-intensive (WI) element. Practicum experience provides the student an opportunity to synthesize knowledge, utilize leadership skills, collaborate interprofessionally, integrate evidence-based research to practice, examine factors that impact patient-care outcomes, and analyze phenomena that influence nursing practice. The practicum experience will consist of 75 hours of experiential learning and will be the last course of the nursing core curriculum sequence.

Lakeland University students take at least six (6) semester hours of writing-intensive coursework prior to graduation. Three (3) semester hours will be fulfilled by an upper-level Core III course and the remaining three (3) semester hours will be fulfilled through the student's major, in this case NUR 430. Writing-intensive courses are designed to improve the students writing skills through writing instruction, peer editing, and student-faculty conferences.

Practicum guidelines for students and preceptors can be found in the Nursing Program Student Handbook and the Practicum Handbook (Appendix K), respectively.

Practicum facilities utilized by students enrolled in the RN to BSN Completion Program will be arranged by the learner with support from the director of the nursing program. Facility selection will be based on written criteria, ability to meet practicum objectives and utilization will be conducted with consultation from the agency. Affiliation agreements between practice partners and Lakeland will be secured prior to students participating in practicum. Appendix L includes a copy of the Lakeland University Affiliation Agreement, as well as signed affiliation agreements with practice partners who have expressed support of the nursing program. Corresponding facility selection form #1004 and job descriptions are included for each facility. The Director of the Nursing Program continues to meet with practice partners to garner input from communities of interest to ensure the nursing program is meeting employer needs and expectations, gain support of the program and secure signed affiliation agreements for practicum experience.
Preceptors utilized will act in a supportive role to the nursing faculty. Nursing faculty and/or the director of the nursing program will orient the preceptor to the role. The roles and responsibilities of all parties will be defined in writing and disseminated between student, preceptor, and faculty. All preceptors will hold a minimum of a BSN and hold a current, active registered nurse license that is unencumbered. Preceptors will be evaluated by nursing faculty and reappointed on an ongoing basis.

G. N 1.04 (1) (g) Updated Timeline

The admission of the first cohort of 25 students into the nursing courses is projected for fall 2019. The timeline for implementing the program and enrolling students of the RN to BSN Completion Program will commence after the university is authorized to admit students to the nursing program. Timeline is as follows:

October 2018 (Update to original plan: COMPLETED)
- Present Application to Plan a School of Nursing at the Wisconsin BON October 11, 2018 Meeting

November 2018 (Update to original plan: COMPLETED)
- Develop school of nursing philosophy, purpose, and objectives
- Meet with communities of interest for programming planning
- Design curriculum
- Review current student policies for admission, progression, retention and graduation and amend/add to meet nursing standards

December 2018 (Update to original plan: COMPLETED)
- Finalize curriculum through Lakeland University curriculum approval process
- Create faculty job descriptions
- Generate contract/affiliation agreement within Lakeland University to pursue agreements with clinical facilities securing practicum opportunities

January 2019 (Update to original plan: ONGOING)
- Continued meetings with communities of interest for program planning
- Secure support from communities of interest including letters of support, Facility Selection Form #1004, RN position descriptions, and affiliation agreements/memorandum of understanding
- Update timeline for implementing RN to BSN Completion Program

February 2019
- Submit Application to Admit form along with supporting documents (forms # 3027, 1114, and 1004) to Wisconsin BON

March 2019
- Present application for Authorization to Admit form along with supporting documents to Wisconsin BON at March 14, 2019 meeting
April 2019
- Present any needed updates to the application for Authorization to Admit along with supporting documents to Wisconsin BON at the April 11, 2019 meeting
- Participate in Higher Learning Commission comprehensive on-site visit for reaffirmation of accreditation

Spring 2019
- Market program to community (commence upon approval from BON and HLC)
- Recruit and admit students (commence upon approval from BON and HLC)
- Submit application for new applicant status to the American Association of Colleges of Nursing (AACN), Commission on Collegiate Nursing Education (CCNE)
- Recruit nursing faculty (ongoing)

Summer 2019
- Hire nursing faculty
- Submit Faculty/Educational Administrator Qualification Record (form #1114) to Wisconsin BON
- Develop courses in learning management system

Fall 2019
- Admit first students to RN to BSN Completion Program at Lakeland University
- Submit updated Faculty/Educational Administrator Qualification Record (form #1114) to Wisconsin BON and supporting documents demonstrating sufficient number of faculty to teach upcoming courses (September 2019 and December 2019)
- Schedule on-site evaluation with CCNE for fall 2020/spring 2021

- Submit updated Faculty/Educational Administrator Qualification Record (form #1114) to Wisconsin BON and supporting documents demonstrating sufficient number of faculty to teach upcoming courses

Fall 2020/Spring 2021
- Conduct CCNE on-site evaluation seeking initial accreditation term of 5 years

Summer/Fall 2021 (after graduation of the first class)
- Submit Nursing School Self-Evaluation Report for Initial Board of Nursing Approval (form #3029) and supporting documents to Wisconsin BON
- Plan and conduct Wisconsin BON site survey

January 2022 and annually
- File with the Wisconsin BON all documentation for continuation of board approval

Fall 2025/Spring 2026 (approximate)
- Conduct CCNE comprehensive on-site program evaluation seeking continued accreditation term of 10 years
Appendix A

Director of the Nursing Program
Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366 1400 E. Washington Avenue Madison, WI 53708-8366
Madison, WI 53703 FAX #: (608) 266-2602 E-Mail: dspswisconsin.gov
Phone #: (608) 266-2112 Website: dspswisconsin.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): Hamm, Kerry WI RN License #: 137771-30

School of Nursing Employed By: Lakeland University

Type of Nursing Program(s) (ADN, PN, BSN, etc.): RN to BSN Completion Program (postlicensure bachelor's degree)

Position: X Educational Administrator Faculty

Appointment Effective Date: September 1, 2018

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

<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>
</tr>
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<tbody>
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#1114 (Rev. 12/14)
Ch. N 1.08 Wis. Admin. Code

Committed to Equal Opportunity in Employment and Licensing
Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

Fully-qualified educational administrator must have current, active Registered Nurse license or privilege to practice in Wisconsin that is not encumbered, a graduate degree with a major in nursing, knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation, current knowledge of nursing practice, and either 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>
</tr>
</thead>
<tbody>
<tr>
<td>Bellin College</td>
<td>Green Bay/WI</td>
<td>May 2008</td>
<td>Masters of Science in Nursing</td>
<td>Nursing – Nurse Educator</td>
<td></td>
</tr>
<tr>
<td>Ohio University</td>
<td>Athens/OH</td>
<td>March 2001</td>
<td>Bachelors of Science in Nursing</td>
<td>Nursing</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Ohio University – Chillicothe</td>
<td>Chillicothe/OH</td>
<td>June 1996</td>
<td>Associate Degree in Applied Science (AAS)</td>
<td>Nursing</td>
<td></td>
</tr>
</tbody>
</table>

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>
<thead>
<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>
</tr>
</thead>
</table>

Kerry Hamm MSN, RN
Educational Administrator

Signature

(920) 565-1000 ext. 2903
Telephone Number

Director of Nursing Program
Title

Date

HammKL@lakeland.edu
Email Address

Page 2 of 2
POSITION DESCRIPTION
Position Title: Director of Nursing
Reports To: Dean of the School of Science, Technology, and Education
Date Updated: 6/11/18

POSITION PURPOSE:
The Director of Nursing is responsible for full administrative oversight of the BS-Nursing completion program. The Director of Nursing works with the Dean of the School of Science, Technology, and Education to recruit, mentor, and evaluate faculty. The Director is also responsible for teaching in the program and working with faculty in the School of Science, Technology, and Education to coordinate curriculum and assessment focused on providing high quality instruction to transfer students in the Nursing program. The Director coordinates with administrative staff in the Kellett School and Wisconsin Technical College System partners to support an integrated approach to admission and retention of nursing students; training of advisors; and course scheduling. This will be a 12-month position, contingent upon accreditor approval of the program.

GENERAL EXPECTATIONS
All Lakeland employees are expected to:

- Demonstrate in their words and actions an appreciation for the history of Lakeland University and a commitment to its stated mission;
- Represent unequivocally in their behavior the stated values of the University;
- Be good stewards of the University’s resources, including its personnel and the goodwill of its friends, its alumni, and local community;
- Work collaboratively (as opposed to competitively) with their peers to meet objectives and achieve our goals;
- Keep their supervisor appropriately informed;
- Be forthright and honest in their communication with all members of the university community;
- Treat all members in a manner of teamwork and respect;
- Acts in a manner that sets the standard for service in higher education and the core principles of Lakelanders Excelling at Professionalism (LEAP) – show respect, communicate and be positive;
- Advise their supervisor with respect to all matters that require their attention, including their own performance.

ESSENTIAL FUNCTIONS
The Director of Nursing is responsible for every aspect of the program including:

(1) Teaching at least one course per term in the program.

(2) Overseeing the ongoing health of the Nursing program and for using assessment data to work with the faculty to update specific components (including, but not limited to curriculum, pedagogy, course scheduling, partnerships, and staffing) to ensure the program is meeting the expectations of its students, partner organizations, and the university,
(3) Conducting program review for and serving as liaison to the Commission on Collegiate Nursing Education, other IHE's, and other agencies and organizations for program improvement,

(4) Clearly and consistently implementing approved University policies and procedures in regards to program admissions, program staffing, grade mediation, internship placements, etc.,

(5) Supervising all nursing adjunct faculty and providing meaningful feedback for faculty development,

(6) Providing consistent, accurate, and timely communication to all new and continuing BSN students, instructors and Kellett School staff, which may require periodic travel to the centers,

(7) Employing a collaborative leadership style that empowers and builds on the collective expertise of faculty and staff in the Kellett School and the traditional program,

(8) Recommending to the Dean of the School of Science, Technology, and Education budget allocations for program improvement,

(9) Overseeing and facilitating meetings of the advisory board for nursing.

(10) Working with members of the Advancement Team to develop relationships with partner schools and organizations for student placements and/or training opportunities.

(11) Participating meaningfully in the life of the University,

(12) Participating in school and committee meetings as deemed appropriate,

(13) Ensuring all program materials are current, whether in print or online.

SPECIALIZED KNOW-HOW & SKILLS

- A minimum of a master's degree in nursing; terminal degree preferred
- Instructional experience in a nursing program at the undergraduate level; graduate level experience preferred
- Current license and experience as a Registered Nurse

PHYSICAL DEMANDS AND WORK ENVIRONMENT

- No or very limited exposure to physical risk;
- No or very limited physical effort required;
- Work is normally performed in a typical interior/office work environment.

OTHER DUTIES
• Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.
Kerry L. Hamm, MSN, RN
1410 Whitewater Drive
Manitowoc, WI 54220
dnkhamm@gmail.com
920-323-4181

LICENSURE/CERTIFICATIONS
2001 - Present  Registered Nurse; Wisconsin Department of Safety and Professional Services
1996 - 2001  Registered Nurse; Ohio Board of Nursing
2001 - 2003  Neonatal Resuscitation Program (NRP) Provider
2000 - 2002  Pediatric Advanced Life Support (PALS) Provider
1998 - 2002  Advanced Cardiovascular Life Support (ACLS) Program Provider
1995 - Present  Basic Life Support (BLS) for the Healthcare Provider

EDUCATION
Bellin College – Green Bay, Wisconsin
Master of Science in Nursing – summa cum laude
May 2008
Leadership Integration Project: Utilizing Simulation as a Teaching Tool to Develop Leadership, Demonstrate Decision Making, and Cultivate Critical Thinking

Ohio University – Athens, Ohio
Bachelor of Science in Nursing – cum laude
Business Administration minor
March 2001

Ohio University – Chillicothe, Ohio
Associate Degree in Applied Science Nursing
June 1996

HONORS and AWARDS
2014  See Your Greatness Award: Lakeshore Technical College
2008  Induction Sigma Theta Tau International: Honor Society of Nursing

PRESENTATIONS
2018  Test Item Writing Workshop – LTC Nursing Faculty, Developer and Facilitator
2017  Cooperative Learning Panel Discussion – LTC Faculty Professional Development
2017  Nursing Program Options Overview – LTC Health Division Open House
2016  Nursing as a Profession - Plymouth High School, Guest Speaker
2016  Cooperative Learning – WTCS Nursing Faculty Regional Meeting
2015  Pinning Ceremony – Faculty Guest Speaker
2014  WIDS Repository Navigation WTCS Regional Meeting
2011  Improving Student Retention in Intro to Clinical Practice WTCS Regional Meeting
2008/2009  Utilizing Simulation as a Teaching Tool to Develop Leadership, Demonstrate Decision Making, and Cultivate Critical Thinking Poster Presentation Bellin College of Nursing Alumni Luncheon and WTCS Nursing Faculty Statewide Meeting
NURSING DEPARTMENT and COLLEGE COMMITTEE MEMBERSHIP

2018  Institutional Review Board Committee, Member
2018  Simulation Committee, Member
2017 – 2018  EAC Visual Data Committee, Member
2017 – 2018  WTCS Concept Based Curriculum Committee, Member
2016  Transitions NCLEX Prep Committee, Chairperson
2016  Employee Performance Review Committee, Member
2016  Ad Hoc Calendar Committee, Member
2015 – 2018  Exit Exams and Student Learning Outcomes, Accreditation Standard 6 Committee, Member
2015  Ad Hoc Developing a Vision for the Nursing Program Committee, Member
2014 - 2016  Faculty mentor
2012 - 2018  Accreditation Standard 4 Committee, Chairperson
2012 - 2016  Wisconsin Technical College Nursing Curriculum Committee, Member and Wiki Master
2008 - 2012  Lakeshore Chapter of the Student Nurses Association, Advisor

PROFESSIONAL MEMBERSHIPS

2018 – Present  Lakeshore Health Care Alliance member
2018 – Present  Administrators of Nursing Education of Wisconsin member
2017 - Present  American Nurses Association/Wisconsin Nurses Association member
2008 - Present  Sigma Theta Tau International: Honor Society of Nursing member
2007 - Present  National League of Nursing member
2003 - 2005  Preventative Cardiovascular Nurses Association member
1997 - 1999  American Nurses Association/Ohio Nurses Association member

PROFESSIONAL/INSTRUCTIONAL EXPERIENCE

Lakeland University – Plymouth, Wisconsin
Director of Nursing Program (September, 2018 – Present)

Lakeshore Technical College – Cleveland, Wisconsin
Instructor – Associate Degree Nursing (August, 2017 – August, 2018)

Teaching History

2017  Course/Clinical faculty for second year Clinical Transitions
2015  Course/Clinical faculty for second year Advanced Clinical Practice
2014 – 2018  Course coordinator and lecturer for second year Complex Health Alterations I
2014 – 2018  Course coordinator and lecturer for second year Advanced Skills
2014 – 2018  Course/Clinical coordinator for second year Intermediate Clinical Practice
2013 – 2014  Course coordinator and lecturer for second year Complex Health Alterations II
2011 – 2014  Course coordinator and lecturer for second year Virtual Clinical for 3rd Semester
2011 – 2014  Course faculty for first year Nursing Skills
2010  Lecturer for Medical Terminology, elective course
2009  Course/c clinical coordinator and lecturer for Nursing Assistant
2007 – 2014  Course/Clinical faculty for first year Introduction to Clinical Practice
2007 – 2014  Course/Clinical faculty for first year Introduction to Clinical Care Management
2007 – 2014  Course/Clinical faculty for first year Clinical Care Across the Lifespan; hospital-based obstetrics/postpartum focus and long-term care focus
2007 – 2014  Developer and facilitator of simulation for Introduction to Clinical Care Management

PROFESSIONAL ACTIVITIES (partial listing)
2019  Academic-Community-Public Health Partnerships to Improve Population Health: Webinar AACN
2019  Spring1819 EWO Instructor Orientation
2018  Population Health in Baccalaureate Education: Webinar AACN
2018  Project Management Foundations: Budgets: Certificate of Completion from Project Management Institute
2018  Introduction to Competency-Based Education, Nicolet College
2018  National Council of State Boards of Nursing Volunteer RN Item Writer
2017  National Council of State Boards of Nursing Volunteer RN Item Writer
2017  Accreditation Commission for Education in Nursing (ACEN) Self-Study Forum conference
2016  National Council of State Boards of Nursing Test Development and Item Writing
2016  Advanced Student Engagement Techniques/Critical Thinking: Greg Hodges presenter
2016  Achieving the Dream and Accelerated/Cooperative Learning: Greg Hodges presenter
2016  Elsevier Faculty Development conference (Critical Thinking, Test Item Writing, Important Aspects of Concept Based Curriculum)
2015  Strategies to Apply QSEN Standards
2015  Developing and Implementing a Concept Based Curriculum WTCS Nursing Faculty Statewide Meeting: Linda Caputi presenter
2015  NCLEX and Critical Thinking-How Do I make the Connection? WTCS Nursing Faculty Statewide Meeting: Linda Caputi presenter
2013  Building Bridges; Spanning the Generations; The Latest and Greatest Ways to Teach the iPod Generation: Bellin College of Nursing: Michelle Deck presenter
2013  Test Item Writing Workshop: Webinar WTCS ADN and Allied Health Faculty: Larry Simmons presenter

VOLUNTEER ACTIVITIES
2018  Middle School Math Meet, volunteer
2018  College Preview Night, Nursing Program Representative
2017  Health Division Open House, Nursing Program Representative
2014 – 2016 American Cancer Society Road to Recovery, Volunteer Driver
2011 – 2012 Meals on Wheels of Sheboygan County, Volunteer Route Driver
2011  American Cancer Society Relay for Life, Team Co-Captain
Appendix B

Nursing Instructor Position Description
POSITION DESCRIPTION
Position Title: Nursing Instructor

Reports to: Director of the Nursing Program
Date Updated: December 20, 2018

POSITION PURPOSE
The Nurse Educator is responsible for educating students in the RN to BSN Completion Program and working with the Director of Nursing in the provision of high quality instruction. Faculty in this role will have:

• Knowledge of educational theories and principles of adult learning
• Skill in curriculum development and implementation
• Experience in program and course evaluation
• Familiarity and experience in student assessment methodologies
• Competence in nursing practice
• Demonstration of professionalism including legal, ethical and professional values

GENERAL EXPECTATIONS  All Lakeland University staff members are expected to:

• Demonstrate in their words and actions an appreciation for the history of Lakeland University and a commitment to its stated mission;
• Represent unequivocally in their behavior the stated values of the University;
• Be good stewards of the University’s resources, including its personnel and the goodwill of its friends, its alumni, and local community;
• Work collaboratively (as opposed to competitively) with their peers to meet objectives and achieve our goals;
• Keep their supervisor appropriately informed;
• Be forthright and honest in their communication with all members of the University community;
• Treat all members in a manner of teamwork and respect;
• Act in a manner that sets the standard for service in higher education and the core principals of Lakelanders Excelling at Professionalism (LEAP) – show respect, communicate and be positive;
• Advise their supervisor with respect to all matters that require their attention, including their own performance.

ESSENTIAL FUNCTIONS

• Participate in the design, implementation and evaluation of the program, curriculum, courses and teaching and learning experiences
• Demonstrate effective communication skills that promote collaborative teamwork with others to ensure the program is meeting the expectations of its students, communities of interest, and the university
• Participate in accreditation activities for program improvement
• Clearly and consistently implement approved university and program policies and procedures
POSITION DESCRIPTION
Position Title: Nursing Instructor

- Engage meaningfully in the life of the university and participate in university and program governance
- Ensure all program and course materials are current and employ evidence-based practice
- Evaluate own teaching competencies, seek feedback, and use input to improve role effectiveness
- Provide constructive and developmental feedback to learners
- Utilize information systems to communicate, manage information, and make decisions

SPECIALIZED KNOW-HOW & SKILLS

- Master’s degree in nursing from an accredited school required; nurse educator focus preferred; a doctorate degree in nursing preferred; and
- Instructional experience in a nursing program at the undergraduate level preferred; 2 years recent instructional experience preferred; and
- Current, unencumbered RN license in Wisconsin or privilege to practice in Wisconsin; and
- At least two years’ of full-time nursing practice as an RN; recent practice experience preferred; and
- Current CPR for the Healthcare Professional (BLS) from the American Heart Association; and
- Background check clearance; and
- Ability to use technology and software both in and out of the classroom

PHYSICAL DEMANDS AND WORK ENVIRONMENT

- No or very limited exposure to physical risk
- Minimal physical effort required
- A combination of day, evening, and weekend hours may be required

OTHER DUTIES

- Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.
Appendix C

Nursing Faculty Program Documents
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): Lakohrese, Kathleen WI RN License #: 64601

School of Nursing Employed By: Lakeland University

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

Position: Educational Administrator Faculty

Appointment Effective Date:

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location</th>
<th>Graduation Date</th>
<th>Degree Earned or # of Credits</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Phoenix</td>
<td>Phoenix, AZ</td>
<td>8/1/2003</td>
<td>MSN</td>
<td>Nursing</td>
<td></td>
</tr>
<tr>
<td>Alverno College</td>
<td>Milwaukee, WI</td>
<td>12/1975</td>
<td>BSN</td>
<td>Nursing</td>
<td></td>
</tr>
</tbody>
</table>

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

3405 Pinewood Drive
Sheboygan, WI 53083

Phone: (Home) 920-458-0170
kathi.calabresa@charter.net

Professional Objective:
To obtain a nursing faculty teaching position at Lakeland University

Education:
- Masters of Science in Nursing - University of Phoenix August 2003
- Bachelor of Science in Nursing - Alverno College December 1975
  University of Wisconsin - Madison, July 1994

Work Experience:
Associate Dean of Nursing for Lakeshore Technical College
Lakeshore Technical College, Cleveland WI 53015
December 2014-June 2016

Nursing Faculty
Lakeshore Technical College, Cleveland WI 53015
August 2003-December 2014

Program Director BSN Completion Program
Silver Lake College, Manitowoc College, 55220
August 2006-May 2010

Staff Development Manager
Aurora Sheboygan Memorial Medical Center, Sheboygan WI 53083
July 1994- August 2003

Staff Nurse
Aurora Sheboygan Memorial Medical Center, Sheboygan WI 53083
September 1977- July 1994

Staff Nurse
Aurora West Allis Memorial Medical Center, Milwaukee, WI 53227
January 1975- September 1977

Areas of Experience:
- Lead the development, management and accreditation of nursing programs
- Lead the development of statewide curriculum design, modification, and delivery of instructional programs
• Implement innovative teaching strategies to improve student success
• Facilitate collaboration with community and student advisory committees.
• Participate in program evaluation through the quality review and accreditation process.
• Provide leadership for the implementation of alternate delivery system such as online programs throughout a college
• Assist in developing, managing, and monitoring department budgets
• Hire, supervise, coach, and evaluate nursing faculty
• Collaborate with faculty and program advisory to recruit, retain, and advise students.

Additional Training:
• Curriculum Design and Instruction
• Guidance and Counseling
• Educational Diversity
• Educational Psychology
• Educational Evaluation

Certifications
Wisconsin Technical College instructor certification
BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

Faculty/EA Name (Last, First): Spoerl, Tammy
WI RN License #: 131761-30

School of Nursing Employed By:

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

Position: _____ Educational Administrator

x Faculty

Appointment Effective Date:

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Concordia University</td>
<td>Mequon, WI</td>
<td>May 2013</td>
<td>MSN</td>
<td>Nurse Educator</td>
<td></td>
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<tr>
<td>Marian University</td>
<td>Fond du Lac, WI</td>
<td>Dec 1998</td>
<td>BSN</td>
<td>Nursing</td>
<td></td>
</tr>
<tr>
<td>Sun Prairie High School</td>
<td>Sun Prairie, WI</td>
<td>May 1987</td>
<td>H.S Diploma</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tammy Spoerl

Professional summary

My strengths and personal qualities include: reliable, ethical healthcare provider and educator with the ability to stay calm and intervene during crises; facilitate new nurses in their educational journey and collaborate on multidisciplinary teams. I have a proven ability to build positive relationships with patients, family members, co-workers, students, educators, physicians and other medical professionals.

EDUCATION

Concordia University of Wisconsin
Masters of Science in Nursing
   May 2013
   • Practicum Experience: Medical Surgical Unit focusing on clinical instruction of students caring for patient with joint replacement, stroke and various medical conditions; Obstetrical Unit: care of women (ante partum, intra partum postpartum, recovery, newborns and premature infants). Children’s Hospital of Wisconsin: institutional education, new employee orientation/education, opportunity to assist in safe sleep data collection and campaign.

Marian College
Bachelors of Science in Nursing: Cum Laude
   December 1998

INSTRUCTIONAL WORK EXPERIENCE

Lakeshore Technical College
Faculty: January 2015 - Present
   • Clinical Care Across the Lifespan; Nursing Health Promotion; Advanced Clinical Obstetric Simulations
   Academic Specialist: August 2013 – December 2014
   • Supplemental Instruction - student retention, instructing Medical Terminology, and Intro to Nursing Clinical
   Adjunct Instructor: May - August 2013
   • Medical Terminology

Concordia University of Wisconsin
Adjunct Clinical Instructor for BSN Students
   October 2010 - May 2011 & August - October 2013
   • Alterations in Wellness I: eight students at Pine Haven Nursing Home and Sharon S. Richardson Hospice Care
   • Health Promotion: eight students at Columbia St. Mary’s Milwaukee

WORK EXPERIENCE

Aurora Sheboygan Memorial Medical Center
Women’s Health Unit (Labor, Delivery, Postpartum, Recovery, Circulator, Nursery & NICU)
   April 1998 - February 2014
   • Transitional Leadership Team Member (Aug. - Dec. 2010): Interim management member until manager was hired.
   • Lead Nurse (Aug. 2009 - April 2011): Managed shift staffing, patient assignments, assigned tasks to ancillary staff.
   • Staff Nurse (1998 - Feb. 2014): Use of nursing process to care for the following patient population: women of childbearing age (L&D), Newborns - age 0-10 days and women requiring other gynecological surgeries.
   • Case Manager (2000-2003 & April 2011-12): Managed the insurance verification/clinical review process for WHS patients. Care planning and coordination of expected L&D patients, providing information for community
services. Collaborated with community interpreters, adoption agencies, and worked closely with the social work department for at risk populations.

- *Flu Champion:* administer and maintain record keeping of staff receipt of vaccines

**Kohler Company – Medical Department**

*Occupational Health Nurse / Emergency Medical Technician*  
February 2000 - October 2001

- Primary Duties included: pre-hire physicals, workers compensation and OSHA required data. Use of nursing process for employees experiencing factory/work related injuries or personal illness and promoting health and wellness through flu clinics. Collaborating with facility First Responders, Orange Cross EMT’s and Paramedics. Co-Pioneered the first offering of Freedom from Smoking Program at Kohler Co.

**ACADEMIC QUALIFICATIONS, CERTIFICATIONS & AFFILIATIONS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurse</td>
<td>April 1999- present</td>
</tr>
<tr>
<td>Inpatient Obstetric Nurse Certification</td>
<td>NCC</td>
</tr>
<tr>
<td>Member of Nursing Associations</td>
<td>WLN, WAPC, NLN</td>
</tr>
<tr>
<td>Certifications</td>
<td>CPR</td>
</tr>
</tbody>
</table>
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Faculty/EA Name (Last, First): Vanne, Jill
WI RN License #: 150696-30

Position: \[ \text{Educational Administrator} \quad \checkmark \quad \text{Faculty} \]

Appointment Effective Date: 

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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

<table>
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<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>
</tr>
</thead>
<tbody>
<tr>
<td>Lakeshore Tech. Coll.</td>
<td>Cleveland, WI</td>
<td>05/2005</td>
<td>Assoc. Deg. Nursing</td>
<td>Nursing</td>
<td></td>
</tr>
<tr>
<td>Chamberlain College</td>
<td>Chicago, IL</td>
<td>05/2010</td>
<td>BSN</td>
<td>Nursing</td>
<td></td>
</tr>
<tr>
<td>Jacksonville University</td>
<td>Jacksonville, FL</td>
<td>05/2014</td>
<td>MSN</td>
<td>Nursing Education</td>
<td></td>
</tr>
</tbody>
</table>

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Committed to Equal Opportunity in Employment and Licensing
CURRICULUM VITAE

Jill Vanne
920-973-3139 (cell)
6670 Viceroy Road
Two Rivers, WI 54241
Jill.vanne@aurora.org
Jill.vanne@gotolc.edu
Jillv920@gmail.com

Objective
Position as Nurse Instructor.

Education
2012-2014 | Master of Science, Clinical Educator
• Jacksonville University

2009-2011 | Bachelor of Science Nursing
• Chamberlain College of Nursing

2003-2005 | Associate Degree Nursing
• Lakeshore Technical College

Experience
January 2015 -- Present | Nursing Program Instructor
Lakeshore Technical College | 1290 North Avenue, Cleveland, WI 53014

Instructing nursing students per the needs and requirements of the college, which have included Nursing Pharmacology, Advanced Skills, Intermediate Clinical Practice, Advanced Clinical Practice, and Nursing Transitions Clinical Practice.

October 2014 – December 2014 | Adjunct Nursing Instructor
Lakeshore Technical College | 1290 North Avenue, Cleveland, WI 53014

Instructing nursing students per the needs and requirements of the college (Intermediate Clinical Practice).
October 2005 - Present | Staff Nurse, Casual  
Aurora Medical Center | 5000 Memorial Drive, Two Rivers, WI 54241

Assessment and care of patients all ages on the medical/oncology floor, admitting and discharging patients, interpreting labs, administering medications, and preparing care plans; float to all ICU/stepdown, ED, and surgical units on a regular basis. Precepting students in the BSN accelerated program with University of Wisconsin Oshkosh collaborative, and new hires within the system. Function as a Certified Credentialed EPIC trainer which involves teaching new hires at the home metro facility in Milwaukee. Spent the months of March, April, and May 2013 strictly teaching EPIC in Milwaukee. Function as a Pain Resource Nurse, which involves co-chairing hospital pain management program, responding to consults as needed in the facility, researching best practice, and implementing evidenced-based procedures.

October 2004 - 2005 | Nurse Extern  
Aurora Medical Center | 5000 Memorial Drive, Two Rivers, WI 54241

Performing nursing responsibilities under the guidance of an RN in all different units.

October 2003 - 2005 | Patient Transport, Radiology  
Aurora Medical Center | 5000 Memorial Drive, Two Rivers, WI 54241

Transporting patients from floor to radiology department, assisting in radiology file room, positioning patients for studies, developing film, ordering studies.

Licensure and Certification
- RN Wisconsin # 150696-030
- CPR American Heart Association
- ONS # 368288
- Credentialed EPIC Trainer for RN 100, 200, 300, and Beacon (chemo) for acute inpatient.

Committees and Memberships/Participation
- Pain Resource Nurse (PRN) Committee Co-Chair 2012-2014
- American Society for Pain Management Nursing (ASPMN)
- Oncology Nursing Society (ONS)
- Preceptor for new nurses and UW Oshkosh students in Excel Program
- Participated in NDNQI study Dissemination and Implementation of Evidence-Based Methods to Measure and Improve Pain Outcomes, 2011.

Honors and Awards
- Nurse Excellence Award for Aurora Medical Center 2012
- Nurse Excellence Award for Aurora Medical Center 2013
Seminars Attended

- Planetree retreats, Aurora St. Lukes, Milwaukee, WI 2006 and 2007
- Preceptor Training, Aurora St. Lukes, Milwaukee, WI 2007
- ONS Chemo Administration, Aurora Baycare, Green Bay, WI 2008
- Promoting Excellence in End of Life Care, Aurora St. Lukes, Milwaukee, WI 2008
- Beyond the Nuts and Bolts of Nursing, Aurora St. Lukes, Milwaukee, WI 2009
- PRN course, Aurora Baycare, Green Bay, WI, 2011
- Basic and Advanced Pediatric Seminar, Aurora St. Lukes, Milwaukee, WI, 2012
- EPIC Credentialed Trainer Certification, Aurora Training Center, Milwaukee, WI, 2013
- ASPMN National Pain Conference, Indianapolis, IN, 2013
- Nuts and Bolts for Nurse Educators, MN, 2016

Community Service

- Optimist/Jr. Optimist Club of Two Rivers (Service Club)
- Relay for Life Manitowoc County
- Two Rivers School District Band; Cross Country and Track Clubs
Appendix D

Faculty Staffing Plan for 2019 - 2020
## Faculty Staff Plan Fall 2019

<table>
<thead>
<tr>
<th>Course</th>
<th>NUR 301 - Professional Nursing Practice</th>
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<tbody>
<tr>
<td><strong>Type</strong></td>
<td>Didactic (3 hrs/week) and Online (3 hrs/week)</td>
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<tr>
<td><strong>Sections</strong></td>
<td>1 section (25 students)</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>Director of the Nursing Program</td>
</tr>
<tr>
<td><strong>Contingency Plan</strong></td>
<td>Adjunct Faculty – Kathi Calabresa, Tammy Spoerl, or Jill Vanne</td>
</tr>
</tbody>
</table>

## Faculty Staffing Plan Spring 2020 (based on full-time progression)

<table>
<thead>
<tr>
<th>Course</th>
<th>NUR 301 - Professional Nursing Practice</th>
<th>NUR 303 - Research and Evidence-Based Practice in Nursing</th>
<th>NUR 320 - Comprehensive Health and Physical Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
<td>Didactic (3 hrs/week) and Online (3 hrs/week)</td>
<td>Didactic (3 hrs/week) and Online (3 hrs/week)</td>
<td>Didactic (3 hrs/week) and Online (3 hrs/week)</td>
</tr>
<tr>
<td><strong>Sections</strong></td>
<td>1 section (25 students)</td>
<td>1 section (25 students)</td>
<td>1 section (25 students)</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>Director of the Nursing Program: Kerry Hamm MSN, RN</td>
<td>Adjunct Faculty: Kathi Calabresa MSN, RN</td>
<td>Adjunct Faculty: Tammy Spoerl MSN, RN</td>
</tr>
<tr>
<td><strong>Contingency Plan</strong></td>
<td>Adjunct Faculty: Kathi Calabresa MSN, RN</td>
<td>Adjunct Faculty: Jill Vanne MSN, RN</td>
<td>Adjunct Faculty: Jill Vanne MSN, RN</td>
</tr>
</tbody>
</table>

## Faculty Staffing Plan Summer 2020 (based on full-time progression)

<table>
<thead>
<tr>
<th>Course</th>
<th>NUR 301 - Professional Nursing Practice</th>
<th>NUR 303 - Research and Evidence-Based Practice in Nursing</th>
<th>NUR 320 - Comprehensive Health and Physical Assessment</th>
<th>NUR 330 - Healthcare Systems, Policy, Regulation, and Advocacy</th>
<th>NUR 401 - Systems Leadership for Quality Improvement</th>
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</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
<td>Didactic (3 hrs/week) and Online (3 hrs/week)</td>
<td>Didactic (3 hrs/week) and Online (3 hrs/week)</td>
<td>Didactic (3 hrs/week) and Online (3 hrs/week)</td>
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<tr>
<td><strong>Sections</strong></td>
<td>1 section (25 students)</td>
<td>1 section (25 students)</td>
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<tr>
<td><strong>Faculty</strong></td>
<td>Program Director: Kerry Hamm MSN, RN</td>
<td>Adjunct Faculty: Kathi Calabresa MSN, RN</td>
<td>Adjunct Faculty: Tammy Spoerl MSN, RN</td>
<td>Adjunct Faculty: Jill Vanne MSN, RN</td>
<td>Adjunct Faculty: Jill Vanne MSN, RN</td>
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<tr>
<td><strong>Contingency Plan</strong></td>
<td>Adjunct Faculty: Kathi Calabresa MSN, RN</td>
<td>Adjunct Faculty: Jill Vanne MSN, RN</td>
<td>Adjunct Faculty: Jill Vanne MSN, RN</td>
<td>Adjunct Faculty: Tammy Spoerl MSN, RN</td>
<td>Adjunct Faculty: Tammy Spoerl MSN, RN</td>
</tr>
</tbody>
</table>
Appendix E
Course Descriptions
Interdisciplinary Studies (9 semester hours – each course is 3 semester hours)

GEN 112: Composition II: Argumentation and Research
Through a series of assignments, including a lengthy college-level research paper, Composition II builds upon the skills developed in Composition I. Students learn how to construct logical arguments based on reliable evidence. Students develop proficiency with basic practices of research, including evaluating, integrating, and documenting source materials; narrowing a topic to a research question; and communicating results to different audiences.

Core II
Course description varies based on selected course. Students will select one course from the following to meet the Core II requirement:
- GEN 310K: Exploring Vocation
- GEN 311K: Ideas of Huma Nature
- GEN 312K: Gender Studies: Biology, Culture, and Performance
- GEN 325K: Love and Lust
- GEN 345K: Visions of the Afterlife
- GEN 355K: Science, Non-Science, and Pseudoscience
- GEN 365K: Prejudice and Discrimination
- GEN 370K: Prior Learning Assessment Theory and Practice

Core III
Course description varies based on selected course. Students will select one course from the following to meet the Core II requirement:
- GEN 425K: Excellence and Innovation (WI)
- GEN 426K: The Digital Divide (WI)
- GEN 427K: The Global Child (WI)
- GEN 442K: Global Health Issues (WI)
- GEN 443K: Environment and Consumption (WI)
- GEN 445K: Global Conflict and Cooperation (WI)
- GEN 446K: Global Literacy (WI)
- GEN 447K: Applied Innovation (WI)

Nursing Core Curriculum (27 semester hours – each course is 3 semester hours)

MAT 220: Probability and Statistics
The elementary principles of probability and statistics including expectation, means, standard deviations, probability distributions, and hypothesis testing. Applications to business and the social sciences are presented. Prerequisites: MAT 130 - Intermediate Algebra or ACT score at or above 24 or Transfer as an Associate Degree Graduate.

NUR 301: Professional Nursing Practice
This course provides an appraisal of contemporary nursing practice and how professional identity has been developed from a historical perspective, through nursing theory, and the conceptual foundation of practice. The student will examine legal, ethical and social issues in nursing practice. The course will emphasize the application of
theory into practice, the scope and standards of nursing practice, and the integration of professional values in practice. Pre-requisites: Required admittance to the Lakeland University RN to BSN Completion Program.

NUR 303: Research and Evidence-Based Practice in Nursing
This course fosters a deep understanding of the principles and practice of research and the importance of building nursing practice on evidence. Students will review research methodologies and then systematically collect, interpret, and report data all while considering patient preferences and values. Nurses must be competent and capable of investigating and evaluating data to adopt, teach and evaluate evidence-based practice to improve patient outcomes, and provide safe, quality health care to patients, communities, and populations. The ever-changing healthcare environment requires an accelerated transition of research findings into practice and the use of practice data to improve care and outcomes. Pre-requisites: MAT 220: Probability and Statistics and NUR 301: Professional Nursing Practice.

NUR 320: Comprehensive Health and Physical Assessment
As a key nursing function, assessment is the systematic method of collecting and analyzing data for the purpose of planning patient-centered care. This course will emphasize accurate health-history taking, and holistic health and physical assessment skills to deliver safe, effective nursing care in today’s ever-changing healthcare environment. No matter where the nurse practices, they need to be prepared to perform accurate, timely health assessments based on evidence-based knowledge. The student will develop critical thinking skills to analyze the data collected to identify client problems and make informed nursing judgments. Emphasis will be placed on cultural competence, lifespan considerations, psychosocial, sociocultural, environment and community, and interprofessional collaboration. Pre-requisites: NUR 301: Professional Nursing Practice.

NUR 330: Healthcare Systems, Policy, Regulation, and Advocacy
This course provides an overview of healthcare systems including historical context, philosophical concepts and major developments which have shaped healthcare in the United States and abroad. Students will gain a greater understanding of community collaboration, cultural influences, and emergency preparedness. Various policies, regulations, and practices are examined. Future trends and issues and contemplated as is the nurse’s role in policymaking and processes that foster advocacy for individuals, communities and populations. Pre-requisites: NUR 301: Professional Nursing Practice.

NUR 401: Systems Leadership for Quality Improvement
This course provides an introduction to organizational and management theory, and leadership styles, values and skills. Students will explore the necessary habits of mind to work with colleagues and leaders in driving and reinventing health care in the community. Nurses must recognize that leadership is their business, they need to take charge of their professional lives, and actively engage in the improvement of their organizations. Emphasis will be placed on teamwork and collaboration, system analysis and problem-solving, quality and safety, delegation and negotiation and other core topics to develop leadership competence. Pre-requisites: NUR 303: Research and Evidence-Based Practice in Nursing and NUR 330: Healthcare Systems, Policy, Regulation, and Advocacy.

NUR 403: Informatics and Patient Care Technologies in Healthcare
This course provides the necessary foundation for nurses to meet the expectation of providing safe, competent, and compassionate care in an increasingly technical and digital environment. Focus is placed on improving patient care and outcomes through the effective use of information, information management systems, and patient care.
technologies. This course will highlight the nurse’s role in ethically managing data, information, knowledge, and technology to communicate effectively, provide safe and effective patient care, and use data to inform practice decisions. Pre-requisites: NUR 303: Research and Evidence-Based Practice in Nursing.

NUR 420: Community Health and Population-Focused Nursing
Public health nursing is an interconnection of nursing science and public health principles that focuses on improving the health of families, groups, and populations. This course provides a broad focus of public health and health promotion, preparing the learner to practice effectively in the context of community-orientated nursing practice. The public health setting, whether that be a public health department, school, correctional facility or even a business, is dynamic and ever-changing. Students will be introduced to the impact that public health nursing creates on the general health status of the community through large-scale interventions, and political advocacy. The student will gain a greater understanding of public health nursing’s focus on: health promotion; disease prevention; genomics; epidemiology; protecting vulnerable (at-risk) populations; and identifying and preventing health disparities while being culturally sensitive, client centered and community focused. Pre-requisites: NUR 303: Research and Evidence-Based Practice in Nursing, and NUR 320: Comprehensive Health and Physical Assessment.

NUR 430: Community and Population Health Practicum (WI)
Through this course, the student will apply the knowledge, skills, and abilities they have gained in the program coursework. This is a one-semester, 75-hour, supervised practicum within a setting approved by the Director of the Nursing Program, clinical/practicum agency, nursing faculty, preceptor, and student. The student will actively participate and integrate their individual professional nursing practice into the community health setting. Pre-requisites: NUR 420: Community Health and Population-Focused Nursing and GEN 112: Argumentation and Research.

Areas of Emphasis (select one of five areas, 12 semester hours or as needed)

1. Healthcare Business Management: recommended for the nurse who aspires to contribute to the health care business organization, desires to be an entrepreneur or who wishes to pursue their master’s degree with a Nurse Administrator/Clinical Nurse Leader focus.

   Courses (choose 4 of 6 or as needed)

   ACC 210: Financial Accounting Principles
   This course introduces students to the principles of financial accounting. Topics include the basic accounting cycle, the preparation and analysis of financial statements, and applying Generally Accepted Accounting Principles to the recording of merchandise inventories, cash, receivables, long-term assets, current and long-term liabilities, and stockholders equity. Pre-requisites: none.

   BUS 308: Healthcare Financial Management
   Designed to introduce the healthcare professional with a limited knowledge of business finance to key financial concepts and tools used in various healthcare institutions. Topics covered are financial management in a pluralistic system characterized by public and private financing, revenue cycle and resource allocation under private and third party payers, and the Medicare and Medicaid programs. Includes financial reporting, management and financing of working capital, operational planning, capital budgeting and the utilization of financial analysis tools to facilitate the financial decision making process to sustain short and long-term financial health of the institution. Pre-requisites: ACC 210 - Financial Accounting Principles.
BUS 309: Healthcare Economics
The study of understanding the relevancy of economics around a set of basic economic principles including resource allocation, supply and demand, utility and profit maximization by utilizing analytical economic tools to develop an informed view about healthcare issues. Topics covered are the labor markets for healthcare professionals, the role of government in healthcare markets, governmental regulations, and the continuous dynamic nature of healthcare services. Pre-requisites: BUS 305 - Survey of the United States Healthcare System or NUR 330 - Healthcare Systems, Policy, Regulation, and Advocacy.

BUS 422: Healthcare Law and Ethics
Basic overview of the multiple legal and ethical issues for healthcare professionals in a variety of settings. Topics covered under the legal environment and medical ethics framework are the legal system, the physician-patient relationship, professional liability, medical malpractice, medical professional code of ethics, the medical record, HIPAA; ethical concerns such as information technology [informatics]; and bioethical issues resulting from medical technology. Pre-requisites: BUS 305 - Survey of the United States Healthcare System or NUR 330 – Healthcare Systems, Policy, Regulation, and Advocacy.

NPO 140: Introduction to Nonprofit Organizations
The volunteer or nonprofit organizations in the United States have played a major role in the nation’s development. This course introduces the nonprofit sector as it has developed and currently exists, including its history, its role, its size and characteristics, as well as the structure and types of nonprofit organizations and the ethics of charitable work. Pre-requisites: none.

PSY 282: Industrial/Organizational Psychology
An application of the principles of psychology to the workplace. Based on the science and theories of human behavior, this course emphasizes the enhancement of organizations through maximizing the performance of employees. Topics include: construction of job descriptions, interview techniques, evaluating letters of recommendation, developing training programs, measurement of job satisfaction, leadership and empowerment skills, stress management, and other concepts crucial to a successful work environment. Pre-requisites: PSY 200 – General Psychology or any BUS course.

2. System Leadership and Management: recommended for the nurse who is innovative and seeks to provoke change through effective engagement of leadership and management principles. Recommended for the student who wishes to pursue a leadership role or their master's degree with a Nurse Administrator/Clinical Nurse Leader focus.
Courses (choose 4 of 6 or as needed)

BUS 330: Management Principles
The major approaches and techniques of management, including the administrator’s task of organizing, planning, leading, and controlling the organization, its people, and its resources. Pre-requisites: ACC 210 - Accounting Principles or consent.
BUS 380: Human Resource Management
Human resources management covers the role of management in the human resources cycle which includes planning, recruiting, selection, orientation, training, evaluation, and terminations. It also provides a thorough overview of laws pertaining to human resources, compensation administration, strategic human resources management, and issues associated with labor agreements. Pre-requisites: BUS 330 – Management Principles.

BUS 466: Human Resource Development
This course examines the primary role of human resources development (HRD) in the organization to help people and organizations effectively manage change. This highly interactive course focuses on strategies for assessing, designing, and implementing training and organizational development efforts that positively impact the performance of the individual and the work group. The course also provides an overview of change interventions, including training and staff development; succession planning and performance management; factors that influence HRD; the consulting role and skills of the HRD professional, including facilitation and group dynamics; and the trends in HRD, such as human performance technology and the work out process model. Pre-requisites: BUS 380 - Human Resource Management.

BUS 492: Organizational Leadership
This course invites students to apply the skills and tools necessary to fulfill his/her role as a leader of an organization. The course presents a comprehensive, integrative, and practical focus on leadership and organizational management. It is based upon a framework that analyzes leadership and management at different levels: individual leadership, team leadership, and organizational leadership. The course presents leadership and management theories/concepts that have emerged over the past several decades. In addition, students will survey contemporary perspectives on ethics, coaching, organizational culture, diversity, strategic leadership, managing change, organizational development and crisis leadership. Pre-requisites: BUS 330 – Management Principles.

COM 310: Leadership Communication
Regardless of whether an individual is the head of a Fortune 500 company, an employee at a small company, or an engaged citizen, leadership communication skills are an invaluable asset. This course provides both theoretical understanding and hands-on experience in the art and science of leadership. Throughout the semester, students will examine the complexities of being a leader when communicating interpersonally, in small groups, during negotiations, in public settings, and using different media. This course will explore a variety of leadership mindsets and styles, the communication strategies associated with each, and how to adapt to emerging circumstances. Students will have the opportunity to test communication styles that augment both their personal strengths and the environment they will utilize them. Pre-requisites: COM 111 – Fundamentals of Public Speaking.

PSY 282: Industrial/Organizational Psychology
An application of the principles of psychology to the workplace. Based on the science and theories of human behavior, this course emphasizes the enhancement of organizations through maximizing the performance of employees. Topics include: construction of job descriptions, interview techniques, evaluating letters of recommendation, developing training programs, measurement of job satisfaction, leadership and empowerment skills, stress management, and other concepts crucial to a successful work environment. Pre-requisites: PSY 200 – General Psychology or any BUS course.
3. Cultural and Diversity Studies: recommended for the nurse who wishes to increase their cultural competence and deliberate the social context of professional nursing practice.
Courses (choose 4 of 6 or as needed)

CRJ 200: Victimology
Criminal justice professionals, regardless of their specific role, will always come in contact with victims of crime. This course provides an examination of criminal victimization in the United States via an overview of current theory, research, and trends within the context of specific victimization types. We will examine specific crimes types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services. We will engage in many of these topics within a context of current events and local examples of crime victim services. Pre-requisites: CRJ 140 – Introduction to Criminal Justice or consent.

CRJ 202: Drugs, Crime, and Society
The main focus of this course will be on examining a variety of contemporary issues in the interconnection between drugs and crime. These areas include the theories of how drugs and crime interact, what recreational drugs do to the human body and the offender, policing strategies for the war on drugs, drug courts, drug intervention and rehabilitation, and its impact on our correctional populations. The controversies surrounding states approaches to these topics and contemporary news/legislation will provide a context for class discussion and debate. Pre-requisites: none.

HIS 372: United States Ethnic History
The varied experiences and accomplishments of American ethnic groups from the pre-Colonial Period to the present. Through the study of each separate history, students will improve their understanding of the rich cultural mosaic that makes up the United States. The struggles for self-empowerment of ethnic peoples in response to the following issues: extermination, domination, slavery, immigration, assimilation, integration, and multiculturalism. The chief focus groups are Native Americans, Hispanic Americans, Asian Americans, African Americans, and Southeastern European Americans. Pre-requisites: HIS 102 – World History II, or HIS 111 – United States History I, or HIS 112 – United States History II, or consent.

PSY 227: Cross-Cultural Psychology
The cultural forces across the globe that influence human behavior and social relationships are examined in the context of psychological, sociological, and ecological research. Using a comparative approach, the predominant modes of human activity (e.g., social interaction, problem solving, emotional experiences, communication, perceptual abilities) are examined in relation to the many cultural contexts in which humans exist. Pre-requisites: none.

PSY 306: Gender: Biopsychosocial Perspectives
Theories and research concerning gender identity and sexual identity. The biological, psychological, sociological, and cultural factors that shape gender identities, sexual identities, and the historical and current discriminatory privileging of some gender and sexual identities over others. Pre-requisites: DVS 150 - Understanding Issues of Diversity or PSY 200 – General Psychology or SOC 100 – Introduction to Sociology.

REL 132/SOC 132: Religious Diversity in America
Examines and compares American religious groups, both old and new: Catholic, Protestant, Jewish, sectarian, and marginal. Considers recent evangelical, charismatic, and new age movements. Pre-requisites: none.
4. Behavioral and Psychiatric Health: recommended for the nurse who wishes to increase their skills in psychiatric-mental health nursing or who wishes to pursue Psychiatric Mental Health Advanced Practice Nursing (PMH-APRN).
Courses (choose 4 of 6 or as needed)

PSY 305: Health Psychology
An application of biological, psychological, and social principles and research to the treatment of illness, prevention of illness, and promotion of health. Topics will include stress and associated coping methods, eating disorders, substance abuse, chronic and life-threatening illnesses, and complementary/alternative medicine. Pre-requisites: PSY 200 - General Psychology.

PSY 321: Personality Theories
Four broad personality strategies (psychodynamic, dispositional, environmental, and representational) will be explored. The theoretical underpinnings, constructs, and applications of the theories will be examined and critiqued in historical, biopsychosocial, and scientific contexts. Pre-requisites: PSY 200 - General Psychology.

PSY 361: Aging: Bio-psychosocial Implications
Theories and research concerning developmental processes in years after age 65. The biological, psychological, social, and cultural factors that influence development and personality during adulthood and old age. Pre-requisites: PSY 200 - General Psychology or SOC 100 - Introduction to Sociology.

PSY 372: Abnormal Psychology
The description, diagnosis, classification, treatment, and theoretical perspectives of disorders of behavior, emotion, and consciousness. Pre-requisites: PSY 321 - Personality Theories.

PSY 417: Drugs and Behavior
This course provides an overview of the principles and techniques of behavioral pharmacology, including pharmacokinetics, routes of administration, neurophysiology, and research methods. The subjective, behavioral, and neurological characteristics of alcohol and the major drug classes, including psychomotor stimulants, opioids, antipsychotic drugs, antidepressants, cannabis, hallucinogens, and anxiolytics, will be differentiated. Pre-requisites: limited to Psychology majors and minors of junior or senior standing, or by consent.

COM 365: Health Behavior Communication
This course focuses on theories and research that identifies different motivations and influences for health-related behavior. This course is very similar to taking a course in persuasion; the primary difference being that the content focuses exclusively on persuasion regarding health behaviors. The course begins by identifying different models and foundations for studying health behavior. The next part identifies individual behavior by interrogating belief models, theory of reasoned action, and planned behavior. The third part of the course examines interpersonal health behaviors. This addresses topics such as the role of environment, social support, social networks, and specific forms of communication on health behavioral outcomes. The next section focuses on the group and community level of health behavior change. This looks at media, community organizing, and public health interventions. The final section presents different ways to apply the theoretical components into developing health behavior modification interventions. Pre-requisites: junior standing.
5. **Student Designed:** Course description varies based on selected coursework.

Students may propose a twelve (12) semester-hour emphasis in an area of academic interest that complements their major. Students may fulfill the concentration requirement by completing current courses offered by Lakeland University that are relevant to the area of interest. This concentration plan must be approved in advance by the student’s academic advisor, Director of the Nursing Program, and the Dean of the School of Science, Technology & Education. Up to 6 semester hours of Experiential Learning may be used to fulfill Student Designed. Cooperative Education courses may not be used to satisfy the requirement of this concentration.
Appendix F

Program Progression Plans
# Full-Time Enrollment Plan (Sample)

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Term I</th>
<th>Term II</th>
<th>Term III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* NUR 301: Professional Nursing Practice</td>
<td>* NUR 303: Research and Evidence-Based Practice in Nursing</td>
<td>* NUR 330: Healthcare Systems, Policy, Regulation, and Advocacy</td>
</tr>
<tr>
<td></td>
<td>* GEN 112: Composition II: Argumentation and Research</td>
<td>* Area of Emphasis Course</td>
<td>* Core II or Area of Emphasis Course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2:</th>
<th>Term IV</th>
<th>Term V</th>
<th>Term VI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* NUR 420: Community Health and Population-Focused Nursing</td>
<td>* NUR 430: Community and Population Health Practicum</td>
<td>* Core III or Area of Emphasis Course</td>
</tr>
<tr>
<td></td>
<td>* NUR 403: Informatics and Patient Care Technologies in Healthcare</td>
<td>* Core III or Area of Emphasis Course</td>
<td>* Area of Emphasis Course</td>
</tr>
<tr>
<td></td>
<td>* Core II or Core III</td>
<td>* Area of Emphasis Course</td>
<td></td>
</tr>
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</table>

# Half-Time Enrollment Plan (Sample)

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Term I</th>
<th>Term II</th>
<th>Term III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* NUR 301: Professional Nursing Practice</td>
<td>* GEN 112: Composition II: Argumentation and Research</td>
<td>* NUR 320: Comprehensive Health and Physical Assessment</td>
</tr>
<tr>
<td></td>
<td>* MAT 220: Probability and Statistics</td>
<td>* NUR 303: Research and Evidence-Based Nursing Practice</td>
<td>* Area of Emphasis Course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2:</th>
<th>Term IV</th>
<th>Term V</th>
<th>Term VI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* Core II or Area of Emphasis Course</td>
<td>* Core II or Area of Emphasis Course</td>
<td>* Core III or Area of Emphasis Course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3:</th>
<th>Term VII</th>
<th>Term VIII</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* NUR 420: Community Health and Population-Focused Nursing</td>
<td>* NUR 430: Community and Population Health Practicum</td>
</tr>
<tr>
<td></td>
<td>* Core III or Area of Emphasis Course</td>
<td>* Area of Emphasis Course</td>
</tr>
</tbody>
</table>
Appendix G

Course Syllabi – First Year
Course Information

<table>
<thead>
<tr>
<th>Course</th>
<th>NUR 301: Professional Nursing Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td></td>
</tr>
<tr>
<td>On-Ground Location</td>
<td></td>
</tr>
<tr>
<td>Format</td>
<td>☑ Face-to-Face only ☑ Online only ☑ Hybrid 7-week</td>
</tr>
<tr>
<td></td>
<td>☑ BlendEd® ☑ BlendEd® Live ☑ 7-week (Online only)</td>
</tr>
</tbody>
</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Kerry Hamm MSN, RN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:HammKL@lakeland.edu">HammKL@lakeland.edu</a></td>
</tr>
<tr>
<td>Phone (Mobile)</td>
<td>920-323-4181</td>
</tr>
<tr>
<td>(Home)</td>
<td></td>
</tr>
<tr>
<td>(Work)</td>
<td>920-565-1000 ext. 2903</td>
</tr>
<tr>
<td>Fax</td>
<td>920-565-1060</td>
</tr>
<tr>
<td>Hours of Availability</td>
<td></td>
</tr>
</tbody>
</table>

Required Textbook(s) with ISBN(s)


Required Supplemental Material(s)

Case Studies and Rubrics will be posted in LMS
Video rental of The American Nurse
Computer and Internet for everyday use
Microsoft Word, Excel, PowerPoint, and Adobe Acrobat

Textbook Companion Website(s)

Course Description and Prerequisite(s)

This course provides an appraisal of contemporary nursing practice and how professional identity has been developed from a historical perspective, through nursing theory, and the conceptual foundation of practice. The student will examine legal, ethical and social issues in nursing practice. The course will emphasize the application of
theory into practice, the scope and standards of nursing practice, and the integration of professional values in practice. Pre-requisites: No course prerequisite. Required admittance to the Lakeland University RN to BSN Completion Program.

**Course Delivery Notes (For instructor only)**

**Learning Outcomes**

By the end of the course, students will:
- Describe the historical evolution of nursing as a profession
- Explain the role of theoretical frameworks as they apply to nursing as a profession
- Identify the impact nursing theories have on current professional nursing practice
- Link the standards of professional nursing practice contained in Nursing: Scope and Standards of Practice (ANA, 2015) to personal practice
- Analyze the nine provisions of the Code of Ethics for Nurses (ANA, 2015)
- Demonstrate professional nursing standards of moral, ethical, and legal conduct
- Evaluate the value of ethical and legal professional standards of nursing care in meeting the needs of the patient and family
- Reflect on one’s own beliefs, values, and biases as they relate to individual professional nursing practice

**Standards and Competencies: N/A**

**Course Design**

<table>
<thead>
<tr>
<th>Blackboard Content Areas</th>
<th>Description</th>
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<tbody>
<tr>
<td>Home Page</td>
<td>Announcements, updates, and other important information.</td>
</tr>
<tr>
<td>Calendar</td>
<td>Calendar of course-related events.</td>
</tr>
<tr>
<td>Syllabus, Policies and Rubrics</td>
<td>The course syllabus, policies, and grading rubrics for all assigned work.</td>
</tr>
<tr>
<td>Instructor Info</td>
<td>Instructor contact information, picture, and brief biography.</td>
</tr>
<tr>
<td>Weekly Content</td>
<td>All course content organized weekly including lesson plans, documents,</td>
</tr>
<tr>
<td></td>
<td>presentations, website links, video content, assignments, quizzes, exams,</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>Weekly discussion boards for asynchronous online class participation.</td>
</tr>
<tr>
<td>My Grades</td>
<td>Quick link to grades and feedback as maintained by the instructor.</td>
</tr>
<tr>
<td>Library Resources</td>
<td>Information and instructions for using Lakeland University’s online library</td>
</tr>
<tr>
<td></td>
<td>resources.</td>
</tr>
<tr>
<td>Email</td>
<td>Use this link to email the instructor or other students in the class</td>
</tr>
<tr>
<td></td>
<td>directly.</td>
</tr>
<tr>
<td>Support</td>
<td>Lakeland University’s Blackboard Online Support Center, which includes</td>
</tr>
<tr>
<td></td>
<td>contact information, link to submit a ticket, and a knowledge base for</td>
</tr>
<tr>
<td></td>
<td>technical issues.</td>
</tr>
<tr>
<td>Help</td>
<td>Blackboard Help for students.</td>
</tr>
<tr>
<td>Course Evaluations</td>
<td>Quick link to access course evaluations when available near the end of the</td>
</tr>
<tr>
<td></td>
<td>term.</td>
</tr>
<tr>
<td>Week</td>
<td>Assigned Reading / Topics</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 1: In Class</td>
<td>*Introductions</td>
</tr>
<tr>
<td></td>
<td>*Overview of the nursing program, program handbook, Lakeland University resources, assignments and requirements/expectations</td>
</tr>
<tr>
<td></td>
<td>*READ from Sitzman, K., &amp; Wright Eichelberger, L. Introduction to Nursing Theory: Chapters 1, 2, 3, 4 and 6</td>
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<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Week 1: Online</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2: In Class</td>
<td>*READ from ANA: Nursing Scope and Standards of Practice the Scope of Nursing Practice (p. 1 – 50)</td>
</tr>
<tr>
<td></td>
<td>*READ from ANA: Code of Ethics for Nurses the Introduction and Provisions 1 - 5</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>
| Week 2: Online | Reflection Paper: Ethics and your practice  
Case Study: Complete case study on Provision 3 or 4  
Case Study: Complete case study on Provision 5 |
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>*READ from Sitzman, K., &amp; Wright Eichelberger, L. Theories that Define Nursing: Chapters 5, 7, 8, and 9</td>
<td></td>
</tr>
</tbody>
</table>
| Week 3: In Class | In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.  
Examples:  
Discussion Board: Post a visual representation of a nurse theorist and describe the correlation of the image to the theory  
Discussion Board: For one nursing theorist, identify five (5) questions you’d like to ask them and why would you ask those questions  
Discussion Board: to be determined |
| Date: |  |
| Week 3: Online | Discussion Board: Compare and contrast the similarities and differences among the four nurse theorists in the readings  
Reflection Paper: Reflect on a situation or experience in your practice in which your practice correlated to one of the four nurse theorists in the reading (Theory in Action)  
Case Study: Complete case study as it relates to one of the four nurse theorists from the reading |
| Date: |  |
| * READ from ANA: Nursing Scope and Standards of Practice the Standards of Professional Nursing Practice: Standards of Practice 1 – 6 and Standards of Professional Performance 7 – 17 (p. 51 – 84)  
* READ from ANA: Code of Ethics for Nurses Provisions 6 – 9 |
| Week 4: In Class | In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.  
Examples:  
Case Study: Complete case study on Provision 6 or 7 |
<table>
<thead>
<tr>
<th>Week 4: Online</th>
<th>Case Study: Complete case study on Provision 8 or 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reflection Paper: Identify ethical dilemma experienced in practice and reflect on your own values and beliefs, how they impacted your response and how changed your future practice</td>
</tr>
<tr>
<td></td>
<td>Reflection Paper: Analyze your organization's mission, vision, philosophy as it pertains to health care and nursing. Correlate this to your definition of nursing</td>
</tr>
<tr>
<td></td>
<td>Case Study: Analyze a policy (provided or identified within your institution of employment) that has implications or inherent dilemmas to social justice, or ethical principle involved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5: In Class</th>
<th>In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>*READ from Sitzman, K., &amp; Wright Eichelberger, L. Theories of Broad Nursing Practice: Chapters 10, 11, 12, 13, 14, and 15</td>
</tr>
<tr>
<td></td>
<td>Examples: Discussion Board: Develop a personal philosophy of nursing</td>
</tr>
<tr>
<td></td>
<td>Discussion Board: Chose one (1) nursing theorist from the readings and answer the ten (10) questions on p. 67</td>
</tr>
<tr>
<td></td>
<td>Case Study: Utilize the end-of-life theory to plan care for a client who is dying</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5: Online</th>
<th>Reflection Paper: Analyze your organization's mission, vision, philosophy as it pertains to health care and nursing. Correlate this to your philosophy of nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reflection Paper: Reflect on a situation or experience in your practice in which your practice correlated to one of the four nurse</td>
</tr>
</tbody>
</table>
### Week 6: In Class

* READ from Sitzman, K., & Wright Eichelberger, L. Theories Specific to Nursing Actions: Chapters 16, 17, 18, and 19

In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.

**Examples:**

**Discussion Board:** Select a client, and apply the theory of comfort in your nursing care of that client. What measures of comfort did you incorporate? How do those measure compare to the theory of comfort?

**Discussion Board:** Chose one (1) nursing theorist from the readings and answer the ten (10) questions on p. 67

**Case Study:** Apply theory of Health Promotion to case study

### Week 6: Online

*Watch The American Nurse movie

**Reflection Paper:** Compare and contrast to your nursing practice. What deficiencies did you observe

### Week 7: In Class

*READ from Sitzman, K., & Wright Eichelberger, L. Theories Specific to Nursing Actions: Chapters 20, 21, 22, and 23

In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.

**Examples:**

**Discussion Board:** Select a client, and apply the theory of goal attainment in your nursing care of that client. What measures of care did you incorporate? How do those measure compare to the theory of goal attainment?

**Discussion Board:** Analyze Benner’s theory of novice to expert. Describe the five levels of competence.

**Case Study:** Compare novice nurse and expert nurse
<table>
<thead>
<tr>
<th>Week 7: Online</th>
<th>Reflection Paper: Review your definition and philosophy of nursing and compare your findings to the assumptions and concepts one of the theorists presented in the readings and your organizations mission, vision, and philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reflection Paper: Compare your professional nursing practice progression to Benner’s model of novice to expert</td>
</tr>
</tbody>
</table>

Assignment Detail

**Name of Assignment**

**Discussion Board**

*Description:*

One of the learner’s greatest resources in learning is fellow learners. It is for this purpose that a graded discussion is part of this course. Through discussions with others about topics relevant to the classroom content, the students will gain a better understanding of the topic and learn the value of collaborative investigation and learning. Collaboration through discussions is not only an excellent tool to improve learning but a vital component of nursing practice.

**Please do not post and respond to the discussion boards until the week it is due.** It is suggested that you formulate your response in a word document and then copy/paste it into your reply during the week it is due. This will allow you to work ahead if you choose.

The instructor will monitor the discussion and make comments when necessary. The instructor has the responsibility of keeping the discussion focused and moving forward; however, learning research cautions instructors to not be too involved in that he or she may blunt the conversation and learning of the students. Therefore, the instructor may choose not to provide a response to every student with every post. The instructor will provide a point value for the discussion participation in the grade book.

This is a BlendEd® Live class, meaning the learner will have the option each week to earn assignment points either in-person or online. If the learner attends class in-person or online (synchronously) any given week, the learner is expected to fully participate in the in-class discussions. **Active participation and attending in-person or online (synchronously), will fulfill the in-class assignments.** If the learner does not actively participate, even if they attended class in-person or online (synchronously), the instructor will inform the learner via Lakeland University email (Lakeland.edu) that the learner must complete all the in-class assignments.

If the learner attends online (asynchronously) any week, the learner is expected to complete the in-class assignments via Blackboard. See the Rubric called “Discussion Board Rubric” below.

The details of each assignment and the required tasks, including Discussion Boards, will be posted in Blackboard, corresponding to the week, and will be designated as “In Class” or “Online”.

**Reflection Paper**

*Description:*

The reflection papers provide your own thoughts, personal insights and analysis about a topic in professional nursing practice and your own professional practice. Reflection is an expression of the learner’s insight of their own experiences, beliefs, opinions, perceptions and observations. Nurses use reflective thinking to transform...
situations, develop a sense of clarity, problem solve, gain perspective, and ultimately transform practice. Reflective thinking is a framework for nursing practice. Hence, the reason you’ll utilize reflection to critically think, synthesize knowledge, and bridge theory and practice.

The details of each assignment and required tasks, including Reflection Papers, will be posted in Blackboard during the corresponding week. The paper should include an introduction, or the big picture, a thesis statement, body, judgment, and a conclusion. Please see the Reflection Paper Rubric below.

**Case Study**

*Description:*
Case studies facilitate thinking/learning through a learner-centered approach to education. The use of case studies promotes active learning and interaction between learners and instructors. Case studies challenge the learner to assess the situation, analyze problems, consider solutions, and anticipate outcomes all while developing critical thinking skills.

This is a BlendEd® Live class, meaning the learner will have the option each week to earn assignment points either in-person or online. If the learner attends class in-person or online (synchronously) any given week, the learner is expected to fully participate in the in-class discussions. **Active participation and attending in-person or online (synchronously), will fulfill the in-class assignments.**

If the learner **does not** actively participate, even if they attended class in-person or online (synchronously), the instructor will inform the learner via Lakeland University email (Lakeland.edu) that the learner must complete **all** the in-class assignments.

If the learner attends online (asynchronously) any week, the learner is expected to complete the in-class assignments via Blackboard. See the Rubric called “Case Study Rubric” below.

The details of each assignment and the required tasks, including Case Studies, will be posted in Blackboard, corresponding to the week, and will be designated as “In Class” or “Online”.

**Grading Summary**

<table>
<thead>
<tr>
<th>Name of Assignment Type</th>
<th>Assignment Score</th>
<th>Weighted Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board (18 x 25)</td>
<td>450</td>
<td>35%</td>
</tr>
<tr>
<td>Case Study (10 x 25)</td>
<td>250</td>
<td>30%</td>
</tr>
<tr>
<td>Reflection Paper (9 x 25)</td>
<td>225</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>925</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Grading Summary: The grading for this course is based on 3 component parts, with each part being a percentage of the total grade. Assignment score is based on the rubric for the assignment. The assignment score is the points awarded per the rubric. The assignment is then weighted. Weighted percentages determine leveling of the assignment within a course and within the nursing program.*

**Grading Scale**

*there will be no rounding of grades*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0% to 100.0%</td>
</tr>
<tr>
<td>AB</td>
<td>90.0% to 92.9%</td>
</tr>
<tr>
<td>B</td>
<td>84.0% to 89.9%</td>
</tr>
<tr>
<td>BC</td>
<td>80.0% to 83.9%</td>
</tr>
<tr>
<td>C</td>
<td>74.0% to 79.9%</td>
</tr>
<tr>
<td>CD</td>
<td>70.0% to 73.9%</td>
</tr>
<tr>
<td>-----</td>
<td>---------------</td>
</tr>
<tr>
<td>D</td>
<td>64.0% to 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 64.0%</td>
</tr>
</tbody>
</table>

**Attendance/Participation**

"Attendance" or participation is required for this class. This course is designed to provide a forum in which you, as a student, can work together with others to build your knowledge, skills, and abilities. Participation is important to your academic and professional growth and to the learning of other participants.

Students are required to participate in two components of the course, “In Class” and “Online”, each week.

“In Class” participation is fulfilled one of two ways:

1. **Active participation** in discussions and other class activities **during** the BlendEd Live broadcast in class or online (synchronous) OR
2. Completing the “In Class” assignments in an asynchronous (not actively participating in the BlendEd Live broadcast) format

“Online” participation is fulfilled each week by completing the “Online” assignments for the week. Please see your syllabus course calendar for a listing of all assignments.

Class absences: If an illness, emergency, or personal or business obligation, requires you to be absent for a week of class, you must contact the instructor promptly to make arrangements for the late work (please see Late Submissions and Makeup Assignments below). You may contact the instructor via email or telephone.

Nonparticipation for 2 consecutive weeks without notification or permission from the instructor will result in a failing grade in the course.

**Feedback on Assignments**

In-class participation grades for BlendEd courses will be completed within 48 hours. Grades for all assessed work will be completed and posted to the Learning Management System (Blackboard) within seven (7) days after the assignment due date.

**Assignment Grading**

Assignments will be graded per the assignment rubric. Assignments not submitted on time, per the syllabus course calendar, will not earn any points and a score of zero (0) will be entered in the gradebook. Late assignments may be accepted at the instructors discretion (see Late Submissions and Makeup Assignments below).

**Late Submissions and Makeup Assignments**

All assignments must be done individually. All assignments are due by the dates indicated within the course syllabus. Late assignments will only be accepted in extenuating circumstances. Instructors make the final determination on whether or not an assignment will be accepted late. No make-up assignments will be given.

**Discussion Etiquette**

Learners are expected to be respectful of diversity of thoughts, opinions, and values. Inappropriate commentary will not be accepted and will be addressed on an individual basis. As you formulate your thoughts and opinions, please be mindful of common sense, basic etiquette and professionalism.

- Never post illegal information.
- Avoid harassing or embarrassing your classmates or instructor. If you do not agree with someone, respond objectively to the subject matter, not personally to your classmate.
- Refrain from transmitting inappropriate content that may be abusive, racially or ethically offensive, rude, vulgar, or harmful.
- Refrain from using ALL CAPS (construed as shouting), slangs or jokes.
- Remember the entire class will see your postings on the discussion board (except when you email me directly).
Format for Written Work
Students are responsible for submitting papers in the proper written format as required by their instructor. The APA format is required for all papers written for the undergraduate nursing program. Students are expected to obtain and reference the APA publication material as needed. Students are encouraged to utilize the John Esch Library database, APA Style CENTRAL for assistance: https://lakeland.edu/John-Esch-Library/database-find-articles

Instructor Email Response
In today’s world of electronic communication, we all want to get our questions responded to quickly. I do, however, value my personal time. Therefore, an established reasonable parameter for responding to students is 24 - 48 hours, Monday through Friday. With that said, time management skills are very important in determining your success in this course. Be sure to plan ahead and set aside time each week dedicated to course work. Please utilize your lakeland.edu email for all email correspondence. Students are expected to regularly check their school email account.

Plagiarism
Using the ideas, data, or language of another without specific or proper acknowledgement (e.g. copying another person’s paper, article, or computer work and submitting it for an assignment; cloning someone else’s ideas without attribution or facility to use quotation marks where appropriate). It is against copyright law to "steal" someone else's words or and pass them off as your own ideas. This is especially easy with the Internet. Browsers allow you to open a published document, highlight the text, and paste it into another document (e.g., discussion board).

Any ideas or materials taken from another source for either written or oral use must be fully acknowledged with an in-text citation and subsequent reference. Failure to properly cite and/or reference is considered plagiarism.

Anyone found plagiarizing someone else's ideas may receive a failing grade for the assignment or course. Please consult the academic catalog section on academic standing which references plagiarism and cheating.

Cheating
Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing or attempting to prevent another from using authorized assistance, material, or study aids (e.g. using a cheat sheet on a quiz or exam or altering a graded exam and resubmitting it for a better grade).

Bringing Children to Class
No children should be brought to class. However, there may be extenuating or unusual circumstances in which the instructor may grant consent for a student to bring a child to class. Consent is required prior to class. Any disruption will result in the child being removed, by the parent, from the classroom immediately.

Classroom Etiquette
Lakeland University supports the learning environment and engagement in the learning process. Therefore, cell phones, MP3 players, and other materials that have the potential to interfere with classroom discussions and instruction should be put away.

Occasionally, cell phone, tablets, or laptops my be useful for in-class discussions.

The atmosphere of the class is intended to be inclusive, non-critical, and exploratory. Students are encouraged to ask questions, seek understanding, be open and respectful of others' beliefs, values, experiences, and contribution.

Disability Accommodations
Students who have a need for disability-related accommodations or services should inform the Associate Provost for Academic Affairs, Dr. Julia Rodemeier at rodemeierj@lakeland.edu or (920) 565 1021 Ext. 2113. Lakeland University will provide reasonable and effective accommodations and services to students. Requests must be made in a timely manner and accompanied by appropriate documentation in accordance with federal, state, and Lakeland University guidelines.
When accommodations are required for a student with a documented disability, the instructor will receive an email notification from the Dr. Rodemeier providing access to those accommodations. Instructors must provide these accommodations to the student specifically as indicated when they are applicable, which is a requirement of federal law under the Americans with Disabilities Act. Instructors should refrain from providing additional accommodations for students with disabilities that are not directly indicated, as doing so can provide an unfair advantage or expectations on the part of the student. Questions about approved accommodations or recommendations for additional consideration should be directed to Dr. Julia Rodemeier.

**Title IX**

Gender discrimination and sexual harassment are prohibited by Title VII of the Civil Rights Act of 1964 as amended and Title IX of the Education Amendments of 1972. Lakeland University encourages those who have experienced any form of sex discrimination/sexual misconduct to report the incident promptly, to seek available assistance and to pursue university conduct charges and/or criminal prosecution of the offender. Lakeland University takes complaints very seriously and will work with victims to ensure their safety. Contact Campus Safety at (920) 565-1126 (Brotz Hall) and/or the Lakeland University Title IX Coordinator (Leslie Laster at (920) 565-1043 Ext. 2507). Questions about Title IX can be directed to the Title IX Coordinator or to the Office of Civil Rights (OCR, http://www2.ed.gov/about/offices/list/ocr/index.html) of the U.S. Department of Education. The Title IX Coordinator staff is available to meet with students, faculty, and staff who believe sexual harassment or sexual violence has occurred.

**Self-Reporting Requirements**

Your program acceptance is tentative until confirmation is received by the college from the Department of Justice on your background disclosure information.

From the time you complete the Background Information Disclosure form until you graduate from or drop the program, understand that if you are charged with or convicted of a crime or if you are investigated for any violation of a state or federal law, you must report this to the Lakeland University Nursing Program Director. Understand that (1) this investigation may result in your suspension from practicums which may delay or prevent your graduation from the program; and (2) your failure to report will result in your removal from the program.

**Changes to the Syllabus**

In the event of extenuating circumstances or other factors, the class schedule or course procedures indicated in the syllabus are subject to change. The instructor will notify students of any such changes.

**Grading Rubrics**

<table>
<thead>
<tr>
<th>Discussion Board Rubric</th>
<th>Excellent 5 pts</th>
<th>Good 4 pts</th>
<th>Sufficient 3 pts</th>
<th>Beginning 2 pts</th>
<th>Unacceptable 1 pt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Assignment Posting</td>
<td><em>Posts well developed assignment that fully addresses and develops all aspects of the task.</em></td>
<td><em>Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.</em></td>
<td><em>Posts developing assignment with minimal insight and only reiterates readings; doesn’t address all aspects of the task.</em></td>
<td><em>Minimal preparation with basic information. Limited connections to the task.</em></td>
<td><em>Unacceptable submission. Missing connections to the task.</em></td>
</tr>
</tbody>
</table>
**Follow-Up Postings**
Promotes interaction and asks engaging questions or makes debatable remarks. Response to peer post adds to the related discussion topic by extending meaning and building on post.

| *Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts with use of references and personal experience. *Posts factually correct, reflective, substantive contribution that advances discussion. |
| *Elaborates on existing postings with further comment or observation from reference or personal experience that extends discussion. *Posts information that is factually correct; lacks full development of concept or thought. |
| *Posts shallow contribution to discussion (e.g., agrees or disagrees); contains few new ideas or applications. *Repeats but does not add substantive information to the discussion. |
| *Post is vague and general. No new ideas presented. |
| *Posts information that is off-topic, incorrect, or irrelevant to discussion. |

**Timeliness**
Timeliness of discussion contributions

| *Posts 6 or more times, 3 or more separate days of the week. *Posts are made in time for others to read and respond. |
| *Posts at least 6 times, at least 3 separate days during the week. *Posts are made in time for others to read and respond. |
| *Posts at least 4 times, at least 2 separate days during the week. *Posts may not all be made in time for others to read and respond. |
| *Posts at least 2 times, at least 1 day during the week. *Posts are not made in time for others to read and respond. |
| *Posts less than 2 times or posts are beyond due date. |

**References and Support**
Incorporates readings, research, and personal experiences

| *Uses references from readings and research to support comments. Personal experience shared that supports comments. *References material using APA format. |
| *Incorporates some references from readings or research to support comments. Personal experience shared which lend insight to comments. *References material using APA format. |
| *Readings and personal experience mentioned at minimal level. *No reference material cited in APA format. |
| *Incorporates personal experience but no references made from readings or research. *No reference material cited in APA format. |

**Professionalism**
Adherence to grammar conventions, spelling, and punctuation (gsp). Posts are respectful interactions. APA formatting (per rubric)

| *Less than 4 gsp errors. Occasionally use incorrect tense or word choice. APA citation in text and reference notation with 1 error. *No unprofessional comments or behaviors. |
| *4-7 gsp errors. Choppy sentences with ideas that do not connect. Meets APA criteria with 2 errors. *No unprofessional comments or behaviors. |
| *8-12 gsp errors. Ideas are unclear, word choice is incorrect. Meets APA criteria with 3 errors. *Unprofessional comment or behavior. |
| *Greater than 12 gsp errors. Ideas are unclear. Does not meet APA criteria. *Unprofessional post. |

**Case Study Rubric**

<p>| Identification of the main issues or problems |
| Excellent 5 pts | Good 4 pts | Sufficient 3 pts | Beginning 2 pts | Unacceptable 1 pt. |
| *Response provides evidence (through the use of description and details) that the student has | *Response shows evidence that the student has thought about and understands the case study, and | *Response demonstrates an understanding of some of the issues in the case study. | *Response identifies few of the issues in the case study. Fails to demonstrate an | *Response does not identify any of the issues in the case study. Does not identify the main ideas. |
| Analysis of the issues and/or problems | *The student’s analysis of the topic, issues and/or problems is insightful and thorough. *The topic is explained in clear language; immediately interesting and supported with detail. | *Student provides a superficial analysis of some of the topics, issues and/or problems. May veer from topic, issues and/or problem. | *The student provides an analysis of the issues and/or problems. *Missing an analysis of the issues and/or problems. |
| Comments on effective solutions and/or strategies (the solution may be in the case study already or proposed by the learner) | *Well documented, reasoned, commented on solutions or proposals for solutions to all topics, issues, and/or problems presented in the case study. *Easy to read, ideas are organized in thought and content. | *Superficial solutions and/or proposals to some of the topics, issues and/or problems. *Minimal action suggested and/or inappropriate solutions or proposals to all of the topics, issues and/or problems. *Disorganized and the reader cannot follow the paper at any length. *Inappropriate action, solutions, or proposals presented to the topic. *Poorly constructed response. |
| References and Support | *Uses references from readings and research to support comments. Personal experience shared that supports comments. *References material using APA format. | *Incorporates some references from readings or research to support comments. Personal experience shared which lends insight to comments. *References material using APA format. | *Incorporates personal experience but no references made from readings or research. *No reference material cited in APA format. *Includes no references or supporting experience. |
| | | | *Greater than 12 gsp errors. Ideas are unclear. Does not meet APA criteria. *Unprofessional post. |</p>
<table>
<thead>
<tr>
<th>Reflection Paper Rubric</th>
<th>Excellent 5 pts</th>
<th>Good 4 pts</th>
<th>Sufficient 3 pts</th>
<th>Beginning 2 pts</th>
<th>Unacceptable 1 pt.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does this paper show evidence of deep thought about the topic?</strong> Considers relevant themes of ethics, professionalism, leadership, safe patient care, quality improvement, cultural competence, evidence-based practice, patient-centered care, communication, and interprofessionalism.</td>
<td>*Paper provides evidence (through the use of description, details, and use of nursing literature) that the student has examined his/her own belief systems, professional practice, and related this to their current views about the topic; use of nursing literature to support thoughts.</td>
<td>*The paper shows that the student has thought about the topic although the written presentation may appear weak or lack clarity; use of nursing literature to support thoughts.</td>
<td>*Paper is shallow and does not present detailed evaluation of reflection about the topic; little use of nursing literature to support thoughts.</td>
<td>*Lacks insight to meet this criteria by obvious disregard for the expectations stated. Uses anecdotal information, no nursing literature.</td>
<td>*Unacceptable submission. Missing reflection.</td>
</tr>
<tr>
<td><strong>Does this paper address the prompt or the topic?</strong></td>
<td>*The student's reflection about the topic is explained in clear language; immediately interesting and supported with detail.</td>
<td>*The entire paper's content relates to the prompt or topic; the student attempts to explain his/her reflections about the topic but may take a rereading to understand.</td>
<td>*Student does not clearly identify the topic and his/her reflections; may veer from topic.</td>
<td>*A topic of the paper is stated but reflection does not coincide with topic/prompt. Fails to stick to the topic therefore fails to meet this criteria.</td>
<td>*Unacceptable submission. Does not identify the topic.</td>
</tr>
<tr>
<td><strong>Clearly organized introduction, body, and conclusion. Writing ideas are clearly connected and make sense</strong></td>
<td>*Easy to read, topic introduced, organization clearly evident with proper introduction, body, and conclusion. *Each paragraph has a central idea; ideas are connected and paragraphs are developed with details; paper is easy to read and &quot;flows&quot; naturally in an organized pattern.</td>
<td>*Paper has intro, body, and conclusion that is usually clear and easy to read. *Each paragraph has a central idea that is supported with details; ideas are connected and important points make sense.</td>
<td>*At times paper is disorganized or leaves reader wondering what is being said. May take a re-reading. *Paragraphs are, on occasion, disorganized; ideas are included which do not always relate to the main idea.</td>
<td>*Paper is generally disorganized; reader can not follow the paper at any length. *Ideas are not connected, without supporting details, and/or have abrupt endings.</td>
<td>*Fails to meet this criteria by obvious disregard for the expectations stated in the criteria.</td>
</tr>
<tr>
<td><strong>References and Support</strong> Incorporates readings, research, and personal experiences</td>
<td>*Uses references from readings and research to support comments. Personal experience shared that supports comments. *References material using APA format.</td>
<td>*Incorporates some references from readings or research to support comments. Personal experience shared which lend insight to comments. *References material using APA format.</td>
<td>*Readings and personal experience mentioned at minimal level. *No reference material cited in APA format.</td>
<td>*Incorporates personal experience but no references made from readings or research. *No reference material cited in APA format.</td>
<td>*Includes no references or supporting experience.</td>
</tr>
<tr>
<td><strong>Professionalism</strong> Adherence to grammar conventions, spelling, and</td>
<td>*Free of gsp errors. Correct use of verb tense. No slang. Correct</td>
<td>*Less than 4 gsp errors. May occasionally use incorrect tense or</td>
<td>*4-7 gsp errors. Choppy sentences with ideas that do not connect.</td>
<td>*8-12 gsp errors. Ideas are unclear; word choice is incorrect. Meets</td>
<td>*Greater than 12 gsp errors. Ideas are unclear. Does</td>
</tr>
</tbody>
</table>
Lakeland University Syllabus

Course Information

<table>
<thead>
<tr>
<th>Course</th>
<th>NUR 303: Research and Evidence-Based Practice in Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td></td>
</tr>
<tr>
<td>On-Ground Location</td>
<td></td>
</tr>
<tr>
<td>Format</td>
<td>□ Face-to-Face only □ Online only □ Hybrid 7-week</td>
</tr>
<tr>
<td></td>
<td>□ BlendEd® □ BlendEd® Live □ 7-week (Online only)</td>
</tr>
</tbody>
</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Kerry Hamm MSN, RN or Nursing Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:HammKL@lakeland.edu">HammKL@lakeland.edu</a> or Nursing Faculty</td>
</tr>
<tr>
<td>Phone (Mobile)</td>
<td>920-323-4181 or Nursing Faculty</td>
</tr>
<tr>
<td>(Home)</td>
<td></td>
</tr>
<tr>
<td>(Work)</td>
<td></td>
</tr>
<tr>
<td>Fax</td>
<td>920-565-1060</td>
</tr>
<tr>
<td>Hours of Availability</td>
<td></td>
</tr>
</tbody>
</table>

Required Textbook(s) with ISBN(s)


Required Supplemental Material(s)

Case Studies and Rubrics will be posted in Blackboard
Computer and Internet for everyday use
Microsoft Word, Excel, PowerPoint, and Adobe Acrobat

Textbook Companion Website(s)

Course Description and Prerequisite(s)

This course fosters a deep understanding of the principles and practice of research and the importance of building nursing practice on evidence. Students will review research methodologies and then systematically collect, interpret, and report data all while considering patient preferences and values. Nurses must be competent and capable of investigating and evaluating data to adopt, teach and evaluate evidence-based practice to improve patient outcomes,
and provide safe, quality health care to patients, communities, and populations. The ever-changing healthcare environment requires an accelerated transition of research findings into practice and the use of practice data to improve care and outcomes. Pre-requisites: MAT 220: Probability and Statistics and NUR 301: Professional Nursing Practice. Required admittance to the Lakeland University RN to BSN Completion Program.

**Course Delivery Notes (For instructor only)**

**Learning Outcomes**

By the end of the course, students will:
- Connect research to evidence-based practice and patient-centered care
- Discriminate between research designs and methodologies that create nursing research and drive evidence-based practice
- Apply the steps of developing ethical research
- Evaluate the quality of research studies using established criteria
- Disseminate evidence-based research for the purpose of delivering quality, cost-effective, patient-centered care
- Integrate evidence-based research to professional practice

**Standards and Competencies: N/A**

**Course Design**

<table>
<thead>
<tr>
<th>Blackboard Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home Page</strong></td>
</tr>
<tr>
<td><strong>Calendar</strong></td>
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<tr>
<td><strong>Syllabus, Policies and Rubrics</strong></td>
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<tr>
<td><strong>Instructor Info</strong></td>
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<tr>
<td><strong>Weekly Content</strong></td>
</tr>
<tr>
<td><strong>Discussion Board</strong></td>
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<tr>
<td><strong>My Grades</strong></td>
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<tr>
<td><strong>Library Resources</strong></td>
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<td><strong>Email</strong></td>
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<td><strong>Support</strong></td>
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<td><strong>Help</strong></td>
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<tr>
<td><strong>Course Evaluations</strong></td>
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**Calendar**

<table>
<thead>
<tr>
<th>BlendEd®/Online Discussions</th>
</tr>
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<tbody>
<tr>
<td><strong>Beginning of Week</strong></td>
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<tr>
<td>Week</td>
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<td>---------------</td>
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<tr>
<td><strong>Week 1: In Class</strong></td>
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<tr>
<td><strong>Week 1: Online</strong></td>
</tr>
<tr>
<td><strong>Week 2: In Class</strong></td>
</tr>
</tbody>
</table>
| Week 2: Online | Chapter 4 “Examining Ethics in Nursing Research” | Discussion Board: Compare and contrast research designs and methodologies  
Case Study: Strategies and barriers to implementing EBP |
|---|---|---|
| Reflection Paper (EBP Proposal – part 1): Identify, from your practice, a nursing action or function, or a patient problem/diagnosis that you think requires evaluation, improvement, standardization, or updating  
Case Study: Interprofessional team approach to a qualitative study about a patient with a diagnosis of multiple sclerosis  
Reflection Paper: Make a list of all the tasks routinely done by nurses in a typical day. Carefully consider what evidence could be used as the foundation for these tasks. Describe the skills and tasks in your practice and analyze if they are based on research, personal preference, clinical guidelines, or traditions? |
| Week 3: In Class | In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.  
Examples:  
Discussion Board: Identify types of information resources  
Discussion Board: Assess research to determine relevance (i.e. source, publication date, purpose, and intended audience)  
Discussion Board: Think of a patient you’ve cared for and identify the specific information needed to provide quality, patient-centered care |
| Date: | * READ from Grove, S. K., & Gray, J. R.:  
Chapter 5 “Examining Research Problems, Purposes, and Hypotheses”  
Chapter 6 “Understanding and Critically Appraising the Literature Review” |
| Week 3: Online | Reflection Paper (EBP Proposal – part 2): Identify a clinical mentor or |
| Week 4: In Class | Peer and discuss your perceptions from part 1. Now track down existing internal protocols, standards of practice, and/or internal data pertaining to the issue to understand the status of what you see as a weakness or deficiency in care. Consider the patients’ perception about the issue. |
| **Case Study:** Use case study to complete a literature search. Assess the number and relevance of sources cited to determine whether the search strategy must be refined. |
| **Week 4: Online** | In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc. Examples: |
| **Research Appraisal:** Appraise a quantitative research article |
| **Case Study:** to be determined (focus on linking research to patient outcomes and cost containment) |
| **Discussion Board:** Recall a nurse theorist from NUR 301. Search the literature to find evidence of nursing research utilization of a select theory |
| **Week 5: In Class** | Discussion Board (EBP Proposal – part 3): Write a PICOTS question and search databases and websites for research evidence relevant to reflection paper part 1 and 2. Search first for evidence-based clinical practice guidelines and systematic reviews, if none found then search for original studies. Summarize the evidence relevant to your PICOT question (sample format in Blackboard) |
| Date **READ from Grove, S. K., & Gray, J. R.:** Chapter 7 “Understanding Theory and Research Frameworks” Chapter 8 “Clarifying Quantitative Research Designs” | In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing |

**Date**
<table>
<thead>
<tr>
<th>Week 5: Online</th>
<th>Week 6: In Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 10 “Clarifying Measurement and Data Collection in Quantitative Research”</strong></td>
<td><strong>READ from Grove, S. K., &amp; Gray, J. R.: Chapter 11 “Understanding Statistics in Research”</strong></td>
</tr>
<tr>
<td>practice, textbook readings, trends etc. Examples: <strong>Discussion Board:</strong> Consider vulnerable populations that are emerging in the current health care environment. Explain why you see these groups as vulnerable.</td>
<td>Chapter 12 “Critical Appraisal of Quantitative and Qualitative Research for Nursing Practice”</td>
</tr>
<tr>
<td><strong>Discussion Board:</strong> Look at Lakeland University Institutional Review Board (IRB). Which criteria do the board members use when approving research projects? Determine if your hospital has an IRB. <strong>Case Study:</strong> Complete 1 of 4 presented in Blackboard</td>
<td>In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc. Examples: <strong>Discussion Board:</strong> Summarize the components of how to critically appraise quantitative research</td>
</tr>
<tr>
<td><strong>Case Study:</strong> to be determined (focus on ethics) <strong>Discussion Board:</strong> Discuss the differences between evidence-based practice and research with a colleague from another profession (respiratory therapy, physical therapy, speech therapy, etc.). Share your discussion. <strong>Research Appraisal:</strong> Appraise a quantitative research article</td>
<td><strong>Discussion Board:</strong> Summarize the components of how to critically appraise quantitative research <strong>Research Appraisal:</strong> Appraise a quantitative or qualitative research article</td>
</tr>
</tbody>
</table>
**Week 6: Online**

<table>
<thead>
<tr>
<th>Research Appraisal (EBP Proposal – part 4): Analyze the evidence related to your PICOTS question (from Discussion Board week 4 - online)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Paper (EBP Proposal – part 5): Compare current practice with the evidence found. Discuss with at least one other person, preferably more, your findings (from research appraisal week 4, and reflection paper (part 4) of week 5).</td>
</tr>
<tr>
<td>Reflection Paper (EBP Proposal – part 6): Design a change in practice protocol. Consider: a plan of care; a care pathway; an algorithm; a new procedure; a new assessment guide; a patient education video. Discuss with your clinical mentor or peer how you could go about introducing the change in practice/innovation in the clinical setting (based on reflection paper part 6)</td>
</tr>
</tbody>
</table>

**Week 7: In Class**

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>* READ from Grove, S. K., &amp; Gray, J. R.: Chapter 13 “Building an Evidence-Based Nursing Practice” Chapter 14 “Introduction to Additional Research Methodologies in Nursing: Mixed Methods and Outcomes Research”</td>
</tr>
<tr>
<td>In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc. Examples:</td>
</tr>
<tr>
<td><strong>Discussion Board:</strong> Discuss the differences between evidence-based practice and research with a colleague from another profession (respiratory therapy, physical therapy, speech therapy, etc.). Share your discussion.</td>
</tr>
<tr>
<td><strong>Reflection Paper:</strong> List strategies for introducing change/innovation within your clinical setting and incorporating change/innovation in your practice (consider your EBP proposal)</td>
</tr>
</tbody>
</table>

**Week 7: Online**

| Case Study (EBP Proposal – part 7): Utilizing your reflection papers, discussion boards and research appraisal present your EBP proposal to your peers (PowerPoint presentation) |
## Assignment Detail

### Discussion Board

**Description:**
One of the learner’s greatest resources in learning is fellow learners. It is for this purpose that a graded discussion is part of this course. Through discussions with others about topics relevant to the classroom content, the students will gain a better understanding of the topic and learn the value of collaborative investigation and learning. Collaboration through discussions is not only an excellent tool to improve learning but a vital component of nursing practice.

**Please do not post and respond to the discussion boards until the week it is due.** It is suggested that you formulate your response in a word document and then copy/paste it into your reply during the week it is due. This will allow you to work ahead if you choose.

The instructor will monitor the discussion and make comments when necessary. The instructor has the responsibility of keeping the discussion focused and moving forward; however, learning research cautions instructors to not be too involved in that he or she may blunt the conversation and learning of the students. Therefore, the instructor may choose not to provide a response to every student with every post. The instructor will provide a point value for the discussion participation in the grade book.

This is a BlendEd® Live class, meaning the learner will have the option each week to earn assignment points either in-person or online. If the learner attends class in-person or online (synchronously) any given week, the learner is expected to fully participate in the in-class discussions. **Active participation and attending in-person or online (synchronously), will fulfill the in-class assignments.** If the learner does not actively participate, even if they attended class in-person or online (synchronously), the instructor will inform the learner via Lakeland University email (Lakeland.edu) that the learner must complete all the in-class assignments.

If the learner attends online (asynchronously) any week, the learner is expected to complete the in-class assignments via Blackboard. See the Rubric called “Discussion Board Rubric” below.

The details of each assignment and the required tasks, including Discussion Boards, will be posted in Blackboard, corresponding to the week, and will be designated as “In Class” or “Online”.

### Reflection Paper

**Description:**
The reflection papers provide your own thoughts, personal insights and analysis about a topic in professional nursing practice and your own professional practice. Reflection is an expression of the learner’s insight of their own experiences, beliefs, opinions, perceptions and observations. Nurses use reflective thinking to transform situations, develop a sense of clarity, problem solve, gain perspective, and ultimately transform practice. Reflective thinking is a framework for nursing practice. Hence, the reason you’ll utilize reflection to critically think, synthesize knowledge, and bridge theory and practice.

The details of each assignment and required tasks, including Reflection Papers, will be posted in Blackboard during the corresponding week. The paper should include an introduction, or the big picture, a thesis statement, body, judgment, and a conclusion. Please see the Reflection Paper Rubric below.

### Case Study

**Description:**
Case studies facilitate thinking/learning through a learner-centered approach to education. The use of case studies promotes active learning and interaction between learners and/or instructors. Case studies challenge the learner to assess the situation, analyze problems, consider solutions, and anticipate outcomes all while developing critical thinking skills.

This is a BlendEd® Live class, meaning the learner will have the option each week to earn assignment points either in-person or online. If the learner attends class in-person or online (synchronously) any given week, the learner must...
expected to fully participate in the in-class discussions. Active participation and attending in-person or online (synchronously), will fulfill the in-class assignments.

If the learner does not actively participate, even if they attended class in-person or online (synchronously), the instructor will inform the learner via Lakeland University email (Lakeland.edu) that the learner must complete all the in-class assignments.

If the learner attends online (asynchronously) any week, the learner is expected to complete the in-class assignments via Blackboard. See the Rubric called “Case Study Rubric” below.

The details of each assignment and the required tasks, including Case Studies, will be posted in Blackboard, corresponding to the week, and will be designated as “In Class” or “Online”.

Research Appraisal

Description:
The critical appraisal and interpretation of research findings is an acquired skill that is important for nurses to learn to determine the usefulness of published literature. Research appraisal is a critical step to determining the strength and quality of evidence, as published clinical research can be flawed or not have the significant clinical impact of which to base care. The appraisal of research allows the reader to determine if the data are credible, clinically relevant, and applicable to a particular setting or circumstance.

The details of each assignment and required tasks, including Research Appraisal, will be posted in Blackboard during the corresponding week. Please see the Research Appraisal Rubric below.

Grading Summary*

<table>
<thead>
<tr>
<th>Name of Assignment Type</th>
<th>Assignment Score</th>
<th>Weighted Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board (17 x 25)</td>
<td>425</td>
<td>24%</td>
</tr>
<tr>
<td>Case Study (7 x 25)</td>
<td>175</td>
<td>28%</td>
</tr>
<tr>
<td>Reflection Paper (8 x 25)</td>
<td>200</td>
<td>32%</td>
</tr>
<tr>
<td>Research Appraisal (4 x 25)</td>
<td>100</td>
<td>16%</td>
</tr>
<tr>
<td>Total:</td>
<td>900</td>
<td>100%</td>
</tr>
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</table>

*Grading Summary: The grading for this course is based on 4 component parts, with each part being a percentage of the total grade. Assignment score is based on the rubric for the assignment. The assignment score is the points awarded per the rubric. The assignment is then weighted. Weighted percentages determine leveling of the assignment within a course and within the nursing program.

Grading Scale

(there will be no rounding of grades)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0% to 100.0%</td>
</tr>
<tr>
<td>AB</td>
<td>90.0% to 92.9%</td>
</tr>
<tr>
<td>B</td>
<td>84.0% to 89.9%</td>
</tr>
<tr>
<td>BC</td>
<td>80.0% to 83.9%</td>
</tr>
<tr>
<td>C</td>
<td>74.0% to 79.9%</td>
</tr>
<tr>
<td>CD</td>
<td>70.0% to 73.9%</td>
</tr>
<tr>
<td>D</td>
<td>64.0% to 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 64.0%</td>
</tr>
</tbody>
</table>
**Attendance/Participation**

"Attendance" or participation is required for this class. This course is designed to provide a forum in which you, as a student, can work together with others to build your knowledge, skills, and abilities. Participation is important to your academic and professional growth and to the learning of other participants.

Students are required to participate in two components of the course, “In Class” and “Online”, each week.

“In Class” participation is fulfilled one of two ways:

3. **Active participation** in discussions and other class activities **during** the BlendEd Live broadcast in class or online (synchronous) OR

4. Completing the “In Class” assignments in an asynchronous (not actively participating in the BlendEd Live broadcast) format

“Online” participation is fulfilled each week by completing the “Online” assignments for the week. Please see your syllabus course calendar for a listing of all assignments.

Class absences: If an illness, emergency, or personal or business obligation, requires you to be absent for a week of class, you must contact the instructor promptly to make arrangements for the late work (please see Late Submissions and Makeup Assignments below). You may contact the instructor via email or telephone.

Nonparticipation for 2 consecutive weeks without notification or permission from the instructor will result in a failing grade in the course.

**Feedback on Assignments**

In-class participation grades for BlendEd courses will be completed within 48 hours. Grades for all assessed work will be completed and posted to the Learning Management System (Blackboard) within seven (7) days after the assignment due date.

**Assignment Grading**

Assignments will be graded per the assignment rubric. Assignments not submitted on time, per the syllabus course calendar, will not earn any points and a score of zero (0) will be entered in the gradebook. Late assignments may be accepted at the instructors discretion (see Late Submissions and Makeup Assignments below).

**Late Submissions and Makeup Assignments**

All assignments must be done individually. All assignments are due by the dates indicated within the course syllabus. Late assignments will only be accepted in extenuating circumstances. Instructors make the final determination on whether or not an assignment will be accepted late. No make-up assignments will be given.

**Discussion Etiquette**

Learners are expected to be respectful of diversity of thoughts, opinions, and values. Inappropriate commentary will not be accepted and will be addressed on an individual basis. As you formulate your thoughts and opinions, please be mindful of common sense, basic etiquette and professionalism.

- Never post illegal information.
- Avoid harassing or embarrassing your classmates or instructor. If you do not agree with someone, respond objectively to the subject matter, not personally to your classmate.
- Refrain from transmitting inappropriate content that may be abusive, racially or ethically offensive, rude, vulgar, or harmful.
- Refrain from using ALL CAPS (construed as shouting), slangs or jokes.
- Remember the entire class will see your postings on the discussion board (except when you email me directly).

**Format for Written Work**

Students are responsible for submitting papers in the proper written format as required by their instructor. The APA format is required for all papers written for the undergraduate nursing program. Students are expected to obtain and
reference the APA publication material as needed. Students are encouraged to utilize the John Esch Library database, APA Style CENTRAL for assistance: https://lakeland.edu/John-Esch-Library/database-find-articles

Instructor Email Response
In today’s world of electronic communication, we all want to get our questions responded to quickly. I do, however, value my personal time. Therefore, an established reasonable parameter for responding to students is 24 - 48 hours, Monday through Friday. With that said, time management skills are very important in determining your success in this course. Be sure to plan ahead and set aside time each week dedicated to course work. Please utilize your lakeland.edu email for all email correspondence. Students are expected to regularly check their school email account.

Plagiarism
Using the ideas, data, or language of another without specific or proper acknowledgement (e.g. copying another person’s paper, article, or computer work and submitting it for an assignment; cloning someone else’s ideas without attribution or facility to use quotation marks where appropriate). It is against copyright law to "steal" someone else’s words and or pass them off as your own ideas. This is especially easy with the Internet. Browsers allow you to open a published document, highlight the text, and paste it into another document (e.g., discussion board).

Any ideas or materials taken from another source for either written or oral use must be fully acknowledged with an in-text citation and subsequent reference. Failure to properly cite and/or reference is considered plagiarism.

Anyone found plagiarizing someone else's ideas may receive a failing grade for the assignment or course. Please consult the academic catalog section on academic standing which references plagiarism and cheating.

Cheating
Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing or attempting to prevent another from using authorized assistance, material, or study aids (e.g. using a cheat sheet on a quiz or exam or altering a graded exam and resubmitting it for a better grade).

Bringing Children to Class
No children should be brought to class. However, there may be extenuating or unusual circumstances in which the instructor may grant consent for a student to bring a child to class. Consent is required prior to class. Any disruption will result in the child being removed, by the parent, from the classroom immediately.

Classroom Etiquette
Lakeland University supports the learning environment and engagement in the learning process. Therefore, cell phones, MP3 players, and other materials that have the potential to interfere with classroom discussions and instruction should be put away.

Occasionally, cell phone, tablets, or laptops may be useful for in-class discussions.

The atmosphere of the class is intended to be inclusive, non-critical, and exploratory. Students are encouraged to ask questions, seek understanding, be open and respectful of others’ beliefs, values, experiences, and contribution.

Disability Accommodations
Students who have a need for disability-related accommodations or services should inform the Associate Provost for Academic Affairs, Dr. Julia Rodemeier at rodemeierj@lakeland.edu or (920) 565 1021 Ext. 2113. Lakeland University will provide reasonable and effective accommodations and services to students. Requests must be made in a timely manner and accompanied by appropriate documentation in accordance with federal, state, and Lakeland University guidelines.

When accommodations are required for a student with a documented disability, the instructor will receive an email notification from the Dr. Rodemeier providing access to those accommodations. Instructors must provide these
accommodations to the student specifically as indicated when they are applicable, which is a requirement of federal law under the Americans with Disabilities Act. Instructors should refrain from providing additional accommodations for students with disabilities that are not directly indicated, as doing so can provide an unfair advantage or expectations on the part of the student. Questions about approved accommodations or recommendations for additional consideration should be directed to Dr. Julia Rodemeyer.

**Title IX**

Gender discrimination and sexual harassment are prohibited by Title VII of the Civil Rights Act of 1964 as amended and Title IX of the Education Amendments of 1972. Lakeland University encourages those who have experienced any form of sex discrimination/sexual misconduct to report the incident promptly, to seek all available assistance and to pursue university conduct charges and/or criminal prosecution of the offender. Lakeland University takes complaints very seriously and will work with victims to ensure their safety. Contact Campus Safety at (920) 565-1126 (Brotz Hall) and/or the Lakeland University Title IX Coordinator (Leslie Laster at (920) 565-1043 Ext. 2507). Questions about Title IX can be directed to the Title IX Coordinator or to the Office of Civil Rights (OCR, http://www2.ed.gov/about/offices/list/ocr/index.html) of the U.S. Department of Education. The Title IX Coordinator staff is available to meet with students, faculty, and staff who believe sexual harassment or sexual violence has occurred.

**Self-Reporting Requirements**

Your program acceptance is tentative until confirmation is received by the college from the Department of Justice on your background disclosure information.

From the time you complete the Background Information Disclosure form until you graduate from or drop the program, understand that if you are charged with or convicted of a crime or if you are investigated for any violation of a state or federal law, you must report this to the Lakeland University Nursing Program Director. Understand that (1) this investigation may result in your suspension from practicums which may delay or prevent your graduation from the program; and (2) your failure to report will result in your removal from the program.

**Changes to the Syllabus**

In the event of extenuating circumstances or other factors, the class schedule or course procedures indicated in the syllabus are subject to change. The instructor will notify students of any such changes.

**Grading Rubrics**

<table>
<thead>
<tr>
<th>Discussion Board Rubric</th>
<th>Excellent 5 pts</th>
<th>Good 4 pts</th>
<th>Sufficient 3 pts</th>
<th>Beginning 2 pts</th>
<th>Unacceptable 1 pt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Assignment Posting</td>
<td>*Posts well developed assignment that fully addresses and develops all aspects of the task.</td>
<td>*Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.</td>
<td>*Posts developing assignment with minimal insight and only reiterates readings; doesn't address all aspects of the task.</td>
<td>*Minimal preparation with basic information. Limited connections to the task.</td>
<td>*Unacceptable submission. Missing connections to the task.</td>
</tr>
</tbody>
</table>
### Follow-Up Postings
Promotes interaction and asks engaging questions or makes debatable remarks. Response to peer post adds to the related discussion topic by extending meaning and building on post.

<table>
<thead>
<tr>
<th>Timelessness</th>
<th>Timeliness of discussion contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Posts 6 or more times, 3 or more separate days of the week.</em></td>
<td><em>Posts at least 6 times, at least 3 separate days during the week.</em></td>
</tr>
<tr>
<td><em>Posts are made in time for others to read and respond.</em></td>
<td><em>Posts may not all be made in time for others to read and respond.</em></td>
</tr>
</tbody>
</table>

### References and Support
Incorporates readings, research, and personal experiences.

| References material using APA format. | Uses references from readings and research to support comments. Personal experience shared that supports comments. References material using APA format. | Incorporates some references or readings or research to support comments. Personal experience shared which lends insight to comments. References material using APA format. | Incorporates personal experience but no references made from readings or research. No reference material cited in APA format. | Includes no references or supporting experience. |

### Professionalism
Adherence to grammar conventions, spelling, and punctuation (gsp). Posts are respectful interactions. APA formatting (per rubric)

| Free of gsp errors. Correct use of verb tense. No slang. Correct APA citation in text and reference notation. | Less than 4 gsp errors. May occasionally use incorrect tense or word choice. APA citation in text and reference notation with 1 error. | 4-7 gsp errors. Choppy sentences with ideas that do not connect. APA citation with 2 errors. | 8-12 gsp errors. Ideas are unclear, word choice is incorrect. Meets APA criteria with 3 errors. | Greater than 12 gsp errors. Ideas are unclear. Does not meet APA criteria. |

### Case Study
Rubric

<table>
<thead>
<tr>
<th>Excellent 5 pts</th>
<th>Good 4 pts</th>
<th>Sufficient 3 pts</th>
<th>Beginning 2 pts</th>
<th>Unacceptable 1 pt.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Response identifies few of the issues in the case study. Fails to demonstrate an understanding of the main ideas.</em></td>
<td><em>Response identifies few of the issues in the case study. Fails to demonstrate an understanding of the main ideas.</em></td>
<td><em>Response does not identify any of the issues in the case study. Does not identify the main ideas.</em></td>
<td><em>Response does not identify any of the issues in the case study. Does not identify the main ideas.</em></td>
<td><em>Response does not identify any of the issues in the case study. Does not identify the main ideas.</em></td>
</tr>
<tr>
<td><em>Response provides evidence (through the use of description and details) that the student has examined, identified, and understands the</em></td>
<td><em>Response shows evidence that the student has thought about and understands the case study, and identifies and understands most of the main ideas.</em></td>
<td><em>Response demonstrates an understanding of some of the issues in the case study.</em></td>
<td><em>Response identifies few of the issues in the case study. Fails to demonstrate an understanding of the main ideas.</em></td>
<td><em>Response does not identify any of the issues in the case study. Does not identify the main ideas.</em></td>
</tr>
<tr>
<td><strong>Analysis of the issues and/or problems</strong></td>
<td><strong>Comments on effective solutions and/or strategies (the solution may be in the case study already or proposed by the learner)</strong></td>
<td><strong>References and Support</strong></td>
<td><strong>Professionalism</strong></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td><em>The student's analysis of the topic, issues and/or problems is insightful and thorough. The topic is explained in clear language; immediately interesting and supported with detail.</em></td>
<td><em>Well documented, reasoned, comments on solutions or proposals for solutions to all topics, issues, and/or problems presented in the case study. Easy to read, ideas are organized in thought and content.</em></td>
<td><em>Uses references from readings and research to support comments. Personal experience shared that supports comments. References material using APA format.</em></td>
<td><em>Free of gsp errors. Correct use of verb tense. No slang. Correct APA citation in text and reference notation. Contributes valuable information to discussion. Post is professional with appropriate comments and behaviors.</em></td>
<td></td>
</tr>
<tr>
<td><em>The student provides a thorough analysis of most of the topics, issues and/or problems. The response is accurate and related to the topic, issue and/or problem.</em></td>
<td><em>Appropriate, well thought out comments about solutions and/or proposals for solutions to most of the topics, issues and/or problems presented. Easy to read, organized in thought and content.</em></td>
<td><em>Incorporates some references from readings or research to support comments. Personal experience shared which lend insight to comments. References material using APA format.</em></td>
<td><em>Less than 4 gsp errors. May occasionally use incorrect tense or word choice. APA citation in text and reference notation with 1 error. No unprofessional comments or behaviors.</em></td>
<td></td>
</tr>
<tr>
<td><em>Student provides a superficial analysis of some of the topics, issues and/or problems. May veer from topic, issues and/or problem.</em></td>
<td><em>Superficial solutions and/or proposals to some of the topics, issues and/or problems. May take a re-reading to understand thoughts and content.</em></td>
<td><em>Readings and personal experience mentioned at minimal level. No reference material cited in APA format.</em></td>
<td><em>4-7 gsp errors. Choppy sentences with ideas that do not connect. Meets APA criteria with 2 errors. Unprofessional comments or behaviors.</em></td>
<td></td>
</tr>
<tr>
<td><em>The student provides an incomplete analysis of the topic, issues, and/or problems.</em></td>
<td>*Minimal action suggested and/or inappropriate solutions or proposals to all of the topics, issues and/or problems. <em>Disorganized and the reader can not follow the paper at any length.</em></td>
<td><em>Incorporates personal experience but no references made from readings or research. No reference material cited in APA format.</em></td>
<td><em>8-12 gsp errors. Ideas are unclear, word choice is incorrect. Meets APA criteria with 3 errors. Unprofessional comment or behavior.</em></td>
<td></td>
</tr>
<tr>
<td><em>Missing an analysis of the issues and/or problems.</em></td>
<td><em>Inappropriate action, solutions, or proposals presented to the topic. Poorly constructed response.</em></td>
<td><em>Includes no references or supporting experience.</em></td>
<td><em>Greater than 12 gsp errors. Ideas are unclear. Does not meet APA criteria. Unprofessional post.</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reflection Paper Rubric</strong></th>
<th><strong>Excellent 5 pts</strong></th>
<th><strong>Good 4 pts</strong></th>
<th><strong>Sufficient 3 pts</strong></th>
<th><strong>Beginning 2 pts</strong></th>
<th><strong>Unacceptable 1 pt.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this paper show evidence of deep thought about the topic? Considers relevant themes of ethics, professionalism, leadership, safe patient care, quality improvement, cultural competence, evidence-based practice, patient-centered care, communication, and interprofessionalism.</td>
<td>*Paper provides evidence (through the use of description, details, and use of nursing literature) that the student has examined his/her own belief systems, professional practice, and related this to their current views about the topic; use of nursing literature to support thoughts.</td>
<td>*The paper shows that the student has thought about the topic although the written presentation may appear weak or lack clarity; use of nursing literature to support thoughts.</td>
<td>*Paper is shallow and does not present detailed evaluation of reflection about the topic; little use of nursing literature to support thoughts.</td>
<td>*Lacks insight to meet this criteria by obvious disregard for the expectations stated. Uses anecdotal information, no nursing literature.</td>
<td>*Unacceptable submission. Missing reflection.</td>
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</tr>
<tr>
<td>Does this paper address the prompt or the topic?</td>
<td>*The student's reflection about the topic is explained in clear language; immediately interesting and supported with detail.</td>
<td>*The entire paper's content relates to the prompt or topic; the student attempts to explain his/her reflections about the topic but may take a rereading to understand.</td>
<td>*Student does not clearly identify the topic and his/her reflections; may veer from topic.</td>
<td>*A topic of the paper is stated but reflection does not coincide with topic/prompt. Fails to stick to the topic therefore fails to meet this criteria.</td>
<td>*Unacceptable submission. Does not identify the topic.</td>
</tr>
<tr>
<td>Clearly organized introduction, body, and conclusion. Writing ideas are clearly connected and make sense</td>
<td>*Easy to read, topic introduced, organization clearly evident with proper introduction, body, and conclusion. *Each paragraph has a central idea; ideas are connected and paragraphs are developed with details; paper is easy to read and &quot;flows&quot; naturally in an organized pattern.</td>
<td>*Paper has intro, body, and conclusion that is usually clear and easy to read. *Each paragraph has a central idea that is supported with details; ideas are connected and important points make sense.</td>
<td>*At times paper is disorganized or leaves reader wondering what is being said. May take a re-reading. *Paragraphs are, on occasion, disorganized; ideas are included which do not always relate to the main idea.</td>
<td>*Paper is generally disorganized; reader can not follow the paper at any length. *Ideas are not connected, without supporting details, and/or have abrupt endings.</td>
<td>*Fails to meet this criteria by obvious disregard for the expectations stated in the criteria.</td>
</tr>
<tr>
<td>References and Support</td>
<td>*Uses references from readings and research to support comments. Personal experience shared that supports comments. *References material using APA format.</td>
<td>*Incorporates some references from readings or research to support comments. Personal experience shared which lend insight to comments. *References material using APA format.</td>
<td>*Readings and personal experience mentioned at minimal level. *No reference material cited in APA format.</td>
<td>*Incorporates personal experience but no references made from readings or research. *No reference material cited in APA format.</td>
<td>*Includes no references or supporting experience.</td>
</tr>
<tr>
<td>Research Appraisal Rubric</td>
<td>Excellent 5 pts</td>
<td>Good 4 pts</td>
<td>Sufficient 3 pts</td>
<td>Beginning 2 pts</td>
<td>Unacceptable 1 pt.</td>
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<tr>
<td>Information and evidence of the steps/elements of the study and identification of the strengths and limitations</td>
<td>*Response provides evidence (through the use of description and details) that the student has examined, identified, and understands the elements of the research. *Selects persuasive, interesting, and correct information to contextualize and inform the reader.</td>
<td>*Response shows evidence that the student has thought about and understands the research, and identifies and understands most of the elements. *Sufficient and appropriate information informs and contextualizes the research for the reader.</td>
<td>*Response demonstrates and understanding of some of the elements in the research. *Information informing and contextualizing the research is sometimes insufficient or not accurate.</td>
<td>*Response information informing and contextualizing the research is rarely sufficient or accurate.</td>
<td>*Response information to the research is inaccurate.</td>
</tr>
<tr>
<td>Analysis of the evidence/data</td>
<td>*The data are fully analyzed and description of the statistics is clear and accurate. *The analyses are consistently described appropriately.</td>
<td>*The data are usually analyzed and the descriptions of the details are commonly clear and accurate. *The data are mostly analyzed using appropriate statistical tests. *The analyses are generally described appropriately.</td>
<td>*The writer sometimes analyzes the evidence in support of the argument. *The data are only minimally analyzed, but analyses use appropriate statistical tests. The analyses are incompletely described.</td>
<td>*The writer rarely analyzes the evidence in support of the argument. *Data only poorly analyzed.</td>
<td>*Data is not analyzed to support or refute the argument.</td>
</tr>
<tr>
<td>Interpretation, findings. Credibility and meaning of the study findings</td>
<td>*Interpretation is insightful and persuasive, and displays extraordinary depth of thought. *Easy to read, ideas are organized in thought and content.</td>
<td>*Interpretation is persuasive and occasionally insightful. *Easy to read, organized in thought and content.</td>
<td>*Interpretation is sometimes persuasive but rarely insightful. *May take a re-reading to understand thoughts and content.</td>
<td>*Interpretation may be implausible. *The interpretation of the research is neither insightful nor convincing and frequently wrong.</td>
<td>*Interpretation is implausible and/or inaccurate.</td>
</tr>
<tr>
<td>References and Support</td>
<td>*Uses multiple references from readings and research to support comments. *References material using APA format.</td>
<td>*Includes references from readings and research to support comments. *References material using APA format.</td>
<td>*Includes references from readings or research. *References material cited in APA format.</td>
<td>*References mentioned but not cited.</td>
<td>*Includes no references or supporting evidence.</td>
</tr>
</tbody>
</table>
Course Information

<table>
<thead>
<tr>
<th>Course</th>
<th>NUR 320: Comprehensive Health and Physical Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td></td>
</tr>
<tr>
<td>On-Ground Location</td>
<td></td>
</tr>
<tr>
<td>Format</td>
<td>□ Face-to-Face only □ Online only ☒ Hybrid 7-week</td>
</tr>
<tr>
<td></td>
<td>□ BlendedEd® ☒ BlendedEd® Live □ 7-week (Online only)</td>
</tr>
</tbody>
</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Kerry Hamm MSN, RN or Nursing Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:HammKL@lakeland.edu">HammKL@lakeland.edu</a> or Nursing Faculty</td>
</tr>
<tr>
<td>Phone (Mobile)</td>
<td>920-323-4181 or Nursing Faculty</td>
</tr>
<tr>
<td>(Home)</td>
<td></td>
</tr>
<tr>
<td>(Work)</td>
<td></td>
</tr>
<tr>
<td>Fax</td>
<td>920-565-1060</td>
</tr>
<tr>
<td>Hours of Availability</td>
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</tbody>
</table>

Required Textbook(s) with ISBN(s)


Required Supplemental Material(s)

Case Studies and Rubrics will be posted in Blackboard
Computer and Internet for everyday use
Microsoft Word, Excel, PowerPoint, and Adobe Acrobat

Textbook Companion Website(s)

Course Description and Prerequisite(s)

As a key nursing function, assessment is the systematic method of collecting and analyzing data for the purpose of planning patient-centered care. This course will emphasize accurate health-history taking, and holistic health and physical assessment skills to deliver safe, effective nursing care in today’s ever-changing healthcare environment. No matter where the nurse practices, they need to be prepared to perform accurate, timely health assessments based on
evidence-based knowledge. The student will develop critical thinking skills to analyze the data collected to identify client problems and make informed nursing judgments. Emphasis will be placed on cultural competence, lifespan considerations, psychosocial, sociocultural, environment and community, and interprofessional collaboration.

Prerequisite: NUR 301: Professional Nursing Practice. Required admittance to the Lakeland University RN to BSN Completion Program.

Course Delivery Notes (For instructor only)

Learning Outcomes

By the end of the course, students will:
- Collect holistic health history
- Perform comprehensive physical exam
- Adapt health and physical assessment based on individual patient variations
- Communicate in a manner that builds trust, rapport, and facilitates a positive patient relationship
- Analyze and prioritize data to make informed nursing judgments
- Develop individual plan of care based on data
- Communicate patient care information to the health care team

Standards and Competencies: N/A

Course Design

<table>
<thead>
<tr>
<th>Blackboard Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home Page</strong></td>
</tr>
<tr>
<td><strong>Calendar</strong></td>
</tr>
<tr>
<td><strong>Syllabus, Policies and Rubrics</strong></td>
</tr>
<tr>
<td><strong>Instructor Info</strong></td>
</tr>
<tr>
<td><strong>Weekly Content</strong></td>
</tr>
<tr>
<td><strong>Discussion Board</strong></td>
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<tr>
<td><strong>My Grades</strong></td>
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<tr>
<td><strong>Library Resources</strong></td>
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<td><strong>Email</strong></td>
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<td><strong>Support</strong></td>
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<tr>
<td><strong>Help</strong></td>
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<tr>
<td><strong>Course Evaluations</strong></td>
</tr>
</tbody>
</table>
## Calendar

<table>
<thead>
<tr>
<th>BlendedEd®/Online Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning of Week</strong></td>
</tr>
<tr>
<td>Monday at 12:00 AM</td>
</tr>
<tr>
<td><strong>End of Week</strong></td>
</tr>
<tr>
<td>Sundays at 11:59 PM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day/Time of Class</th>
<th>Mondays 6:00 PM – 9:00 PM BlendedEd Live and M-T-W-R-F-S-S Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignments Due</strong></td>
<td>Sundays at 11:59 PM</td>
</tr>
<tr>
<td><strong>Semester Break(s)</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Assigned Reading / Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1: In Class</strong></td>
<td>*Introductions</td>
<td>In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.</td>
</tr>
<tr>
<td></td>
<td>*READ from Jarvis, C.: Chapter 1 “Evidence-Based Assessment”</td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td>Chapter 2 “Cultural Competence”</td>
<td><strong>Discussion Board:</strong> Complete discussion question related to cultural and spiritual assessments</td>
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<td></td>
<td>Chapter 3 “The Interview”</td>
<td><strong>Discussion Board:</strong> Examine the impact of health literacy on the household</td>
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<td></td>
<td>Chapter 4 “The Complete Health History”</td>
<td><strong>Discussion Board:</strong> Consider the impact telemedicine has on assessment</td>
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<tr>
<td></td>
<td>Chapter 5 “Mental Status Assessment”</td>
<td><strong>Reflection Paper:</strong> Describe a professional experience in which you were aware of cultural differences. Describe three approaches you might use to create a positive and non-biased approach to the interview</td>
</tr>
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<td></td>
<td>Chapter 6 “Substance Use Assessment”</td>
<td><strong>Assessment:</strong> Complete a comprehensive health history (video)</td>
</tr>
<tr>
<td></td>
<td>Chapter 7 “Domestic and Family Violence Assessment”</td>
<td><strong>Discussion Board:</strong> to be determined (consider mental health focus)</td>
</tr>
</tbody>
</table>

| **Week 1: Online**          | In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.  |

| **Week 2: In Class**        | *REVIEW from ANA: Nursing Scope and Standards of Practice the Scope of Nursing Practice (pg. 53-84) | In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.  |
|                             | *REVIEW from ANA: Code of Ethics for Nurses the Introduction and Provisions 1 - 5                                       | Examples:      |
|                             | * READ from Jarvis, C.:                                                                                               | **Discussion Board:** Review the components of a general survey |

<table>
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<tr>
<th>Date:</th>
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<tbody>
<tr>
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<tr>
<td>Week 2: Online</td>
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<tr>
<td>Chapter 8 “Assessment Techniques and Safety in the Clinical Setting”</td>
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<tr>
<td>Chapter 9 “General Survey, Measurement, Vital Signs”</td>
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<tr>
<td>Chapter 10 “Pain Assessment”</td>
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<tr>
<td>Chapter 11 “Nutrition Assessment”</td>
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<tr>
<td><strong>Discussion Board:</strong> Link poverty to health (consider food options is poor urban areas or environmental dangers in urban industrialized zones)</td>
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<tr>
<td><strong>Case Study:</strong> to be determined (focus on pain)</td>
<td></td>
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<tr>
<td><strong>Assessment:</strong> Complete a general survey of a client and report findings</td>
<td></td>
<td></td>
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<tr>
<td><strong>Assessment:</strong> Complete a nutrition assessment</td>
<td></td>
<td></td>
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<tr>
<td><strong>Reflection Paper:</strong> Develop a plan of care based on the comprehensive health history assessment findings (week 1 online)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3: In Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: <em>READ from Jarvis, C.:</em></td>
</tr>
<tr>
<td>Chapter 12 “Skin, Hair, and Nails”</td>
</tr>
<tr>
<td>Chapter 13 “Head, Face, and Neck”</td>
</tr>
<tr>
<td>Chapter 14 “Eyes”</td>
</tr>
<tr>
<td>Chapter 15 “Ears”</td>
</tr>
<tr>
<td>Chapter 16 “Nose, Mouth, and Throat”</td>
</tr>
<tr>
<td>In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.</td>
</tr>
<tr>
<td>Examples:</td>
</tr>
<tr>
<td><strong>Discussion Board:</strong> to be determined (consider domestic violence focus)</td>
</tr>
<tr>
<td><strong>Discussion Board:</strong> to be determined (consider substance use focus)</td>
</tr>
<tr>
<td><strong>Discussion Board:</strong> to be determined (consider trauma informed care)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3: Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment:</strong> Perform focused physical assessment on 3 of 5 systems from this week’s readings (video)</td>
</tr>
<tr>
<td><strong>Case Study:</strong> to be determined (choose 1 of the 5 cases studies re: systems from this week)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4: In Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: <em>READ from Jarvis, C.:</em></td>
</tr>
<tr>
<td>Chapter 18 “Thorax and Lungs”</td>
</tr>
<tr>
<td>Chapter 19 “Heart and Neck Vessels”</td>
</tr>
<tr>
<td>Chapter 20 “Peripheral Vascular System and Lymphatic System”</td>
</tr>
<tr>
<td>In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.</td>
</tr>
<tr>
<td>Examples:</td>
</tr>
<tr>
<td><strong>Discussion Board:</strong> Recommend evidence-based health interventions</td>
</tr>
<tr>
<td>Week 4: Online</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Assessment</strong>: Perform focused physical assessment on all 3 systems from this week’s readings (video)</td>
</tr>
<tr>
<td><strong>Reflection Paper</strong>: Develop a plan of care based on the focused physical assessment findings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5: In Class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date</strong></td>
<td></td>
</tr>
</tbody>
</table>
| * READ from Jarvis, C.:  
  Chapter 21 “Abdomen”  
  Chapter 22 “Musculoskeletal System”  
  Chapter 23 “Neurologic System” |  |
| **In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.**  
  **Examples:**  
  **Discussion Board**: Recommend evidence-based health interventions  
  to address basic assessment deviations (focus on systems from this week’s readings) |  |
| **Discussion Board**: Review Healthy People objectives, indicators, and frameworks |  |
| **Case Study**: to be determined  
  (choose 1 of 3 case studies re: systems from this week’s readings) |  |

<table>
<thead>
<tr>
<th>Week 5: Online</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong>: Perform focused physical assessment on all 3 systems from this week’s readings (video)</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection Paper</strong>: Develop a plan of care based on the focused physical assessment findings</td>
<td></td>
</tr>
</tbody>
</table>
| **Case Study**: to be determined  
  (consider interprofessional communication of assessment findings) |  |
| Week 6: In Class |  | In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.
Examples:
**Discussion Board**: to be determined (focus on communication: SBAR, SOAP)
**Case Study**: to be determined (choose 1 of 4 case studies re: systems from this week's readings)
**Case Study**: to be determined (choose 1 of 4 case studies re: systems from this week's readings) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>* READ from Jarvis, C.: Chapter 17 &quot;Breast and Regional Lymphatics&quot; Chapter 24 &quot;Male Genitourinary System&quot; Chapter 25 &quot;Anus, Rectum, and Prostate&quot; Chapter 26 &quot;Female Genitourinary System&quot;</td>
<td></td>
</tr>
</tbody>
</table>
| Week 6: Online |  | **Case Study**: to be determined (choose 1 of 4 case studies re: systems from this week's readings)
**Assessment**: Complete a comprehensive physical assessment in logical sequence (video)
**Reflection Paper**: Develop a plan of care based on the comprehensive physical assessment findings |
| Week 7: In Class |  | In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.
Examples:
**Case Study**: to be determined (consider end-of-life care)
**Reflection Paper**: Share an example from your own practice experience where inaccurate recording of data had a negative result on patient outcome |
| Week 7: Online |  | **Assessment**: Complete an integrated health history and physical examination (video) |
Assignment Detail

Name of Assignment

Discussion Board

Description:
One of the learner's greatest resources in learning is fellow learners. It is for this purpose that a graded discussion is part of this course. Through discussions with others about topics relevant to the classroom content, the students will gain a better understanding of the topic and learn the value of collaborative investigation and learning. Collaboration through discussions is not only an excellent tool to improve learning but a vital component of nursing practice.

Please do not post and respond to the discussion boards until the week it is due. It is suggested that you formulate your response in a word document and then copy/paste it into your reply during the week it is due. This will allow you to work ahead if you choose.

The instructor will monitor the discussion and make comments when necessary. The instructor has the responsibility of keeping the discussion focused and moving forward; however, learning research cautions instructors to not be too involved in that he or she may blunt the conversation and learning of the students. Therefore, the instructor may choose not to provide a response to every student with every post. The instructor will provide a point value for the discussion participation in the grade book.

This is a BlendEd® Live class, meaning the learner will have the option each week to earn assignment points either in-person or online. If the learner attends class in-person or online (synchronously) any given week, the learner is expected to fully participate in the in-class discussions. Active participation and attending in-person or online (synchronously), will fulfill the in-class assignments. If the learner does not actively participate, even if they attended class in-person or online (synchronously), the instructor will inform the learner via Lakeland University email (lakeland.edu) that the learner must complete all the in-class assignments.

If the learner attends online (asynchronously) any week, the learner is expected to complete the in-class assignments via Blackboard. See the Rubric called “Discussion Board Rubric” below.

The details of each assignment and the required tasks, including Discussion Boards, will be posted in Blackboard, corresponding to the week, and will be designated as “In Class” or “Online”.

Reflection Paper

Description:
The reflection papers provide your own thoughts, personal insights and analysis about a topic in professional nursing practice and your own professional practice. Reflection is an expression of the learner's insight of their own experiences, beliefs, opinions, perceptions and observations. Nurses use reflective thinking to transform situations, develop a sense of clarity, problem solve, gain perspective, and ultimately transform practice. Reflective thinking is a framework for nursing practice. Hence, the reason you'll utilize reflection to critically think, synthesize knowledge, and bridge theory and practice.

The details of each assignment and required tasks, including Reflection Papers, will be posted in Blackboard during the corresponding week. The paper should include an introduction, or the big picture, a thesis statement, body, judgment, and a conclusion. Please see the Reflection Paper Rubric below.

Case Study

Reflection Paper: Develop a plan of care based on the comprehensive health and physical assessment findings.
Description:
Case studies facilitate thinking/learning through a learner-centered approach to education. The use of case studies promotes active learning and interaction between learners and/or instructors. Case studies challenge the learner to assess the situation, analyze problems, consider solutions, and anticipate outcomes all while developing critical thinking skills.

This is a BlendEd® Live class, meaning the learner will have the option each week to earn assignment points either in-person or online. If the learner attends class in-person or online (synchronously) any given week, the learner is expected to fully participate in the in-class discussions. **Active participation and attending in-person or online (synchronously), will fulfill the in-class assignments.**

If the learner **does not actively participate**, even if they attended class in-person or online (synchronously), the instructor will inform the learner via Lakeland University email (Lakeland.edu) that the learner must complete all the in-class assignments.

If the learner attends online (asynchronously) any week, the learner is expected to complete the in-class assignments via Blackboard. See the Rubric called “Case Study Rubric” below.

The details of each assignment and the required tasks, including Case Studies, will be posted in Blackboard, corresponding to the week, and will be designated as “In Class” or “Online”.

**Assessment**

**Description:**
The Standards of Professional Nursing Practice (ANA, 2015) are assertions of the duties that all registered nurses are expected to perform competently. Standard 1: Assessment emphasizes that the nurse collects pertinent data and information relative to the patient’s health and/or situation. Assessment, the first step of the nursing process, guides the remaining steps of the nursing process.

The details of each assignment and required tasks, including Assessment, will be posted in Blackboard during the corresponding week. Please see the Assessment Rubric below.

**Grading Summary**

<table>
<thead>
<tr>
<th>Name of Assignment Type</th>
<th>Assignment Score</th>
<th>Weighted Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board (14 x 25)</td>
<td>350</td>
<td>20%</td>
</tr>
<tr>
<td>Case Study (9 x 25)</td>
<td>225</td>
<td>20%</td>
</tr>
<tr>
<td>Reflection Paper (7 x 25)</td>
<td>175</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment (8 x 50)</td>
<td>400</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1150</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Grading Summary: The grading for this course is based on 3 component parts, with each part being a percentage of the total grade. Assignment score is based on the rubric for the assignment. The assignment score is the points awarded per the rubric. The assignment is then weighted. Weighted percentages determine leveling of the assignment within a course and within the nursing program.

**Grading Scale**

(there will be no rounding of grades)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0%</td>
</tr>
<tr>
<td>AB</td>
<td>90.0%</td>
</tr>
<tr>
<td>B</td>
<td>84.0%</td>
</tr>
<tr>
<td>BC</td>
<td>80.0%</td>
</tr>
</tbody>
</table>
Attendance/Participation
"Attendance" or participation is required for this class. This course is designed to provide a forum in which you, as a student, can work together with others to build your knowledge, skills, and abilities. Participation is important to your academic and professional growth and to the learning of other participants.

Students are required to participate in two components of the course, "In Class" and "Online", each week.

"In Class" participation is fulfilled one of two ways:

5. **Active participation** in discussions and other class activities during the BlendEd Live broadcast in class or online (synchronous) OR

6. Completing the "In Class" assignments in an asynchronous (not actively participating in the BlendEd Live broadcast) format

"Online" participation is fulfilled each week by completing the "Online" assignments for the week. Please see your syllabus course calendar for a listing of all assignments.

Class absences: If an illness, emergency, or personal or business obligation, requires you to be absent for a week of class, you must contact the instructor promptly to make arrangements for the late work (please see Late Submissions and Makeup Assignments below). You may contact the instructor via email or telephone.

Nonparticipation for 2 consecutive weeks without notification or permission from the instructor will result in a failing grade in the course.

Feedback on Assignments
In-class participation grades for BlendEd courses will be completed within 48 hours. Grades for all assessed work will be completed and posted to the Learning Management System (Blackboard) within seven (7) days after the assignment due date.

Assignment Grading
Assignments will be graded per the assignment rubric. Assignments not submitted on time, per the syllabus course calendar, will not earn any points and a score of zero (0) will be entered in the gradebook. Late assignments may be accepted at the instructor's discretion (see Late Submissions and Makeup Assignments below).

Late Submissions and Makeup Assignments
All assignments must be done individually. All assignments are due by the dates indicated within the course syllabus. Late assignments will only be accepted in extenuating circumstances. Instructors make the final determination on whether or not an assignment will be accepted late. No make-up assignments will be given.

Discussion Etiquette
Learners are expected to be respectful of diversity of thoughts, opinions, and values. Inappropriate commentary will not be accepted and will be addressed on an individual basis. As you formulate your thoughts and opinions, please be mindful of common sense, basic etiquette and professionalism.

- Never post illegal information.
- Avoid harassing or embarrassing your classmates or instructor. If you do not agree with someone, respond objectively to the subject matter, not personally to your classmate.
- Refrain from transmitting inappropriate content that may be abusive, racially or ethically offensive, rude, vulgar, or harmful.
- Refrain from using ALL CAPS (construed as shouting), slangs or jokes.
• Remember the entire class will see your postings on the discussion board (except when you email me directly).

**Format for Written Work**

Students are responsible for submitting papers in the proper written format as required by their instructor. The APA format is required for all papers written for the undergraduate nursing program. Students are expected to obtain and reference the APA publication material as needed. Students are encouraged to utilize the John Esch Library database, APA Style CENTRAL for assistance: https://lakeland.edu/John-Esch-Library/database-find-articles

**Instructor Email Response**

In today’s world of electronic communication, we all want to get our questions responded to quickly. I do, however, value my personal time. Therefore, an established reasonable parameter for responding to students is 24 - 48 hours, Monday through Friday. With that said, time management skills are very important in determining your success in this course. Be sure to plan ahead and set aside time each week dedicated to course work. Please utilize your lakeland.edu email for all email correspondence. Students are expected to regularly check their school email account.

**Plagiarism**

Using the ideas, data, or language of another without specific or proper acknowledgement (e.g. copying another person’s paper, article, or computer work and submitting it for an assignment; cloning someone else’s ideas without attribution or facility to use quotation marks where appropriate). It is against copyright law to "steal" someone else’s words or and pass them off as your own ideas. This is especially easy with the Internet. Browsers allow you to open a published document, highlight the text, and paste it into another document (e.g., discussion board).

Any ideas or materials taken from another source for either written or oral use must be fully acknowledged with an in-text citation and subsequent reference. Failure to properly cite and/or reference is considered plagiarism.

Anyone found plagiarizing someone else’s ideas may receive a failing grade for the assignment or course. Please consult the academic catalog section on academic standing which references plagiarism and cheating.

**Cheating**

Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing or attempting to prevent another from using authorized assistance, material, or study aids (e.g. using a cheat sheet on a quiz or exam or altering a graded exam and resubmitting it for a better grade).

**Bringing Children to Class**

No children should be brought to class. However, there may be extenuating or unusual circumstances in which the instructor may grant consent for a student to bring a child to class. Consent is required prior to class. Any disruption will result in the child being removed, by the parent, from the classroom immediately.

**Classroom Etiquette**

Lakeland University supports the learning environment and engagement in the learning process. Therefore, cell phones, MP3 players, and other materials that have the potential to interfere with classroom discussions and instruction should be put away.

Occasionally, cell phone, tablets, or laptops my be useful for in-class discussions.

The atmosphere of the class is intended to be inclusive, non-critical, and exploratory. Students are encouraged to ask questions, seek understanding, be open and respectful of others’ beliefs, values, experiences, and contribution.

**Disability Accommodations**

Students who have a need for disability-related accommodations or services should inform the Associate Provost for Academic Affairs, Dr. Julia Rodemeier at rodemeierj@lakeland.edu or (920) 565 1021 Ext. 2113. Lakeland University will provide reasonable and effective accommodations and services to students. Requests must be made in
a timely manner and accompanied by appropriate documentation in accordance with federal, state, and Lakeland University guidelines.

When accommodations are required for a student with a documented disability, the instructor will receive an email notification from the Dr. Rodemeier providing access to those accommodations. Instructors must provide these accommodations to the student specifically as indicated when they are applicable, which is a requirement of federal law under the Americans with Disabilities Act. Instructors should refrain from providing additional accommodations for students with disabilities that are not directly indicated, as doing so can provide an unfair advantage or expectations on the part of the student. Questions about approved accommodations or recommendations for additional consideration should be directed to Dr. Julia Rodemeier.

**Title IX**

Gender discrimination and sexual harassment are prohibited by Title VII of the Civil Rights Act of 1964 as amended and Title IX of the Education Amendments of 1972. Lakeland University encourages those who have experienced any form of sex discrimination/sexual misconduct to report the incident promptly, to seek all available assistance and to pursue university conduct charges and/or criminal prosecution of the offender. Lakeland University takes complaints very seriously and will work with victims to ensure their safety. Contact Campus Safety at (920) 565-1126 (Brotz Hall) and/or the Lakeland University Title IX Coordinator (Leslie Laster at (920) 565-1043 Ext. 2507). Questions about Title IX can be directed to the Title IX Coordinator or to the Office of Civil Rights (OCR, http://www2.ed.gov/about/offices/list/ocr/index.html) of the U.S. Department of Education. The Title IX Coordinator staff is available to meet with students, faculty, and staff who believe sexual harassment or sexual violence has occurred.

**Self-Reporting Requirements**

Your program acceptance is tentative until confirmation is received by the college from the Department of Justice on your background disclosure information.

From the time you complete the Background Information Disclosure form until you graduate from or drop the program, understand that if you are charged with or convicted of a crime or if you are investigated for any violation of a state or federal law, you must report this to the Lakeland University Nursing Program Director. Understand that (1) this investigation may result in your suspension from practicums which may delay or prevent your graduation from the program; and (2) your failure to report will result in your removal from the program.

**Changes to the Syllabus**

In the event of extenuating circumstances or other factors, the class schedule or course procedures indicated in the syllabus are subject to change. The instructor will notify students of any such changes.

**Grading Rubrics**

<table>
<thead>
<tr>
<th>Discussion Board Rubric</th>
<th>Excellent 5 pts</th>
<th>Good 4 pts</th>
<th>Sufficient 3 pts</th>
<th>Beginning 2 pts</th>
<th>Unacceptable 1 pt.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Assignment Posting</strong></td>
<td><em>Posts well developed assignment that fully addresses and develops all aspects of the task.</em></td>
<td><em>Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.</em></td>
<td><em>Posts developing assignment with minimal insight and only reiterates readings; doesn’t address all aspects of the task.</em></td>
<td><em>Minimal preparation with basic information. Limited connections to the task.</em></td>
<td><em>Unacceptable submission. Missing connections to the task.</em></td>
</tr>
</tbody>
</table>

<p>| 119 |</p>
<table>
<thead>
<tr>
<th>Follow-Up Postings</th>
<th>*Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts with use of references and personal experience. *Posts factually correct, reflective, substantive contribution that advances discussion.</th>
<th>*Elaborates on existing postings with further comment or observation from reference or personal experience that extends discussion. *Posts information that is factually correct; lacks full development of concept or thought.</th>
<th>*Posts shallow contribution to discussion (e.g., agrees or disagrees); contains few new ideas or applications. *Repeats but does not add substantive information to the discussion.</th>
<th>*Post is vague and general. No new ideas presented.</th>
<th>*Posts information that is off-topic, incorrect, or irrelevant to discussion. Or *Posts no follow-up responses to others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness</td>
<td>*Posts 6 or more times, 3 or more separate days of the week. *Posts are made in time for others to read and respond.</td>
<td>*Posts at least 4 times, at least 3 separate days during the week. *Posts are made in time for others to read and respond.</td>
<td>*Posts at least 4 times, at least 2 separate days during the week. *Posts may not all be made in time for others to read and respond.</td>
<td>*Posts at least 2 times, at least 1 day during the week. *Posts are not made in time for others to read and respond.</td>
<td>*Posts less than 2 times or posts are beyond due date.</td>
</tr>
<tr>
<td>References and Support</td>
<td>*Uses references from readings and research to support comments. Personal experience shared that supports comments. *References material using APA format.</td>
<td>*Incorporates some references from readings or research to support comments. Personal experience shared which lend insight to comments. *References material using APA format.</td>
<td>*Readings and personal experience mentioned at minimal level. *No reference material cited in APA format.</td>
<td>*Incorporates personal experience but no references made from readings or research. *No reference material cited in APA format.</td>
<td>*Includes no references or supporting experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case Study Rubric</th>
<th>Excellent 5 pts</th>
<th>Good 4 pts</th>
<th>Sufficient 3 pts</th>
<th>Beginning 2 pts</th>
<th>Unacceptable 1 pt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of the main issues or problems</td>
<td>*Response provides evidence (through the use of description and</td>
<td>*Response shows-evidence that the student has thought about and</td>
<td>*Response demonstrates an understanding of some of the</td>
<td>*Response identifies few of the issues in the case study. Falls</td>
<td>*Response does not identify any of the issues in the case study. Does</td>
</tr>
<tr>
<td>Details</td>
<td>Understands the case study, and identifies and understands most of the main ideas.</td>
<td>Issues in the case study.</td>
<td>To demonstrate an understanding of the main ideas.</td>
<td>Not identify the main ideas.</td>
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<tr>
<td><strong>Analysis of the issues and/or problems</strong>&lt;br&gt;*The student’s analysis of the topic, issues and/or problems is insightful and thorough.&lt;br&gt;*The topic is explained in clear language; immediately interesting and supported with detail.</td>
<td>*The student provides a thorough analysis of most of the topics, issues and/or problems.&lt;br&gt;*The response is accurate and related to the topic, issue and/or problem.</td>
<td>*Student provides a superficial analysis of some of the topics, issues and/or problems. May veer from topic, issues and/or problem.</td>
<td>*The student provides an incomplete analysis of the topic, issues, and/or problems.</td>
<td>*Missing an analysis of the issues and/or problems.</td>
<td></td>
</tr>
<tr>
<td><strong>Comments on effective solutions and/or strategies (the solution may be in the case study already or proposed by the learner)</strong>&lt;br&gt;*Well documented, reasoned, comments on solutions or proposals for solutions to all topics, issues, and/or problems presented in the case study.&lt;br&gt;*Easy to read, ideas are organized in thought and content.</td>
<td>*Appropriate, well thought out comments about solutions and/or proposals for solutions to most of the topics, issues and/or problems presented. *Easy to read, organized in thought and content.</td>
<td>*Superficial solutions and/or proposals to some of the topics, issues and/or problems.&lt;br&gt;*May take a re-reading to understand thoughts and content.</td>
<td>*Minimal action suggested and/or inappropriate solutions or proposals to all of the topics, issues and/or problems.&lt;br&gt;*Disorganized and the reader can not follow the paper at any length.</td>
<td>*Inappropriate action, solutions, or proposals presented to the topic.&lt;br&gt;*Poorly constructed response.</td>
<td></td>
</tr>
<tr>
<td><strong>References and Support</strong>&lt;br&gt;Links to course readings or nursing reference/research</td>
<td>*Uses references from readings and research to support comments. Personal experience shared that supports comments.&lt;br&gt;*References material using APA format.</td>
<td>*Readings and personal experience mentioned at minimal level.&lt;br&gt;*No reference material cited in APA format.</td>
<td>*Incorporates personal experience but no references made from readings or research.&lt;br&gt;*No reference material cited in APA format.</td>
<td>*Includes no references or supporting experience.</td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism</strong>&lt;br&gt;Adherence to grammar conventions, spelling, and punctuation (gsp). Posts are respectful interactions. APA formatting (per rubric)</td>
<td>*Free of gsp errors. Correct use of verb tense. No slang. Correct APA citation in text and reference notation.&lt;br&gt;*Contributes valuable information to discussion.&lt;br&gt;*Post is professional with appropriate comments and behaviors.</td>
<td>*Less than 4 gsp errors. Occasionally use incorrect tense or word choice. APA citation in text and reference notation with 1 error.&lt;br&gt;*Unprofessional comments or behaviors.</td>
<td>*4-7 gsp errors. Choppy sentences with ideas that do not connect. Meets APA criteria with 2 errors.&lt;br&gt;*No unprofessional comments or behaviors.</td>
<td>*8-12 gsp errors. Ideas are unclear, word choice is incorrect. Meets APA criteria with 3 errors.&lt;br&gt;*Unprofessional comment or behavior.</td>
<td>*Greater than 12 gsp errors. Ideas are unclear. Does not meet APA criteria.&lt;br&gt;*Unprofessional post.</td>
</tr>
<tr>
<td>Reflection Paper Rubric</td>
<td>Excellent 5 pts</td>
<td>Good 4 pts</td>
<td>Sufficient 3 pts</td>
<td>Beginning 2 pts</td>
<td>Unacceptable 1 pt.</td>
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<tr>
<td>Does this paper show evidence of deep thought about the topic? Considers relevant themes of ethics, professionalism, leadership, safe patient care, quality improvement, cultural competence, evidence-based practice, patient-centered care, communication, and interprofessionalism.</td>
<td>*Paper provides evidence (through the use of description, details, and use of nursing literature) that the student has examined his/her own belief systems, professional practice, and related this to their current views about the topic; use of nursing literature to support thoughts.</td>
<td>*The paper shows that the student has thought about the topic although the written presentation may appear weak or lack clarity; use of nursing literature to support thoughts.</td>
<td>*Paper is shallow and does not present detailed evaluation of reflection about the topic; little use of nursing literature to support thoughts.</td>
<td>*Lacks insight to meet this criteria by obvious disregard for the expectations stated. Uses anecdotal information, no nursing literature.</td>
<td>*Unacceptable submission. Missing reflection.</td>
</tr>
<tr>
<td>Does this paper address the prompt or the topic?</td>
<td>*The student's reflection about the topic is explained in clear language; immediately interesting and supported with detail.</td>
<td>*The entire paper's content relates to the prompt or topic; the student attempts to explain his/her reflections about the topic but may take a re-reading to understand.</td>
<td>*Student does not clearly identify the topic and his/her reflections; may veer from topic.</td>
<td>*A topic of the paper is stated but reflection does not coincide with topic/prompt. Fails to stick to the topic therefore fails to meet this criteria.</td>
<td>*Unacceptable submission. Does not identify the topic.</td>
</tr>
<tr>
<td>Clearly organized introduction, body, and conclusion. Writing ideas are clearly connected and make sense</td>
<td>*Easy to read, topic introduced, organization clearly evident with proper introduction, body, and conclusion. *Each paragraph has a central idea; ideas are connected and paragraphs are developed with details; paper is easy to read and &quot;flows&quot; naturally in an organized pattern.</td>
<td>*Paper has intro, body, and conclusion that is usually clear and easy to read. *Each paragraph has a central idea that is supported with details; ideas are connected and important points make sense.</td>
<td>*At times paper is disorganized or leaves reader wondering what is being said. May take a re-reading. *Paragraphs are, on occasion, disorganized; ideas are included which do not always relate to the main idea.</td>
<td>*Paper is generally disorganized; reader can not follow the paper at any length. *Ideas are not connected, without supporting details, and/or have abrupt endings.</td>
<td>*Fails to meet this criteria by obvious disregard for the expectations stated in the criteria.</td>
</tr>
<tr>
<td>References and Support</td>
<td>Incorporates readings, research, and personal experiences</td>
<td>*Uses references from readings and research to support comments. Personal experience shared that supports comments. *References material using APA format.</td>
<td>*Incorporates some references from readings or research to support comments. Personal experience shared which lend insight to comments. *References material using APA format.</td>
<td>*Readings and personal experience mentioned at minimal level. *No reference material cited in APA format.</td>
<td>*Incorporates personal experience but no references made from readings or research. *No reference material cited in APA format.</td>
</tr>
<tr>
<td>*Includes no references or supporting experience.</td>
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<tr>
<td>*Greater than 12 gsp errors. Ideas are unclear. Does not meet expectations.</td>
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<tr>
<td>Assessment Rubric</td>
<td>Excellent 20 pts</td>
<td>Good 16 pts</td>
<td>Sufficient 12 pts</td>
<td>Beginning 8 pts</td>
<td>Unacceptable 4 pts</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>*Response provides evidence of all appropriate assessment questions and/or findings in each system area, including documentation of pertinent positives and negatives.</td>
<td>*Response provides evidence of majority appropriate assessment questions and/or findings in each system area, including documentation of pertinent positives and negatives.</td>
<td>*Response provides evidence of most appropriate assessment questions and/or findings in each system area, including documentation of pertinent positives and negatives.</td>
<td>*Response provides evidence of some appropriate assessment questions and/or findings in each system area, including documentation of pertinent positives and negatives.</td>
<td>*Response lacks evidence of key elements.</td>
</tr>
<tr>
<td><strong>Analysis and interpretation of the findings.</strong></td>
<td>*Appropriate rationale for each history question related to abnormal findings. *All the data/findings are fully analyzed, and the description of findings is clear and accurate. *The analyses are consistently described appropriately.</td>
<td>*Missing minimal information and rationale for history questions related to abnormal findings. *Majority of the data/findings are analyzed, and the descriptions of the details are commonly clear and accurate. *The analyses are generally described appropriately.</td>
<td>*Missing some depth and rationale for history questions related to abnormal findings. *Most of the data/findings are analyzed and described.</td>
<td>*Missing expansion of abnormal findings. *Some of the data/findings are analyzed and described.</td>
<td>*Lacks explanation of why the questions are pertinent. *The data/findings are not analyzed.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>*Communicates with the patient, family, and healthcare team appropriately. *Speech is clear, constructive, logical, and structured. *Is respectful in tone. *Uses terminology that the patient, family and healthcare team understand.</td>
<td>*Communicates with the patient, family, and healthcare team to collect objective and subjective data. *Speech is usually clear, constructive, logical, and structured. *Terminology is usually clear and understandable to the patient, family, and healthcare team.</td>
<td>*Communication does not always include all contributors. *Communication is lacking clarity, organization, or logic and with prompting may not clarify. *Terminology is lacking and often times is not understandable to patient, family, and/or healthcare team.</td>
<td>*Communication is usually one sided. *Communicates the majority of information but not always in a logical or structured manner. *Missing key objective and subjective data. *Poor word choice. *Missing elements to support information. *Data/findings simplistic.</td>
<td>*Communication with patient, family and healthcare team is minimal to non-existent. *Does not make eye contact. *Communication is not therapeutic. *Communicates in a way that is not understandable.</td>
</tr>
<tr>
<td><em>Verifies information.</em></td>
<td><em>Lacking some supportive information.</em></td>
<td><em>Missing key elements to support information.</em></td>
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<tr>
<td><em>Works cooperatively and provides data.</em></td>
<td><em>Usually provides comprehensive data.</em></td>
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</tbody>
</table>
# Lakeland University Syllabus

## Course Information

<table>
<thead>
<tr>
<th>Course</th>
<th>NUR 330: Healthcare Systems, Policy, Regulation, and Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td></td>
</tr>
<tr>
<td>On-Ground Location</td>
<td></td>
</tr>
<tr>
<td>Format</td>
<td>□ Face-to-Face only  □ Online only ☑ Hybrid 7-week</td>
</tr>
<tr>
<td></td>
<td>□ BlendEd® ☑ BlendEd® Live  □ 7-week (Online only)</td>
</tr>
</tbody>
</table>

## Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Kerry Hamm MSN, RN or Nursing Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:HammKLI@lakeland.edu">HammKLI@lakeland.edu</a> or Nursing Faculty</td>
</tr>
<tr>
<td>Phone (Mobile)</td>
<td>920-323-4181 or Nursing Faculty</td>
</tr>
<tr>
<td>(Home)</td>
<td></td>
</tr>
<tr>
<td>(Work)</td>
<td></td>
</tr>
<tr>
<td>Fax</td>
<td>920-565-1060</td>
</tr>
<tr>
<td>Hours of Availability</td>
<td></td>
</tr>
</tbody>
</table>

## Required Textbook(s) with ISBN(s)


## Required Supplemental Material(s)

Case Studies and Rubrics will be posted in Blackboard
Computer and Internet for everyday use
Microsoft Word, Excel, PowerPoint, and Adobe Acrobat

## Textbook Companion Website(s)

## Course Description and Prerequisite(s)

This course provides an overview of healthcare systems including historical context, philosophical concepts and major developments which have shaped healthcare in the United States and abroad. Students will gain a greater understanding of community collaboration, cultural influences, and emergency preparedness. Various policies, regulations, and practices are examined. Future trends and issues and contemplated as is the nurse’s role in medicine.
policymaking and processes that foster advocacy for individuals, communities and populations. Prerequisite: NUR 301: Professional Nursing Practice. Required admittance to the Lakeland University RN to BSN Completion Program.

**Course Delivery Notes (For instructor only)**

**Learning Outcomes**

By the end of the course, students will:
- Develop an understanding of the legislative process, development of private and public policies, and the role of politics in our health care system.
- Integrate knowledge of leadership and political skills and policymaking processes that transform health care and create healthy communities.
- Analyze the organization of health care delivery and financing systems in the United States and other nations.
- Develop strategies to advocate for policies that improve public health and the profession of nursing.
- Identify strategies to engage in individual and community activism.
- Recognize the impact of social determinants on health and health care spending.
- Analyze the effect that legal and regulatory policies have on nursing practice, health care delivery, and health outcomes for individuals, families, and communities.

**Standards and Competencies: N/A**

**Course Design**

<table>
<thead>
<tr>
<th>Blackboard Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home Page</strong></td>
</tr>
<tr>
<td><strong>Calendar</strong></td>
</tr>
<tr>
<td><strong>Syllabus, Policies and Rubrics</strong></td>
</tr>
<tr>
<td><strong>Instructor Info</strong></td>
</tr>
<tr>
<td><strong>Weekly Content</strong></td>
</tr>
<tr>
<td><strong>Discussion Board</strong></td>
</tr>
<tr>
<td><strong>My Grades</strong></td>
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<tr>
<td><strong>Library Resources</strong></td>
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<tr>
<td><strong>Email</strong></td>
</tr>
<tr>
<td><strong>Support</strong></td>
</tr>
<tr>
<td><strong>Help</strong></td>
</tr>
<tr>
<td><strong>Course Evaluations</strong></td>
</tr>
</tbody>
</table>
### Calendar

<table>
<thead>
<tr>
<th>BlendEd®/Online Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning of Week</strong></td>
</tr>
<tr>
<td><strong>End of Week</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day/Time of Class</th>
<th>Mondays 6:00 PM – 9:00 PM BlendEd Live and M-T-W-R-F-S-S Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments Due</td>
<td>Sundays at 11:59 PM</td>
</tr>
<tr>
<td>Semester Break(s)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Assigned Reading / Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1: In Class</strong></td>
<td><em>Introductions</em></td>
<td><strong>In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.</strong></td>
</tr>
<tr>
<td></td>
<td><em>READ from Mason, D. J et al.: Unit 1: Introduction to Policy and Politics in Nursing and Health Care, Chapters 1 – 15.</em></td>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td></td>
<td><em>REVIEW from ANA: Nursing Scope and Standards of Practice the Scope of Nursing Practice (pg. 67-84)</em></td>
<td><strong>Discussion Board:</strong> Identify at least 3 health care problems in your community. Frame those problems in a health policy context</td>
</tr>
<tr>
<td></td>
<td><em>REVIEW from ANA: Code of Ethics for Nurses the Introduction and Provisions 1 – 9</em></td>
<td><strong>Discussion Board:</strong> Discuss the rationale that policy and political competence is part of nursing curriculum. Discuss the impact of policy and politics on role development</td>
</tr>
<tr>
<td><strong>Week 1: Online</strong></td>
<td></td>
<td><strong>Discussion Board:</strong> Historical rationale for nurses finding themselves in the health policy arena.</td>
</tr>
<tr>
<td><strong>Week 2: In Class</strong></td>
<td><em>READ from Mason, D. J et al.: Unit 2: Health Care Delivery and Financing, Chapters 16 – 27.</em></td>
<td><strong>In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be</strong></td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td></td>
<td><strong>Reflection Paper:</strong> Provide an example of advocacy in your nursing practice. The practice of others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Reflection Paper:</strong> Reflect on your practice as a nurse in the form of patient and population advocate</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Case Study:</strong> Nursing partnerships and coalition. Review Wisconsin Nurses Association and current coalitions/partnerships</td>
</tr>
</tbody>
</table>
| Week 2: Online | Reflection Paper: Analyze the professional practice model at your institution. How does this to your philosophy of nursing (NUR 301)  
Case Study: Care management |
|---------------|----------------------------------------------------------------------------------|
| Week 3: In Class | In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.  
Examples:  
Discussion Board: Challenges of market driven healthcare systems. Control of premiums and co-payments through public and private insurance.  
Discussion Board: Describe current Medicare structure, who is eligible, four components, and changes with the implementation of the Affordable Care Act |
| Week 3: Online | Reflection Paper: Provide an experience in your practice in which a patient’s length of stay was impacted by an external force.  
Case Study: Health services for children with special needs  
Case Study: to be determined |
<p>| Week 4: In Class | *READ from Mason, D. J et al.: |
| Week 4: Online | Unit 3: Policy and Politics in the Government, Chapters 40 – 55. | In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc. Examples: Discussion Board: Identify groups of people in the United States who still have inadequate insurance coverage. Discussion Board: Identify the impact the National Patient Safety goals will have on care of the patient in different settings. How will NPSG’s effect reimbursement of services? Case Study: Chose 1: Clean water (Flint Michigan) or Immunizations Case Study: Restoring humanity in a war zone Reflection Paper: Proliferation of noncommunicable diseases and health policy, advocacy, ethics |
| Week 5: In Class | *READ from Mason, D. J et al.: Unit 4: Policy and Politics in the Workplace and Workforce, Chapters 56 – 71. | In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc. Examples: Discussion Board: Compare and contrast models of care in practice. Identify the model of care within your organization. Discussion Board: to be determined Case Study: to be determined |
| Week 5: Online | Case Study: to be determined | Reflection Paper: Discuss changes occurring in your institution that are a result of policy or regulation. |
| Week 6: In Class | *READ from Mason, D. J et al.: | In Class discussions that will translate to discussion/reflection/case study |</p>
<table>
<thead>
<tr>
<th>Week 6: Online</th>
<th>Case Study: to be determined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reflection Paper: to be determined</td>
</tr>
<tr>
<td></td>
<td>Case Study: to be determined</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7: In Class</th>
<th>Case Study: Opioid crisis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Reflection Paper: Role in leading change to improve health and health care and drive policy</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.</td>
<td></td>
</tr>
<tr>
<td>Examples: Discussion Board: Strengths and weaknesses of the mental health system and services in the United States today</td>
<td></td>
</tr>
<tr>
<td>Discussion Board: Mental health and behavioral health services offered for our veterans of the Armed Forces.</td>
<td></td>
</tr>
<tr>
<td>Case Study: Disaster planning</td>
<td></td>
</tr>
</tbody>
</table>

**Assignment Detail**

<table>
<thead>
<tr>
<th>Name of Assignment</th>
<th>Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board</td>
<td>One of the learner's greatest resources in learning is fellow learners. It is for this purpose that a graded discussion is part of this course. Through discussions with others about topics relevant to the classroom content, the students will gain a better understanding of the topic and learn the value of collaborative investigation and learning.</td>
</tr>
</tbody>
</table>
Collaboration through discussions is not only an excellent tool to improve learning but a vital component of nursing practice.

Please do not post and respond to the discussion boards until the week it is due. It is suggested that you formulate your response in a word document and then copy/paste it into your reply during the week it is due. This will allow you to work ahead if you choose.

The instructor will monitor the discussion and make comments when necessary. The instructor has the responsibility of keeping the discussion focused and moving forward; however, learning research cautions instructors to not be too involved in that he or she may blunt the conversation and learning of the students. Therefore, the instructor may choose not to provide a response to every student with every post. The instructor will provide a point value for the discussion participation in the grade book.

This is a BlendEd® Live class, meaning the learner will have the option each week to earn assignment points either in-person or online. If the learner attends class in-person or online (synchronously) any given week, the learner is expected to fully participate in the in-class discussions. **Active participation and attending in-person or online (synchronously), will fulfill the in-class assignments.** If the learner does not actively participate, even if they attended class in-person or online (synchronously), the instructor will inform the learner via Lakeland University email (Lakeland.edu) that the learner must complete all the in-class assignments.

If the learner attends online (asynchronously) any week, the learner is expected to complete the in-class assignments via Blackboard. See the Rubric called “Discussion Board Rubric” below.

The details of each assignment and the required tasks, including Discussion Boards, will be posted in Blackboard, corresponding to the week, and will be designated as “In Class” or “Online”.

**Reflection Paper**

*Description:*

The reflection papers provide your own thoughts, personal insights and analysis about a topic in professional nursing practice and your own professional practice. Reflection is an expression of the learner’s insight of their own experiences, beliefs, opinions, perceptions and observations. Nurses use reflective thinking to transform situations, develop a sense of clarity, problem solve, gain perspective, and ultimately transform practice. Reflective thinking is a framework for nursing practice. Hence, the reason you’ll utilize reflection to critically think, synthesize knowledge, and bridge theory and practice.

The details of each assignment and required tasks, including Reflection Papers, will be posted in Blackboard during the corresponding week. The paper should include an introduction, or the big picture, a thesis statement, body, judgment, and a conclusion. Please see the Reflection Paper Rubric below.

**Case Study**

*Description:*

Case studies facilitate thinking/learning through a learner-centered approach to education. The use of case studies promotes active learning and interaction between learners and/or instructors. Case studies challenge the learner to assess the situation, analyze problems, consider solutions, and anticipate outcomes all while developing critical thinking skills.

This is a BlendEd® Live class, meaning the learner will have the option each week to earn assignment points either in-person or online. If the learner attends class in-person or online (synchronously) any given week, the learner is expected to fully participate in the in-class discussions. **Active participation and attending in-person or online (synchronously), will fulfill the in-class assignments.**

If the learner does not actively participate, even if they attended class in-person or online (synchronously), the instructor will inform the learner via Lakeland University email (Lakeland.edu) that the learner must complete all the in-class assignments.
If the learner attends online (asynchronously) any week, the learner is expected to complete the in-class assignments via Blackboard. See the Rubric called “Case Study Rubric” below.

The details of each assignment and the required tasks, including Case Studies, will be posted in Blackboard, corresponding to the week, and will be designated as “In Class” or “Online”.

**Description:**

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### Grading Summary*

<table>
<thead>
<tr>
<th>Name of Assignment Type</th>
<th>Assignment Score</th>
<th>Weighted Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board (15 x 25)</td>
<td>375</td>
<td>30%</td>
</tr>
<tr>
<td>Case Study (13 x 25)</td>
<td>325</td>
<td>35%</td>
</tr>
<tr>
<td>Reflection Paper (8 x 25)</td>
<td>200</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>900</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Grading Summary: The grading for this course is based on 3 component parts, with each part being a percentage of the total grade. Assignment score is based on the rubric for the assignment. The assignment score is the points awarded per the rubric. The assignment is then weighted. Weighted percentages determine leveling of the assignment within a course and within the nursing program.

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### Grading Scale

(there will be no rounding of grades)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0% to 100.0%</td>
</tr>
<tr>
<td>AB</td>
<td>90.0% to 92.9%</td>
</tr>
<tr>
<td>B</td>
<td>84.0% to 89.9%</td>
</tr>
<tr>
<td>BC</td>
<td>80.0% to 83.9%</td>
</tr>
<tr>
<td>C</td>
<td>74.0% to 79.9%</td>
</tr>
<tr>
<td>CD</td>
<td>70.0% to 73.9%</td>
</tr>
<tr>
<td>D</td>
<td>64.0% to 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 64.0%</td>
</tr>
</tbody>
</table>

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### Attendance/Participation

"Attendance" or participation is required for this class. This course is designed to provide a forum in which you, as a student, can work together with others to build your knowledge, skills, and abilities. Participation is important to your academic and professional growth and to the learning of other participants.

Students are required to participate in two components of the course, “In Class” and “Online”, each week.

“In Class” participation is fulfilled one of two ways:

7. **Active participation** in discussions and other class activities **during** the BlendEd Live broadcast in class or online (synchronous) OR

8. Completing the “In Class” assignments in an asynchronous (not actively participating in the BlendEd Live broadcast) format

“Online” participation is fulfilled each week by completing the “Online” assignments for the week. Please see your syllabus course calendar for a listing of all assignments.
Class absences: If an illness, emergency, or personal or business obligation, requires you to be absent for a week of class, you must contact the instructor promptly to make arrangements for the late work (please see Late Submissions and Makeup Assignments below). You may contact the instructor via email or telephone.

Nonparticipation for 2 consecutive weeks without notification or permission from the instructor will result in a failing grade in the course.

**Feedback on Assignments**
In-class participation grades for BlendEd courses will be completed within 48 hours. Grades for all assessed work will be completed and posted to the Learning Management System (Blackboard) within seven (7) days after the assignment due date.

**Assignment Grading**
Assignments will be graded per the assignment rubric. Assignments not submitted on time, per the syllabus course calendar, will not earn any points and a score of zero (0) will be entered in the gradebook. Late assignments may be accepted at the instructors discretion (see Late Submissions and Makeup Assignments below).

**Late Submissions and Makeup Assignments**
All assignments must be done individually. All assignments are due by the dates indicated within the course syllabus. Late assignments will only be accepted in extenuating circumstances. Instructors make the final determination on whether or not an assignment will be accepted late. No make-up assignments will be given.

**Discussion Etiquette**
Learners are expected to be respectful of diversity of thoughts, opinions, and values. Inappropriate commentary will not be accepted and will be addressed on an individual basis. As you formulate your thoughts and opinions, please be mindful of common sense, basic etiquette and professionalism.
- Never post illegal information.
- Avoid harassing or embarrassing your classmates or instructor. If you do not agree with someone, respond objectively to the subject matter, not personally to your classmate.
- Refrain from transmitting inappropriate content that may be abusive, racially or ethnically offensive, rude, vulgar, or harmful.
- Refrain from using ALL CAPS (construed as shouting), slangs or jokes.
- Remember the entire class will see your postings on the discussion board (except when you email me directly).

**Format for Written Work**
Students are responsible for submitting papers in the proper written format as required by their instructor. The APA format is required for all papers written for the undergraduate nursing program. Students are expected to obtain and reference the APA publication material as needed. Students are encouraged to utilize the John Esch Library database, APA Style CENTRAL for assistance: [https://lakeland.edu/John-Esch-Library/database-find-articles](https://lakeland.edu/John-Esch-Library/database-find-articles)

**Instructor Email Response**
In today’s world of electronic communication, we all want to get our questions responded to quickly. I do, however, value my personal time. Therefore, an established reasonable parameter for responding to students is 24 - 48 hours, Monday through Friday. With that said, time management skills are very important in determining your success in this course. Be sure to plan ahead and set aside time each week dedicated to course work. Please utilize your lakeland.edu email for all email correspondence. Students are expected to regularly check their school email account.

**Plagiarism**
Using the ideas, data, or language of another without specific or proper acknowledgement (e.g. copying another person’s paper, article, or computer work and submitting it for an assignment; cloning someone else’s ideas without attribution or facility to use quotation marks where appropriate): It is against copyright law to "steal" someone else's words or and pass them off as your own ideas. This is especially easy with the Internet. Browsers allow you to open a published document, highlight the text, and paste it into another document (e.g., discussion board).
Any ideas or materials taken from another source for either written or oral use must be fully acknowledged with an in-text citation and subsequent reference. Failure to properly cite and/or reference is considered plagiarism.

Anyone found plagiarizing someone else’s ideas may receive a failing grade for the assignment or course. Please consult the academic catalog section on academic standing which references plagiarism and cheating.

**Cheating**

Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing or attempting to prevent another from using authorized assistance, material, or study aids (e.g. using a cheat sheet on a quiz or exam or altering a graded exam and resubmitting it for a better grade).

**Bringing Children to Class**

No children should be brought to class. However, there may be extenuating or unusual circumstances in which the instructor may grant consent for a student to bring a child to class. Consent is required prior to class. Any disruption will result in the child being removed, by the parent, from the classroom immediately.

**Classroom Etiquette**

Lakeland University supports the learning environment and engagement in the learning process. Therefore, cell phones, MP3 players, and other materials that have the potential to interfere with classroom discussions and instruction should be put away.

Occasionally, cell phone, tablets, or laptops may be useful for in-class discussions.

The atmosphere of the class is intended to be inclusive, non-critical, and exploratory. Students are encouraged to ask questions, seek understanding, be open and respectful of others’ beliefs, values, experiences, and contribution.

**Disability Accommodations**

Students who have a need for disability-related accommodations or services should inform the Associate Provost for Academic Affairs, Dr. Julia Rodemeier at rodemeierja@lakeland.edu or (920) 565 1021 Ext. 2113. Lakeland University will provide reasonable and effective accommodations and services to students. Requests must be made in a timely manner and accompanied by appropriate documentation in accordance with federal, state, and Lakeland University guidelines.

When accommodations are required for a student with a documented disability, the instructor will receive an email notification from the Dr. Rodemeier providing access to those accommodations. Instructors must provide these accommodations to the student specifically as indicated when they are applicable, which is a requirement of federal law under the Americans with Disabilities Act. Instructors should refrain from providing additional accommodations for students with disabilities that are not directly indicated, as doing so can provide an unfair advantage or expectations on the part of the student. Questions about approved accommodations or recommendations for additional consideration should be directed to Dr. Julia Rodemeier.

**Title IX**

Gender discrimination and sexual harassment are prohibited by Title VII of the Civil Rights Act of 1964 as amended and Title IX of the Education Amendments of 1972. Lakeland University encourages those who have experienced any form of sex discrimination/sexual misconduct to report the incident promptly, to seek all available assistance and to pursue university conduct charges and/or criminal prosecution of the offender. Lakeland University takes complaints very seriously and will work with victims to ensure their safety. Contact Campus Safety at (920) 565-1126 (Brotz Hall) and/or the Lakeland University Title IX Coordinator (Leslie Laster at (920) 565-1043 Ext. 2507). Questions about Title IX can be directed to the Title IX Coordinator or to the Office of Civil Rights (OCR, http://www2.ed.gov/about/offices/list/ocr/index.html) of the U.S. Department of Education. The Title IX Coordinator staff is available to meet with students, faculty, and staff who believe sexual harassment or sexual violence has occurred.
Self-Reporting Requirements

Your program acceptance is tentative until confirmation is received by the college from the Department of Justice on your background disclosure information. From the time you complete the Background Information Disclosure form until you graduate from or drop the program, understand that if you are charged with or convicted of a crime or if you are investigated for any violation of a state or federal law, you must report this to the Lakeland University Nursing Program Director. Understand that (1) this investigation may result in your suspension from practicums which may delay or prevent your graduation from the program; and (2) your failure to report will result in your removal from the program.

Changes to the Syllabus

In the event of extenuating circumstances or other factors, the class schedule or course procedures indicated in the syllabus are subject to change. The instructor will notify students of any such changes.

Grading Rubrics

<table>
<thead>
<tr>
<th>Discussion Board Rubric</th>
<th>Excellent 5 pts</th>
<th>Good 4 pts</th>
<th>Sufficient 3 pts</th>
<th>Beginning 2 pts</th>
<th>Unacceptable 1 pt.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Assignment Posting</strong></td>
<td>*Posts well developed assignment that fully addresses and develops all aspects of the task.</td>
<td>*Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.</td>
<td>*Posts developing assignment with minimal insight and only reiterates readings; doesn't address all aspects of the task.</td>
<td>*Minimal preparation with basic information. Limited connections to the task.</td>
<td>*Unacceptable submission. Missing connections to the task.</td>
</tr>
</tbody>
</table>

**Follow-Up Postings**
Promotes interaction and asks engaging questions or makes debatable remarks. Response to peer post adds to the related discussion topic by extending meaning and building on post.

|                             | *Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts with use of references and personal experience. *Posts factually correct, reflective, substantive contribution that advances discussion. | *Elaborates on existing postings with further comment or observation from reference or personal experience that extends discussion. *Posts information that is factually correct; lacks full development of concept or thought. | *Posts shallow contribution to discussion (e.g., agrees or disagrees); contains few new ideas or applications. *Repeats but does not add substantive information to the discussion. | *Post is vague and general. No new ideas presented. | *Posts information that is off-topic, incorrect, or irrelevant to discussion. Or *Posts no follow-up responses to others. |

**Timeliness**
Timeliness of discussion contributions

|                             | *Posts 6 or more times, 3 or more separate days of the week. *Posts are made in time for others | *Posts at least 6 times, at least 3 separate days during the week. *Posts are made in time for others | *Posts at least 4 times, at least 2 separate days during the week. *Posts may not all be made in time | *Posts at least 2 times, at least 1 day during the week *Posts are not made in time for | *Posts less than 2 times or posts are beyond due date. |
### References and Support
Incorporates readings, research, and personal experiences
- *Uses references from readings and research to support comments. Personal experience shared that supports comments.*
- *References material using APA format.*

### Professionalism
Adherence to grammar conventions, spelling, and punctuation (gsp). Posts are respectful interactions. APA formatting (per rubric)
- *Contributes valuable information to discussion.*
- *Post is professional with appropriate comments and behaviors.*

### Case Study Rubric

<table>
<thead>
<tr>
<th>Identification of the main issues or problems</th>
<th>Excellent 5 pts</th>
<th>Good 4 pts</th>
<th>Sufficient 3 pts</th>
<th>Beginning 2 pts</th>
<th>Unacceptable 1 pt.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Response provides evidence (through the use of description and details) that the student has examined, identified, and understands the main ideas of the case study.</em></td>
<td><em>Response shows evidence that the student has thought about and understands the case study, and identifies and understands most of the main ideas.</em></td>
<td><em>Response demonstrates an understanding of some of the issues in the case study.</em></td>
<td><em>Response identifies few of the issues in the case study. Fails to demonstrate an understanding of the main ideas.</em></td>
<td><em>Response does not identify any of the issues in the case study. Does not identify the main ideas.</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis of the issues and/or problems</th>
<th>Excellent 5 pts</th>
<th>Good 4 pts</th>
<th>Sufficient 3 pts</th>
<th>Beginning 2 pts</th>
<th>Unacceptable 1 pt.</th>
</tr>
</thead>
</table>
| *The student’s analysis of the topic and/or problems is insightful and thorough.*
*The topic is explained in clear language; immediately interesting and supported with detail.* | *The student provides a thorough analysis of most of the topics, issues and/or problems.*
*The response is accurate and related to the topic, issue and/or problem.* | *Student provides a superficial analysis of some of the topics, issues and/or problems. May veer from topic, issues and/or problem.* | *The student provides an incomplete analysis of the topic, issues, and/or problems.* | *Missing an analysis of the issues and/or problems.* |

<table>
<thead>
<tr>
<th>Comments on effective solutions and/or strategies (the solution may be in the case study already or proposed by the learner)</th>
<th>Excellent 5 pts</th>
<th>Good 4 pts</th>
<th>Sufficient 3 pts</th>
<th>Beginning 2 pts</th>
<th>Unacceptable 1 pt.</th>
</tr>
</thead>
</table>
| *Well documented, reasoned, comments on solutions or proposals for solutions to all topics, issues,* | *Appropriate, well thought out comments about solutions and/or proposals for solutions to most of the topics, issues and/or problem.* | *Superficial solutions and/or proposals to some of the topics, issues and/or problems.*
*May take a re-reading to* | *Minimal action suggested and/or inappropriate solutions or proposals to all of the topics, issues and/or problems.* | *Inappropriate action, solutions, or proposals presented to the topic.*
*Poorly constructed response.* |
and/or problems presented in the case study.
*Easy to read, ideas are organized in thought and content.

<table>
<thead>
<tr>
<th>Problems presented.</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Easy to read, organized in thought and content.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understand thoughts and content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Disorganized and the reader can not follow the paper at any length.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References and Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Links to course readings or nursing reference/research</td>
</tr>
</tbody>
</table>

*Uses references from readings and research to support comments. Personal experience shared that supports comments. *References material using APA format.

*Incorporates some references from readings or research to support comments. Personal experience shared which lend insight to comments. *References material using APA format.

*Readings and personal experience mentioned at minimal level. *No reference material cited in APA format.

*Incorporates personal experience but no references made from readings or research. *No reference material cited in APA format.

*Includes no references or supporting experience.

<table>
<thead>
<tr>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adherence to grammar conventions, spelling, and punctuation (gsp). Posts are respectful interactions. APA formatting (per rubric)</td>
</tr>
</tbody>
</table>


*Less than 4 gsp errors. May occasionally use incorrect tense or word choice. APA citation in text and reference notation with 1 error. *No unprofessional comments or behaviors. *4-7 gsp errors. Choppy sentences with ideas that do not connect. Meets APA criteria with 2 errors. *No unprofessional comments or behaviors.

*8-12 gsp errors. Ideas are unclear, word choice is incorrect. Meets APA criteria with 3 errors. *Unprofessional comment or behavior.

*Greater than 12 gsp errors. Ideas are unclear. Does not meet APA criteria. *Unprofessional post.

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<table>
<thead>
<tr>
<th>Reflection Paper Rubric</th>
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</thead>
<tbody>
<tr>
<td>Does this paper show evidence of deep thought about the topic? Considers relevant themes of ethics, professionalism, leadership, safe patient care, quality improvement, cultural competence, evidence-based practice, patient-centered care, communication, and interprofessionalism.</td>
</tr>
</tbody>
</table>

*Paper provides evidence (through the use of description, details, and use of nursing literature) that the student has examined his/her own belief systems, professional practice, and related this to their current views about the topic; use of nursing literature to support thoughts.

*The paper shows that the student has thought about the topic although the written presentation may appear weak or lack clarity; use of nursing literature to support thoughts.

*Paper is shallow and does not present detailed evaluation of reflection about the topic; little use of nursing literature to support thoughts.

*Lacks insight to meet this criteria by obvious disregard for the expectations stated. Uses anecdotal information, no nursing literature.

*Unacceptable submission. Missing reflection.

<table>
<thead>
<tr>
<th>Does this paper address the prompt or the topic?</th>
</tr>
</thead>
<tbody>
<tr>
<td>*The student's reflection about the topic is explained in clear language; immediately interesting and</td>
</tr>
</tbody>
</table>

*The entire paper's content relates to the prompt or topic; the student attempts to explain his/her reflections; may veer from topic.

*Student does not clearly identify the topic and his/her reflections; may veer from topic.

*A topic of the paper is stated but reflection does not coincide with topic/prompt. Fails to stick to the topic therefore

*Unacceptable submission. Does not identify the topic.
<table>
<thead>
<tr>
<th>Clearly organized introduction, body, and conclusion. Writing ideas are clearly connected and make sense</th>
<th>*Easy to read, topic introduced, organization clearly evident with proper introduction, body, and conclusion. *Each paragraph has a central idea; ideas are connected and paragraphs are developed with details; paper is easy to read and &quot;flows&quot; naturally in an organized pattern.</th>
<th>*Paper has intro, body, and conclusion that is usually clear and easy to read. *Each paragraph has a central idea that is supported with details; ideas are connected and important points make sense.</th>
<th>*At times paper is disorganized or leaves reader wondering what is being said. May take a re-reading. *Paragraphs are, on occasion, disorganized; ideas are included which do not always relate to the main idea.</th>
<th>*Paper is generally disorganized; reader cannot follow the paper at any length. *Ideas are not connected, without supporting details, and/or have abrupt endings.</th>
<th>*Fails to meet this criteria by obvious disregard for the expectations stated in the criteria.</th>
</tr>
</thead>
<tbody>
<tr>
<td>References and Support</td>
<td>*Uses references from readings and research to support comments. Personal experience shared that supports comments. *References material using APA format.</td>
<td>*Incorporates some references from readings or research to support comments. Personal experience shared which lend insight to comments. *References material using APA format.</td>
<td>*Readings and personal experience mentioned at minimal level. *No reference material cited in APA format.</td>
<td>*Incorporates personal experience but no references made from readings or research. *No reference material cited in APA format.</td>
<td>*Includes no references or supporting experience.</td>
</tr>
<tr>
<td>Incorporates readings, research, and personal experiences</td>
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</tbody>
</table>
Course Information

<table>
<thead>
<tr>
<th>Course</th>
<th>NUR 401: Systems Leadership for Quality Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td></td>
</tr>
<tr>
<td>On-Ground Location</td>
<td></td>
</tr>
<tr>
<td>Format</td>
<td>□ Face-to-Face only □ Online only ✗ Hybrid 7-week</td>
</tr>
<tr>
<td></td>
<td>□ BlendEd® ☑ BlendEd® Live □ 7-week (Online only)</td>
</tr>
</tbody>
</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Kerry Hamm MSN, RN or Nursing Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:HammKL@lakeland.edu">HammKL@lakeland.edu</a> or Nursing Faculty</td>
</tr>
<tr>
<td>Phone (Mobile)</td>
<td>920-323-4181 or Nursing Faculty</td>
</tr>
<tr>
<td>(Home)</td>
<td></td>
</tr>
<tr>
<td>(Work)</td>
<td></td>
</tr>
<tr>
<td>Fax</td>
<td>920-565-1060</td>
</tr>
<tr>
<td>Hours of Availability</td>
<td></td>
</tr>
</tbody>
</table>

Required Textbook(s) with ISBN(s)


Required Supplemental Material(s)

Case Studies and Rubrics will be posted in Blackboard
Computer and Internet for everyday use
Microsoft Word, Excel, PowerPoint, and Adobe Acrobat

Textbook Companion Website(s)
Course Description and Prerequisite(s)

This course provides an introduction to organizational and management theory, and leadership styles, values and skills. Students will explore the necessary habits of mind to work with colleagues and leaders in driving and reinventing health care in the community. Nurses must recognize that leadership is their business, they need to take charge of their professional lives, and actively engage in the improvement of their organizations. Emphasis will be placed on teamwork and collaboration, system analysis and problem-solving, quality and safety, delegation and negotiation and other core topics to develop leadership competence. Prerequisite: NUR 330: Healthcare Systems, Policy, Regulation, and Advocacy. Required admittance to the Lakeland University RN to BSN Completion Program.

Course Delivery Notes (For instructor only)

Learning Outcomes

By the end of the course, students will:

• Incorporate concepts of leadership skills into practice through patterns of behavior that have meaningful impact
• Utilize knowledge of leadership and management theory in examining organizational effectiveness and nursing practice
• Synthesize concepts of leadership, management, change and communication in relation to the role of the professional nurse, nurse leader and nurse manager
• Apply leadership concepts, skills, and decision making in the provision of high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings
• Employ concepts of quality improvement and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice
• Relate principles of quality improvement, healthcare policy, and cost effectiveness to assist in the development of plans to improve practice and promote quality of healthcare delivery

Standards and Competencies: N/A

Course Design

<table>
<thead>
<tr>
<th>Blackboard Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home Page</strong></td>
</tr>
<tr>
<td><strong>Calendar</strong></td>
</tr>
<tr>
<td><strong>Syllabus, Policies and Rubrics</strong></td>
</tr>
<tr>
<td><strong>Instructor Info</strong></td>
</tr>
<tr>
<td><strong>Weekly Content</strong></td>
</tr>
<tr>
<td><strong>Discussion Board</strong></td>
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<tr>
<td><strong>My Grades</strong></td>
</tr>
<tr>
<td><strong>Library Resources</strong></td>
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<td>Email</td>
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<tr>
<td>Support</td>
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<tr>
<td>Help</td>
</tr>
<tr>
<td>Course Evaluations</td>
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</tbody>
</table>

### Calendar

<table>
<thead>
<tr>
<th>BlendEd®/Online Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning of Week</strong></td>
</tr>
<tr>
<td><strong>End of Week</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day/Time of Class</th>
<th>Mondays 6:00 PM – 9:00 PM BlendEd Live and M-T-W-R-F-S-S Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments Due</td>
<td>Sundays at 11:59 PM</td>
</tr>
<tr>
<td>Semester Break(s)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Assigned Reading / Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: In Class</td>
<td>*Introductions</td>
<td>In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc. Examples: <strong>Discussion Board</strong>: Compare and contrast decision-making tools</td>
</tr>
<tr>
<td></td>
<td>*READ from Huber, D. L.: Chapter 1 “Leadership and Management Principles”</td>
<td><strong>Discussion Board</strong>: Describe the ethical implications involved in staffing</td>
</tr>
<tr>
<td></td>
<td>Chapter 4 “Managerial Decision Making”</td>
<td><strong>Discussion Board</strong>: Compare and contrast leadership theories</td>
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<td></td>
<td>Chapter 6 “Legal and Ethical Issues”</td>
<td><strong>Reflection Paper</strong>: to be determined (onboarding experience)</td>
</tr>
<tr>
<td></td>
<td>* REVIEW from ANA: Nursing Scope and Standards of Practice the Scope of Nursing Practice (pg. 67-84)</td>
<td><strong>Reflection Paper</strong>: Use the SBAR framework</td>
</tr>
<tr>
<td>Date:</td>
<td>* REVIEW from ANA: Code of Ethics for Nurses the Introduction and Provisions 2 – 7, and 9</td>
<td><strong>Case Study</strong>: Patient does not divulge pre-existing condition (HIV, sexual orientation, drug use). Patient privacy, HIPAA, safety etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1: Online</th>
<th>Reflection Paper: to be determined (onboarding experience)</th>
<th>Reflection Paper: Use the SBAR framework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Case Study</strong>: Patient does not divulge pre-existing condition (HIV, sexual orientation, drug use). Patient privacy, HIPAA, safety etc.</td>
<td><strong>Case Study</strong>: Patient does not divulge pre-existing condition (HIV, sexual orientation, drug use). Patient privacy, HIPAA, safety etc.</td>
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<tr>
<td>Week 2: In Class</td>
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<tr>
<td><strong>Date:</strong></td>
<td><em>READ from Huber, D. L.:</em></td>
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<td></td>
<td>Chapter 3 “Organizational Climate and Culture”</td>
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<td></td>
<td>Chapter 12 “Organizational Structure”</td>
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<td>Chapter 14 “Strategic Management”</td>
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<td>Chapter 15 “Professional Practice Models”</td>
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<td>Chapter 16 “Case and Population Health Management”</td>
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<td>In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.</td>
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<tr>
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<td>Examples:</td>
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<tr>
<td></td>
<td><strong>Discussion Board:</strong> Organizational culture/climate change</td>
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<td></td>
<td><strong>Discussion Board:</strong> Compare and contrast dimensions of organizational design</td>
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<td></td>
<td><strong>Case Study:</strong> Discharges and admissions or readmissions and care management</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 2: Online</th>
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<tbody>
<tr>
<td><strong>Reflection Paper:</strong> Analyze the professional practice model at your institution. How does this to your philosophy of nursing (NUR 301)</td>
<td></td>
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<tr>
<td><strong>Case Study:</strong> Care management</td>
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</table>

<table>
<thead>
<tr>
<th>Week 3: In Class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong></td>
<td><em>READ from Huber, D. L.:</em></td>
</tr>
<tr>
<td></td>
<td>Chapter 7 “Communication Leadership”</td>
</tr>
<tr>
<td></td>
<td>Chapter 8 “Team Building and Working with Effective Groups”</td>
</tr>
<tr>
<td></td>
<td>Chapter 13 “Decentralization and Shared Governance”</td>
</tr>
<tr>
<td></td>
<td>Chapter 24 “Performance Appraisal”</td>
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<td></td>
<td>In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.</td>
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<tr>
<td></td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td><strong>Discussion Board:</strong> Perspectives on high functioning teams</td>
</tr>
<tr>
<td></td>
<td><strong>Discussion Board:</strong> Effective meetings</td>
</tr>
<tr>
<td><strong>Reflection Paper:</strong> Team dynamics</td>
<td></td>
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<tr>
<td><strong>Case Study:</strong> De-escalation communication</td>
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<tr>
<td><strong>Case Study:</strong> Developmental feedback (video role play)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3: Online</th>
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</thead>
<tbody>
<tr>
<td><strong>Reflection Paper:</strong> Team dynamics</td>
<td></td>
</tr>
<tr>
<td><strong>Case Study:</strong> De-escalation communication</td>
<td></td>
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<tr>
<td><strong>Case Study:</strong> Developmental feedback (video role play)</td>
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<tr>
<th>Week 4: In Class</th>
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<tbody>
<tr>
<td><strong>Date:</strong></td>
<td><em>READ from Huber, D. L.:</em></td>
</tr>
<tr>
<td></td>
<td>Chapter 17 “Evidence-Based Practice: Strategies for Nursing Leaders”</td>
</tr>
<tr>
<td></td>
<td>In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be</td>
</tr>
</tbody>
</table>
| Week 4: Online | Chapter 18 “Quality and Safety”  
Chapter 19 “Measuring and Managing Outcomes”  
Chapter 26 “Data Management and Clinical Information”  

determined based on current nursing practice, textbook readings, trends etc.  
Examples:  
**Discussion Board:** to be determined  
(Agency for Healthcare Research and Quality – AHRQ)  
**Discussion Board:** Nursing data needs  
**Case Study:** Integrating EBP through new policy |
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Week 5: In Class</td>
<td></td>
</tr>
</tbody>
</table>
*READ from Huber, D. L.:  
Chapter 22 “Staffing and Scheduling”  
Chapter 9 “Delegation and Nursing”  
Chapter 25 “Emergency Management and Preparedness”  
In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc.  
Examples:  
**Discussion Board:** Discuss a time at your institution in which there was an emergency (change in patient condition, code blue, trauma, fire, etc.). Consider the role of the leader  
**Discussion Board:** Staffing at your institution  
**Case Study:** to be determined |
| Date |  |
| Week 5: Online |  
**Case Study:** Develop a staffing, scheduling, and patient care assignment (consider aspects of delegation)  
**Reflection Paper:** Reflect on a time you were involved in a situation that needed problem solving (patient situation, organizational need, etc.) |
| Week 6: In Class | In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc. Examples: **Discussion Board**: Compare and contrast types of conflict |
| Date: | *READ from Huber, D. L.: Chapter 2 “Change and Innovation” Chapter 11 “Workplace Diversity” Chapter 10 “Power and Conflict” |
| Week 6: Online | **Case Study**: De-escalation (role play video) |
| | **Reflection Paper**: Implementing change, reflect on your EBP Proposal (NUR 303) |
| | **Case Study**: Conflict resolution (video role play) |
| Week 7: In Class | In Class discussions that will translate to discussion/reflection/case study for asynchronous students will be determined based on current nursing practice, textbook readings, trends etc. Examples: **Discussion Board**: Violence in the workplace **Discussion Board**: Trauma informed care building awareness **Case Study**: to be determined |
| Date | *READ from Huber, D. L.: Chapter 21 “Confronting the Nursing Shortage” Chapter 23 “Budgeting, Productivity, and Costing Out Nursing” Chapter 20 “Prevention of Workplace Violence” Chapter 5 “Managing Time and Stress” |
| Week 7: Online | **Case Study**: Create a list of potential solutions to a potential or actual problem **Reflection Paper**: Identify something that can be improved in your institution (practice environment). Define the problem using facts. List the advantages to the |
Assignment Detail

Name of Assignment
Discussion Board

Description:
One of the learner’s greatest resources in learning is fellow learners. It is for this purpose that a graded discussion is part of this course. Through discussions with others about topics relevant to the classroom content, the students will gain a better understanding of the topic and learn the value of collaborative investigation and learning. Collaboration through discussions is not only an excellent tool to improve learning but a vital component of nursing practice.

Please do not post and respond to the discussion boards until the week it is due. It is suggested that you formulate your response in a word document and then copy/paste it into your reply during the week it is due. This will allow you to work ahead if you choose.

The instructor will monitor the discussion and make comments when necessary. The instructor has the responsibility of keeping the discussion focused and moving forward; however, learning research cautions instructors to not be too involved in that he or she may blunt the conversation and learning of the students. Therefore, the instructor may choose not to provide a response to every student with every post. The instructor will provide a point value for the discussion participation in the grade book.

This is a BlendEd® Live class, meaning the learner will have the option each week to earn assignment points either in-person or online. If the learner attends class in-person or online (synchronously) any given week, the learner is expected to fully participate in the in-class discussions. Active participation and attending in-person or online (synchronously), will fulfill the in-class assignments. If the learner does not actively participate, even if they attended class in-person or online (synchronously), the instructor will inform the learner via Lakeland University email (Lakeland.edu) that the learner must complete all the in-class assignments.

If the learner attends online (asynchronously) any week, the learner is expected to complete the in-class assignments via Blackboard. See the Rubric called “Discussion Board Rubric” below.

The details of each assignment and the required tasks, including Discussion Boards, will be posted in Blackboard, corresponding to the week, and will be designated as “In Class” or “Online”.

Reflection Paper

Description:
The reflection papers provide your own thoughts, personal insights and analysis about a topic in professional nursing practice and your own professional practice. Reflection is an expression of the learner’s insight of their own experiences, beliefs, opinions, perceptions and observations. Nurses use reflective thinking to transform situations, develop a sense of clarity, problem solve, gain perspective, and ultimately transform practice. Reflective thinking is a framework for nursing practice. Hence, the reason you’ll utilize reflection to critically think, synthesize knowledge, and bridge theory and practice.
The details of each assignment and required tasks, including Reflection Papers, will be posted in Blackboard during the corresponding week. The paper should include an introduction, or the big picture, a thesis statement, body, judgment, and a conclusion. Please see the Reflection Paper Rubric below.

**Case Study**

*Description:*
Case studies facilitate thinking/learning through a learner-centered approach to education. The use of case studies promotes active learning and interaction between learners and/or instructors. Case studies challenge the learner to assess the situation, analyze problems, consider solutions, and anticipate outcomes all while developing critical thinking skills.

This is a BlendEd® Live class, meaning the learner will have the option each week to earn assignment points either in-person or online. If the learner attends class in-person or online (synchronously) any given week, the learner is expected to fully participate in the in-class discussions. Active participation and attending in-person or online (synchronously), will fulfill the in-class assignments.

If the learner does not actively participate, even if they attended class in-person or online (synchronously), the instructor will inform the learner via Lakeland University email (Lakeland.edu) that the learner must complete all the in-class assignments.

If the learner attends online (asynchronously) any week, the learner is expected to complete the in-class assignments via Blackboard. See the Rubric called “Case Study Rubric” below.

The details of each assignment and the required tasks, including Case Studies, will be posted in Blackboard, corresponding to the week, and will be designated as “In Class” or “Online”.

**Grading Summary**

<table>
<thead>
<tr>
<th>Name of Assignment Type</th>
<th>Assignment Score</th>
<th>Weighted Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board (15 x 25)</td>
<td>375</td>
<td>30%</td>
</tr>
<tr>
<td>Case Study (13 x 25)</td>
<td>325</td>
<td>35%</td>
</tr>
<tr>
<td>Reflection Paper (8 x 25)</td>
<td>200</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>900</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Grading Summary: The grading for this course is based on 3 component parts, with each part being a percentage of the total grade. Assignment score is based on the rubric for the assignment. The assignment score is the points awarded per the rubric. The assignment is then weighted. Weighted percentages determine leveling of the assignment within a course and within the nursing program.*

**Grading Scale**

*(there will be no rounding of grades)*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0% to 100.0%</td>
</tr>
<tr>
<td>AB</td>
<td>90.0% to 92.9%</td>
</tr>
<tr>
<td>B</td>
<td>84.0% to 89.9%</td>
</tr>
<tr>
<td>Grade</td>
<td>Minimum</td>
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<tr>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>BC</td>
<td>80.0%</td>
</tr>
<tr>
<td>C</td>
<td>74.0%</td>
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<tr>
<td>CD</td>
<td>70.0%</td>
</tr>
<tr>
<td>D</td>
<td>64.0%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 64.0%</td>
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</tbody>
</table>

**Course Policies**

**Attendance/Participation**

"Attendance" or participation is required for this class. This course is designed to provide a forum in which you, as a student, can work together with others to build your knowledge, skills, and abilities. Participation is important to your academic and professional growth and to the learning of other participants.

Students are required to participate in two components of the course, “In Class” and “Online”, each week.

“In Class” participation is fulfilled one of two ways:

1. **Active participation** in discussions and other class activities during the BlendEd Live broadcast in class or online (synchronous) OR
2. Completing the “In Class” assignments in an asynchronous (not actively participating in the BlendEd Live broadcast) format

“Online” participation is fulfilled each week by completing the “Online” assignments for the week. Please see your syllabus course calendar for a listing of all assignments.

Class absences: If an illness, emergency, or personal or business obligation, requires you to be absent for a week of class, you must contact the instructor promptly to make arrangements for the late work (please see Late Submissions and Makeup Assignments below). You may contact the instructor via email or telephone.

Nonparticipation for 2 consecutive weeks without notification or permission from the instructor will result in a failing grade in the course.

**Feedback on Assignments**

In-class participation grades for BlendEd courses will be completed within 48 hours. Grades for all assessed work will be completed and posted to the Learning Management System (Blackboard) within seven (7) days after the assignment due date.

**Assignment Grading**

Assignments will be graded per the assignment rubric. Assignments not submitted on time, per the syllabus course calendar, will not earn any points and a score of zero (0) will be entered in the gradebook. Late assignments may be accepted at the instructors discretion (see Late Submissions and Makeup Assignments below).

**Late Submissions and Makeup Assignments**

All assignments must be done individually. All assignments are due by the dates indicated within the course syllabus. Late assignments will only be accepted in extenuating circumstances. Instructors make the final determination on whether or not an assignment will be accepted late. No make-up assignments will be given.

**Discussion Etiquette**

Learners are expected to be respectful of diversity of thoughts, opinions, and values. Inappropriate commentary will not be accepted and will be addressed on an individual basis. As you formulate your thoughts and opinions, please be mindful of common sense, basic etiquette and professionalism.
• Never post illegal information.
• Avoid harassing or embarrassing your classmates or instructor. If you do not agree with someone, respond objectively to the subject matter, not personally to your classmate.
• Refrain from transmitting inappropriate content that may be abusive, racially or ethically offensive, rude, vulgar, or harmful.
• Refrain from using ALL CAPS (construed as shouting), slangs or jokes.
• Remember the entire class will see your postings on the discussion board (except when you email me directly).

Format for Written Work
Students are responsible for submitting papers in the proper written format as required by their instructor. The APA format is required for all papers written for the undergraduate nursing program. Students are expected to obtain and reference the APA publication material as needed. Students are encouraged to utilize the John Esch Library database, APA Style CENTRAL for assistance: https://lakeland.edu/John-Esch-Library/database-find-articles

Instructor Email Response
In today’s world of electronic communication, we all want to get our questions responded to quickly. I do, however, value my personal time. Therefore, an established reasonable parameter for responding to students is 24 - 48 hours, Monday through Friday. With that said, time management skills are very important in determining your success in this course. Be sure to plan ahead and set aside time each week dedicated to course work. Please utilize your lakeland.edu email for all email correspondence. Students are expected to regularly check their school email account.

Plagiarism
Using the ideas, data, or language of another without specific or proper acknowledgement (e.g. copying another person's paper, article, or computer work and submitting it for an assignment; cloning someone else's ideas without attribution or facility to use quotation marks where appropriate). It is against copyright law to "steal" someone else's words or and pass them off as your own ideas. This is especially easy with the Internet. Browsers allow you to open a published document, highlight the text, and paste it into another document (e.g., discussion board).

Any ideas or materials taken from another source for either written or oral use must be fully acknowledged with an in-text citation and subsequent reference. Failure to properly cite and/or reference is considered plagiarism.

Anyone found plagiarizing someone else's ideas may receive a failing grade for the assignment or course. Please consult the academic catalog section on academic standing which references plagiarism and cheating.

Cheating
Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing or attempting to prevent another from using authorized assistance, material, or study aids (e.g. using a cheat sheet on a quiz or exam or altering a graded exam and resubmitting it for a better grade).

Bringing Children to Class
No children should be brought to class. However, there may be extenuating or unusual circumstances in which the instructor may grant consent for a student to bring a child to class. Consent is required prior to class. Any disruption will result in the child being removed, by the parent, from the classroom immediately.

Classroom Etiquette
Lakeland University supports the learning environment and engagement in the learning process. Therefore, cell phones, MP3 players, and other materials that have the potential to interfere with classroom discussions and instruction should be put away.
Occasionally, cell phones, tablets, or laptops may be useful for in-class discussions.

The atmosphere of the class is intended to be inclusive, non-critical, and exploratory. Students are encouraged to ask questions, seek understanding, be open and respectful of others' beliefs, values, experiences, and contribution.

**Disability Accommodations**

Students who have a need for disability-related accommodations or services should inform the Associate Provost for Academic Affairs, Dr. Julia Rodemeier at rodemeierja@lakeland.edu or (920) 565 1021 Ext. 2113. Lakeland University will provide reasonable and effective accommodations and services to students. Requests must be made in a timely manner and accompanied by appropriate documentation in accordance with federal, state, and Lakeland University guidelines.

When accommodations are required for a student with a documented disability, the instructor will receive an email notification from the Dr. Rodemeier providing access to those accommodations. Instructors must provide these accommodations to the student specifically as indicated when they are applicable, which is a requirement of federal law under the Americans with Disabilities Act. Instructors should refrain from providing additional accommodations for students with disabilities that are not directly indicated, as doing so can provide an unfair advantage or expectations on the part of the student. Questions about approved accommodations or recommendations for additional consideration should be directed to Dr. Julia Rodemeier.

**Title IX**

Gender discrimination and sexual harassment are prohibited by Title VII of the Civil Rights Act of 1964 as amended and Title IX of the Education Amendments of 1972. Lakeland University encourages those who have experienced any form of sex discrimination/sexual misconduct to report the incident promptly, to seek all available assistance and to pursue university conduct charges and/or criminal prosecution of the offender. Lakeland University takes complaints very seriously and will work with victims to ensure their safety. Contact Campus Safety at (920) 565-1126 (Brotz Hall) and/or the Lakeland University Title IX Coordinator (Leslie Laster at (920) 565-1043 Ext. 2507). Questions about Title IX can be directed to the Title IX Coordinator or to the Office of Civil Rights (OCR, http://www2.ed.gov/about/offices/list/ocr/index.html) of the U.S. Department of Education. The Title IX Coordinator staff is available to meet with students, faculty, and staff who believe sexual harassment or sexual violence has occurred.

**Self-Reporting Requirements**

Your program acceptance is tentative until confirmation is received by the college from the Department of Justice on your background disclosure information.

From the time you complete the Background Information Disclosure form until you graduate from or drop the program, understand that if you are charged with or convicted of a crime or if you are investigated for any violation of a state or federal law, you must report this to the Lakeland University program director. Understand that (1) this investigation may result in your suspension from practicums which may delay or prevent your graduation from the program; and (2) your failure to report will result in your removal from the program.

**Changes to the Syllabus**

In the event of extenuating circumstances or other factors, the class schedule or course procedures indicated in the syllabus are subject to change. The instructor will notify students of any such changes.

**Grading Rubrics**

<table>
<thead>
<tr>
<th>Discussion Board Rubric</th>
<th>Excellent 5 pts</th>
<th>Good 4 pts</th>
<th>Sufficient 3 pts</th>
<th>Beginning 2 pts</th>
<th>Unacceptable 1 pt.</th>
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<tbody>
<tr>
<td><strong>Initial Assignment Posting</strong></td>
<td><em>Posts well developed</em></td>
<td><em>Posts well developed</em></td>
<td><em>Posts developing assignment with</em></td>
<td><em>Minimal preparation with</em></td>
<td><em>Unacceptable submission.</em></td>
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<tr>
<td>Follow-Up Postings</td>
<td>Timeliness</td>
<td>References and Support</td>
<td>Professionalism</td>
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<td>Promotes interaction and asks engaging questions or makes debatable remarks. Response to peer post adds to the related discussion topic by extending meaning and building on post.</td>
<td>Posts 6 or more times, 3 or more separate days of the week. <em>Posts are made in time for others to read and respond.</em></td>
<td>Uses references from readings and research to support comments. Personal experience shared that supports comments. <em>References material using APA format.</em></td>
<td>Free of gsp errors. Correct use of verb tense. No slang. Correct APA citation in</td>
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<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts with use of references and personal experience. <em>Posts factually correct, reflective, substantive contribution that advances discussion.</em></td>
<td>Posts at least 6 times, at least 3 separate days during the week. <em>Posts are made in time for others to read and respond.</em></td>
<td>Incorporates some references from readings or research to support comments. Personal experience shared which lend insight to comments. <em>References material using APA format.</em></td>
<td>Less than 4 gsp errors. Occasionally use incorrect tense or word choice. APA</td>
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<td><em>Elaborates on existing postings with further comment or observation from reference or personal experience that extends discussion.</em> <em>Posts information that is factually correct; lacks full development of concept or thought.</em></td>
<td>*Posts at least 4 times, at least 2 separate days during the week. <em>Posts may not all be made in time for others to read and respond.</em></td>
<td>*Readings and personal experience mentioned at minimal level. <em>No reference material cited in APA format.</em></td>
<td>4-7 gsp errors. Choppy sentences with ideas that do not connect.</td>
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<td><em>Posts shallow contribution to discussion (e.g., agrees or disagrees); contains few new ideas or applications.</em> <em>Repeats but does not add substantive information to the discussion.</em></td>
<td>*Posts at least 2 times, at least 1 day during the week. <em>Posts are not made in time for others to read and respond.</em></td>
<td>*Incorporates personal experience but no references made from readings or research. <em>No reference material cited in APA format.</em></td>
<td>*8-12 gsp errors. Ideas are unclear, word choice is incorrect. Meets</td>
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<td><em>Post is vague and general. No new ideas presented.</em></td>
<td><em>Posts less than 2 times or posts are beyond due date.</em></td>
<td><em>Includes no references or supporting experience.</em></td>
<td><em>Greater than 12 gsp errors. Ideas are unclear. Does not meet APA criteria.</em></td>
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<tr>
<td>Case Study Rubric</td>
<td>Excellent 5 pts</td>
<td>Good 4 pts</td>
<td>Sufficient 3 pts</td>
<td>Beginning 2 pts</td>
<td>Unacceptable 1 pt.</td>
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<td>Identification of the main issues or problems</td>
<td>*Response provides evidence (through the use of description and details) that the student has examined, identified, and understands the main ideas of the case study.</td>
<td>*Response shows evidence that the student has thought about and understands the case study, and identifies and understands most of the main ideas.</td>
<td>*Response demonstrates an understanding of some of the issues in the case study.</td>
<td>*Response identifies few of the issues in the case study. Fails to demonstrate an understanding of the main ideas.</td>
<td>*Response does not identify any of the issues in the case study. Does not identify the main ideas.</td>
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<tr>
<td>Analysis of the issues and/or problems</td>
<td>*The student's analysis of the topic, issues and/or problems is insightful and thorough. *The topic is explained in clear language; immediately interesting and supported with detail.</td>
<td>*The student provides a thorough analysis of most of the topics, issues and/or problems. *The response is accurate and related to the topic, issue and/or problem.</td>
<td>*Student provides a superficial analysis of some of the topics, issues and/or problems. May veer from topic, issues and/or problem.</td>
<td>*The student provides an incomplete analysis of the topic, issues, and/or problems.</td>
<td>*Missing an analysis of the issues and/or problems.</td>
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<td>Comments on effective solutions and/or strategies (the solution may be in the case study already or proposed by the learner)</td>
<td>*Well documented, reasoned, comments on solutions or proposals for solutions to all topics, issues, and/or problems presented in the case study. *Easy to read; ideas are organized in thought and content.</td>
<td>*Appropriate, well thought out comments about solutions and/or proposals for solutions to most of the topics, issues and/or problems presented. *Easy to read, organized in thought and content.</td>
<td>*Superficial solutions and/or proposals to some of the topics, issues and/or problems. *May take a re-reading to understand thoughts and content.</td>
<td>*Minimal action suggested and/or inappropriate solutions or proposals to all of the topics, issues and/or problems. *Disorganized and the reader can not follow the paper at any length.</td>
<td>*Inappropriate action, solutions, or proposals presented to the topic. *Poorly constructed response.</td>
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<tr>
<td>References and Support</td>
<td>*Uses references from readings and research to support comments. Personal experience shared that supports comments.</td>
<td>*Incorporates some references from readings or research to support comments. Personal experience shared</td>
<td>*Readings and personal experience mentioned at minimal level. *No reference material cited in APA format.</td>
<td>*Incorporates personal experience but no references made from readings or research. *No reference material cited in APA format.</td>
<td>*Includes no references or supporting experience.</td>
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<td>Professionalism</td>
<td>Adherence to grammar conventions, spelling, and punctuation (gsp). Posts are respectful interactions. APA formatting (per rubric)</td>
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<td>which lend insight to comments. *References material using APA format.</td>
<td>*Less than 4 gsp errors. May occasionally use incorrect tense or word choice. APA citation in text and reference notation with 1 error. *No unprofessional comments or behaviors.</td>
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<td>*4-7 gsp errors. Choppy sentences with ideas that do not connect. Meets APA criteria with 2 errors. *No unprofessional comments or behaviors.</td>
<td>*8-12 gsp errors. Ideas are unclear, word choice is incorrect. Meets APA criteria with 3 errors. *Unprofessional comment or behavior.</td>
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<td>*Greater than 12 gsp errors. Ideas are unclear. Does not meet APA criteria. *Unprofessional post.</td>
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<th>Reflection Paper Rubric</th>
<th>Excellent 5 pts</th>
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<th>Beginning 2 pts</th>
<th>Unacceptable 1 pt.</th>
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<tr>
<td><strong>Does this paper show evidence of deep thought about the topic?</strong></td>
<td>*Paper provides evidence (through the use of description, details, and use of nursing literature) that the student has examined his/her own belief systems, professional practice, and related this to their current views about the topic; use of nursing literature to support thoughts.</td>
<td>*The paper shows that the student has thought about the topic although the written presentation may appear weak or lack clarity; use of nursing literature to support thoughts.</td>
<td>*Paper is shallow and does not present detailed evaluation of reflection about the topic; little use of nursing literature to support thoughts.</td>
<td>*Lacks insight to meet this criteria by obvious disregard for the expectations stated. Uses anecdotal information, no nursing literature,</td>
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<tr>
<td><strong>Does this paper address the prompt or the topic?</strong></td>
<td>*The student’s reflection about the topic is explained in clear language; immediately interesting and supported with detail.</td>
<td>*The entire paper’s content relates to the prompt or topic; the student attempts to explain his/her reflections about the topic but may take a rereading to understand.</td>
<td>*Student does not clearly identify the topic and his/her reflections; may veer from topic.</td>
<td>*A topic of the paper is stated but reflection does not coincide with topic/prompt. Fails to stick to the topic therefore fails to meet this criteria.</td>
<td>*Unacceptable submission. Does not identify the topic.</td>
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<tr>
<td><strong>Clearly organized introduction, body, and conclusion. Writing ideas are clearly connected and make sense</strong></td>
<td>*Easy to read, topic introduced, organization clearly evident with proper introduction, body, and conclusion.</td>
<td>*Paper has intro, body, and conclusion that is usually clear and easy to read. *Each paragraph has a central idea that is supported.</td>
<td>*At times paper is disorganized or leaves reader wondering what is being said. May take a re-reading. *Paragraphs are, on occasion,</td>
<td>*Paper is generally disorganized; reader can not follow the paper at any length. *Ideas are not connected,</td>
<td>*Fails to meet this criteria by obvious disregard for the expectations stated in the criteria.</td>
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<td>References and Support</td>
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Appendix H

Program Assessment Plan
STANDARD I. PROGRAM QUALITY: MISSION AND GOVERNANCE

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve the program quality.

Expected Outcomes (EO):

- Mission, goals, and expected program outcomes are written and accessible to prospective and current students, faculty and other constituents
- Mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest
- Higher Learning Commission (HLC): Ongoing reaffirmation of institutional accreditation and nursing program approval
- Wisconsin Board of Nursing (BON): Program approval
- Commission on Collegiate Nursing Education (CCNE): Initial accreditation followed by continued accreditation
- One or more nursing students attend the Nursing Student Advisory Committee meetings
- One or more nursing students attend the Nursing Program Board of Advocates (BOA) meetings
- 50% of students enrolled in the nursing program participate in the student/faculty forum meetings
- 100% of full-time nursing faculty and the director of the nursing program participate in program, faculty and/or institutional committees
- 100% of all program appeals and grievances are addressed; records are maintained and available for review

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<tr>
<th>Key Elements</th>
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<th>Timing and Frequency of Assessment</th>
<th>Document Indicator; Method of Assessment</th>
<th>Data Collection, Actual Outcomes, and Comparative Analysis</th>
<th>Actions Resulting from the Assessment Report</th>
</tr>
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<tbody>
<tr>
<td>I-A The mission, goals, and expected program outcomes are: * congruent with those of the parent institution; reviewed periodically and revised as appropriate.</td>
<td>School of Science, Technology and Education (SoSTE) Curriculum Committee, Nursing Faculty, Director of the</td>
<td>Biennial (odd years) or as needed</td>
<td>Documents: Published university academic catalog; nursing program student handbook; nursing program practicum handbook; program web page; and university strategic plan. Method: Comparative analysis to verify the program's mission, philosophy/goals, and program outcomes are congruent with the university. Review academic catalog;</td>
<td></td>
<td>Action (Sample): Update academic catalog, student handbook, practicum handbook, program web page and university strategic plan. Action (Sample): Update Wisconsin BON of changes, CCNE accreditation of changes, and HLC of changes</td>
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<td>Nursing Program, Dean of School of Science, Technology and Education (SoSTE), and Provost</td>
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<td>student handbook; practicum handbook; program web page; and university strategic plan for accuracy and currency.</td>
<td>Documents: Wisconsin BON Authorization to Admit students to a School of Nursing; Wisconsin BON Approval of School of Nursing (future); CCNE Initial Accreditation (future); CCNE Continued Accreditation (future); HLC Accreditation (future). Method: Verify accuracy and currency.</td>
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<td>I-B The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.</td>
<td>Nursing Faculty, and Director of the Nursing Program</td>
<td>Annually (fall)</td>
<td>Documents: Published university and program mission; program philosophy/goals; and program outcomes are congruent with current with professional nursing standards including the Wisconsin BON: Administrative Code: Chapter N 1 (August, 2018) and Chapter N 6 (December, 2018); The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008); American Nurses Association. (2015). Code of ethics for nurses with interpretive statements. Silver Spring, MD: Author, American Nurses Association. (2015). Nursing: Scope and standards of practice. Silver Spring, MD: Author; and National League for Nursing. (2010). Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master’s, practice doctorate, and research doctorate programs in nursing. New York, NY: Author. Method: Comparative analysis of program mission; philosophy/goals; and program outcomes for accuracy, congruency and currency with external agencies.</td>
<td></td>
<td>Action (Sample): Update mission, philosophy/goals, and program outcomes to align with professional nursing standards. Ensure updates are incorporated into the academic catalog, student handbook, practicum handbook, program web page and university strategic plan</td>
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<tr>
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| I-C The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest. | Nursing Student Advisory Committee, Nursing Program Board of Advocates (BOA), Nursing Faculty, Director of the Nursing Program, and Dean of SoSTE | Annually (fall) | **Method:** Review literature for additional standards and guidelines that are current and relevant to nursing practice and education and align mission, philosophy/goals, and program outcomes to current standards.  
**Documents:** HLC accreditation; WI BON program approval; CCNE full accreditation  
**Method:** Review of documents for criteria and standards, comparative analysis of meeting established criteria. |  |  |
|  |  |  | **Documents:** Published university and program mission; program philosophy/goals; program outcomes; Nursing Student Advisory Committee and Nursing Program BOA meeting minutes and emails.  
**Method:** Comparative analysis and documented discussions verify the program's mission; philosophy/goals; and program outcomes are congruent with the needs and expectations of the communities of interest. Semi-annual meeting with BOA inform the program of COI needs; expectations; contemporary issues in nursing practice; and current nurse practice standards — see meeting minutes.  
**Method:** Review graduate employment patterns (graduate survey sent 6 months post-graduation) (IV-E).  
**Method:** Review employer survey of student achievement of program learning outcomes (survey sent 6-12 months post-graduation) (IV-A). |  |
<p>|  |  |  | <strong>Action (Sample):</strong> Update published mission, philosophy/goals and program outcomes noted in the academic catalog, student handbook, practicum handbook, and program web page |  |  |</p>
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</table>
| I-D The nursing unit’s expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations. | Nursing Faculty, Director of the Nursing Program, Dean of SoSTE, and Provost | Annually (spring) | **Documents**: Published faculty handbook, faculty job descriptions, performance reviews, curriculum vitae, and faculty meeting minutes.  
**Method**: Comparative analysis of faculty handbook for accuracy and congruency of faculty expectations between nursing unit and university.  
**Method**: Review job description for currency and accuracy of expectations.  
**Method**: Curriculum vitae are updated annually and support achievement of meeting expectations.  
**Method**: Nursing faculty meeting minutes reflect decision making and rationale of nursing unit expectations of faculty: teaching, scholarship, service, practice. |  | Action: |
| I-E Faculty and students participate in program governance. | Nursing Students, Nursing Faculty, and Director of the Nursing Program | Annually (spring) | **Documents**: Published faculty handbook; nursing program student handbook; faculty performance reviews; university committee assignment spreadsheet; nursing faculty meetings; committee (student advisory and student/faculty forum) meetings; nursing program BOA meetings; SoSTE faculty meetings; Lakeland University committee meetings.  
**Method**: One or more nursing students attend the Nursing Student Advisory Committee meetings. Review meeting minutes and emails.  
**Method**: One or more nursing students attend the Nursing Program Board of Advocates (BOA) meetings. Review meeting minutes and emails.  
**Method**: 50% of enrolled students participate in student/faculty forum |  | Action (Sample): Encourage faculty and student participation in program specific committees. Require faculty participation in nursing faculty meetings. Encourage participation in faculty committees and institutional committees |
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<tr>
<td>I-F Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are: * fair and equitable; * published and accessible; and * reviewed and revised as necessary to foster program improvement.</td>
<td>Nursing Faculty, and Director of the Nursing Program</td>
<td>Annually (fall)</td>
<td>meetings held biannually. Review meeting minutes and emails. Method: Comparative analysis of faculty performance reviews which reflect assignment; records of committee assignment spreadsheet; various meeting minutes and attendance demonstrate 100% of full-time nursing faculty and the director of the nursing program participate in program, faculty and/or institutional committees.</td>
<td></td>
<td>Action (Sample): Director of the Nursing Program revise nursing program student handbook, practicum handbook, and program web page and marketing materials. See attached action plan for details of changes.</td>
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<td>I-G The program defines and reviews formal complaints according to established policies.</td>
<td>Nursing Faculty, Director of the Nursing Program, and Dean of SoSTE</td>
<td>Ongoing, as needed</td>
<td>Documents: Nursing program student handbook; university academic catalog; nursing program student handbook signature sheet. Method: Nursing program student handbook and university academic catalog denote program appeal and grievance procedures. Method: Nursing program signature sheets complete for 100% of enrolled students (II-O). Method: Nursing faculty meeting minutes reflect a review of each program appeal and grievance, the outcome and recommendation and then action plan and adjustment of any program policy. 100% of all program appeals and/or grievances are addressed and records are maintained and available for review. Method: Director of the Nursing Program aggregates data on annual basis with type of complaint (program appeal and grievance) with resolution as noted in faculty meeting minutes.</td>
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<td>Action (Sample): Program policies in nursing program student handbook and practicum handbook updated with revisions. Documents accessible online for prospective student and enrolled student review.</td>
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**STANDARD II. PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES**

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.

**Expected Outcomes (EO):**

- 100% of classroom assignments accommodate enrolled nursing students
- 100% of full-time faculty have adequate office space
- Students rate facilities and resources (Center, Campus, Practicum) equal to or greater than 4.0 (agree) on 5-point Likert scale
- 100% of students enrolled in NUR 430 have a practicum site with appointed preceptor
- 100% of practicum sites have on file with the university a signed Affiliation Agreement or Memorandum of Understanding (MOU)
- 100% of nursing program students submit signed Nursing Program Student Handbook Signature Sheet acknowledging receipt of handbook with resources listed
- Students rate academic support services equal to or greater than 4.0 (agree) on 5-point Likert scale
- Students rate instruction equal to or greater than 4.0 (agree) on 5-point Likert scale for survey questions #1, #2, #3, #4, #5 and #8
- Student-faculty ratio in class equal to or less than 30:1; practicum/WI (10:1)
- 100% of nursing program preceptors meet qualifications as noted in the practicum handbook
- Students rate practicum preceptor equal to or greater than 4.0 (agree) on 5-point Likert scale
- 100% of faculty who meet professional development funding guidelines and submit requests are granted
- 100% of faculty participate in annual professional development

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<tr>
<td>II-A Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes</td>
<td>Nursing Faculty, Director of the Nursing Program, Dean of SoSTE, and Chief Financial Officer</td>
<td>Annually</td>
<td><strong>Documents:</strong> University budget, nursing program budget. Nursing faculty meeting minutes. <strong>Methods:</strong> Dean, Director of the Nursing Program and Nursing Faculty review resources to determine if any deficiencies in personnel, fiscal, physical plant or other resources are needed. Funding allocations are adequate and meet proposed budget.</td>
<td></td>
<td>Action (Sample): Continue to allocate funds to meet essential nursing program needs. Seek additional funds for nursing program initiatives and new faculty. Faculty who meet eligibility criteria for professional development funding utilize resource to enhance teaching, advising, practice matter expertise, or assessment.</td>
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<td>II-B Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes</td>
<td>Students, Administrative Assistant for Operations, Director of Facilities, Chief Financial Officer</td>
<td>Annually</td>
<td><strong>Documents:</strong> Plymouth/Sheboygan/main campus physical facilities including the buildings, classrooms, and offices are depicted within the “Building Summary” spreadsheet. Kellett Center building space (lease agreements) with classrooms and meeting space. Office space is available for full-time faculty including computer, monitor, desk/table, telephone, file</td>
<td></td>
<td>Action (Sample): Continue to monitor availability of space for students and faculty. Action (Sample): Continue to review adequacy of practicum sites. Continue to verify currency of practicum affiliation agreements. Develop new</td>
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<td>periodically, and resources are modified as needed.</td>
<td>Officer and Controller, Chief Operating Officer, Nursing Faculty, Director of the Nursing Program, BOA</td>
<td>cabinet, storage unit, chair(s), etc. Nursing student advisory committee meeting minutes. <strong>Method:</strong> Building summary spreadsheet shows adequate square footage of meeting rooms, office space, and buildings for the university and program to fulfill student and program needs. Room reservations show adequate availability for meetings. <strong>Method:</strong> Nursing classroom space is shared with the University on a space available basis. Review number and capacity of classrooms and ensure 100% of classroom assignments accommodate enrolled students. <strong>Method:</strong> 100% of full-time faculty have adequate office space with appropriate equipment. <strong>Method:</strong> Meeting space and room reservations can be made via Virtual EMS. Reports can be generated to show requests made and room availability. <strong>Documents:</strong> Student survey of main campus, center locations, and practicum facilities. Nursing faculty meeting minutes reflect review of survey results. <strong>Method:</strong> Collect and review student perception of main campus, center locations, and practicum facilities and resources. Survey reviews currency, availability and sufficiency in number, accessibility, appropriate, and adequacy of resources to achieve the program mission and program outcomes. Students rate facilities and resources (Center, Campus, Practicum) equal to or greater than 4.0 (agree) on 5-point Likert scale.</td>
<td>affiliations to meet program objectives and outcomes. <strong>Action (Sample):</strong> Continue to obtain faculty input in the selection of new library resources. Continue to monitor student access to library database (OVID).</td>
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<td>II-C Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.</td>
<td>Students, Nursing Faculty, Director of the Nursing Program, Director of Library Services, Distance Education Librarian, Director of Hayssen Academic Resource Center (HARC), and</td>
<td>Annually</td>
<td><strong>Documents</strong>: Practicum facilities are determined by student working with the Director of the Nursing Program. Practicum Application Forms.&lt;br&gt;&lt;br&gt;<strong>Method</strong>: Director of the Nursing program reviews submitted Practicum Application Form for each student enrolled in NUR 430. 100% of students enrolled in NUR 430 have a practicum site with appointed preceptor.&lt;br&gt;&lt;br&gt;<strong>Documents</strong>: Practicum affiliation agreements and excel spreadsheet.&lt;br&gt;&lt;br&gt;<strong>Methods</strong>: Director of the Nursing Program verifies practicum affiliation agreements are on file for 100% of practicum sites. Affiliation Agreements are perpetual and are terminated by either party as per the Affiliation Agreement or Memorandum of Understanding.</td>
<td><strong>Document</strong>: Published student handbook, nursing program student handbook and signature sheet, university web page and internal website, and Blackboard which provide information and access to student support services.&lt;br&gt;&lt;br&gt;<strong>Method</strong>: Comparative analysis of the student handbook, nursing program student handbook, university web page and internal website, and Blackboard for currency and accuracy.&lt;br&gt;&lt;br&gt;<strong>Method</strong>: 100% of nursing program students submit signed Nursing Program Student Handbook Signature Sheet acknowledging receipt of handbook with resources listed.&lt;br&gt;&lt;br&gt;<strong>Documents</strong>: Nursing faculty and student/faculty forum meeting minutes, and emails. Library posted hours and holdings.</td>
<td><strong>Action (Sample)</strong>: Continue to maintain records of submitted Nursing Program Student Handbook Signature Sheet. Continue student survey and review of student feedback of academic support services. Identify and support improvement strategies in areas of deficiency. Consider survey of psychological/counseling services, financial aid, and safety services. Library holdings reviewed and outdated items discarded or placed in 'historical' section if relevancy identified.</td>
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<td>Associate Provost of Academic Affairs</td>
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<td>Hayssen Academic Resource Center (HARC) posted hours and tutoring schedules. IT helpdesk inquiries and hours. <strong>Method</strong>: Ongoing review and student survey of academic resources including: <strong>Library services</strong> (holdings (currency of 10 years) and databases, skills training (writing and research support), lib guides, library resources tab, and hours); <strong>HARC offerings</strong> (tutoring, skills training (writing and research support); <strong>Disability accommodation services</strong>, and hours); <strong>IT/Technology Resources</strong> (helpdesk availability, IT/Technology support, Blackboard support, and hours); <strong>Academic advising</strong> (availability, knowledge, support), <strong>Job placement services</strong> (Handshake ease and usability), and the <strong>University campus shop/bookstore</strong> (hours, book availability). Nursing faculty meeting minutes reflect a review survey results and identify and develop strategies to enhance services, increase utilization, and/or develop new services. Student/Faculty forum discussions and meeting minutes regarding support services. Students rate academic support services equal to or greater than 4.0 (agree) on 5-point Likert scale.</td>
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<td>II-D The chief nurse administrator of the nursing unit: *is a registered nurse (RN); *holds a graduate degree in nursing; **holds a doctoral degree if the nursing unit offers a graduate</td>
<td>Director of the Nursing Program, Dean of SoSTE, and Human Resources</td>
<td>On appointment and Annually Document: Wisconsin Dept. of Safety and Prof. Services online verification of active, unencumbered registered nurse license. <strong>Method</strong>: License renewal every two years and copy on file for review. <strong>Document</strong>: Official transcripts (upon hire and with any additions). <strong>Method</strong>: Document part of personnel file, copy on file for review.</td>
<td></td>
<td></td>
<td>Action (Sample): Continue to maintain nurse administrator who is academically and experientially qualified for the position. When applicable, notify the BON (within 5 business days) of any vacancy or change of the Director of Nursing. Appoint interim or permanent administrator within 5 business days of vacancy. Notify CCNE of</td>
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<td>program in nursing; * is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and * provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.</td>
<td></td>
<td></td>
<td><strong>Document</strong>: Director of the Nursing Program curriculum vitae for educational preparation, professional development, certification, research, publications, community service, and involvement with professional organizations. WI BON school of nursing administrator qualifications form #1114. <strong>Method</strong>: Annual update. Analysis indicates that the administrator has diverse talents and various experience. Copy on file for review. Director meets qualifications established by WI BON. <strong>Document</strong>: Annual performance review of the Director of the Nursing Program by the Dean of Science, Technology and Education. <strong>Method</strong>: Annual evaluation of the Director of the Nursing program shows adequate performance, copies on file for review. <strong>Document</strong>: Annual performance review of the Director of the Nursing program by the Nursing Faculty. <strong>Method</strong>: Annual evaluation of the Director of the Nursing program shows adequate performance, copies on file for review. <strong>Documents</strong>: Student survey of director of nursing teaching/learning practice via SmartEvals. Director of the nursing program performance reviews. <strong>Method</strong>: Collect and review SmartEvals survey and student perception of the director of the nursing program. Students rate instruction equal to or greater than 4.0 (agree) on 5-point Likert scale for survey questions #1, #2, #3, #4, #5 and #8.</td>
<td>substantively change including change in the nurse administrator within 90 days of the occurrence or implementation of the change. Budget planning for meeting program needs</td>
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| II-E Faculty are:                                                           | Nursing Faculty,                     | On Appointment and Annually                 | **Document**: Wisconsin Dept. of Safety and Prof. Services online verification of active, unencumbered registered nurse license.  
**Method**: License renewal every two years and copy on file for review.  
**Document**: Official transcripts (upon hire and with any additions).  
**Method**: Document part of personnel file, copy on file for review.  
**Document**: Nursing faculty curriculum vitae for educational preparation, professional development, certification, research, publications, community service, and involvement with professional organizations.  
**Method**: Annual update. Analysis indicates that various disciplines of nursing are represented, faculty have diverse backgrounds, and talents enrich the RN to BSN Completion Program. Copies on file for review. Nursing faculty meet qualifications established by WI BON.  
**Document**: Annual performance review of nursing faculty performed by the Director of the Nursing Program.  
**Method**: Annual evaluation of nursing faculty shows adequate performance, copies on file for review.  
**Documents**: Student survey of nursing faculty in SmartEvals. Nursing faculty performance reviews.  
**Method**: Collect and review SmartEvals survey and student perception of nursing faculty. | Action (Sample): Continue to maintain adequate faculty who are academically and experientially qualified for the position. When applicable, notify CCNE of substantive change including significant change in the faculty composition and size within 90 days of the occurrence or implementation of the change. Recruitment and retention efforts. Include faculty additions based on data that demonstrated need. |
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<td>II-F Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.</td>
<td>Nursing Faculty, and Director of the Nursing Program</td>
<td>Ongoing</td>
<td>Students rate nursing faculty equal to or greater than 4.0 (agree) on 5-point Likert scale for survey questions #1, #2, #3, #4, #5 and #8. <strong>Document:</strong> Nursing program budget, nursing faculty workload and overload reports, student-faculty ratio for classroom and practicum/WI experience. <strong>Method:</strong> Ongoing assessment of nursing program budgetary needs. Review utilization of faculty in terms of assignments (full-time faculty teaching load is 12 hours per semester – fall/spring) and program needs. Review workload and overload, number of students, student-faculty ratio in class (30:1) and practicum/WI (10:1), and number/timing of course sections.</td>
<td></td>
<td><strong>Action (Sample):</strong> Continue to maintain adequate preceptors who are academically and experientially qualified for the position. Continue with recruitment and retention efforts of preceptors. Support preceptor role.</td>
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**Document:** Wisconsin Dept. of Safety and Prof. Services online verification of active, unencumbered registered nurse license. **Method:** License renewal every two years and copy on file for review. **Document:** Published practicum handbook, preceptor resume or curriculum vitae for educational preparation, professional development, certification, research, publications, community service, and involvement with professional organizations. **Method:** Annual update. Analysis indicates that 100% of nursing program preceptors meet qualifications as noted in the practicum handbook. Copies on file for review. Preceptors are provided copy of practicum handbook, course syllabus, applicable policies, procedures and forms. Preceptors are oriented to course...
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| II-G The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes. | Nursing Faculty, Director of the Nursing Program, Dean of SoSTE, and Provost | Annually | objectives, student learning objectives, and role/responsibilities.  
**Documents**: Student survey of practicum preceptor. Nursing faculty meeting minutes reflect review of survey results.  
**Method**: Collect and review student perception of practicum preceptor. Survey reviews currency of knowledge, skills, and abilities; availability in scheduling and accessibility; demonstration of ethical practice; and adequacy of communication to achieve the program mission and program outcomes. Students rate practicum preceptor equal to or greater than 4.0 (agree) on 5-point Likert scale. | | Action (Sample): Continue to allocate university funds for faculty teaching, scholarship, service, and practice. Faculty who meet eligibility criteria for professional development funding utilize resource to enhance teaching, advising, practice matter expertise, or assessment. |

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STANDARD III. PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

The curriculum is developed in accordance with the program’s mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

Expected Outcomes (EO):

- NUR courses are reviewed on a rotating basis - each course is reviewed every 2 years (syllabus with description, textbook, course outcomes, teaching-learning practices, delivery modality, and assessments)
- 100% of students complete prerequisites for the major and interdisciplinary coursework
- 100% of course syllabi demonstrate sequential integration of theoretical nursing concepts
- Graduates rate the logical sequencing of the curriculum equal to or greater than 4.0 (agree) on 5-point Likert scale
- Students rate course equal to or greater than 4.0 (agree) on 5-point Likert scale for survey questions #6, #7, #8, #9, and #10
- 100% of students meet (good) or exceed (excellent) course expectations for the portfolio
- 100% of students meet (good) or exceed (excellent) course expectation for the project
- 100% of students meet (good) or exceed (excellent) course expectations for the practicum reflective journal
- Preceptors rate the practicum experience equal to or greater than 4.0 (agree) on 5-point Likert scale
- Students rate practicum experience equal to or greater than 4.0 (agree) on 5-point Likert scale
- Preceptors report 100% of students meet (sufficient) or exceed (exemplary) course performance in NUR 430: Community and Population Health Practicum (WI)
- Preceptors rate student achievement of program learning outcomes equal to or greater than 4.0 (agree) on 5-point Likert scale
- 100% of NUR courses utilize rubrics for assessment of student performance
- 100% of students are assessed by faculty utilizing published rubrics

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<td>III-A The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:</td>
<td>Nursing Faculty, Director of the Nursing Program,</td>
<td>Ongoing</td>
<td>Documents: Published nursing program mission, philosophy, and program learning outcomes. Published curricula, course descriptions and syllabi with course learning outcomes. Faculty meeting minutes.</td>
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<td>* are congruent with the program’s mission and goals;</td>
<td>and Nursing Program BOA</td>
<td></td>
<td><strong>Method</strong>: Comparative analysis of program outcomes to courses reviewed on rotating basis every 2 years.</td>
<td></td>
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<td>* are congruent with the roles for which the program is preparing its graduates; and</td>
<td></td>
<td></td>
<td><strong>Method</strong>: NUR courses are reviewed on a rotating basis so that each course is reviewed every 2 years (syllabus with description, textbook, course outcomes, teaching-learning practices, delivery modality, and assessments).</td>
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<td>* consider the needs of the program–identified community of interest.</td>
<td></td>
<td></td>
<td><strong>Documents</strong>: Job descriptions, presented by member of the Nursing Program BOA, for the baccalaureate prepared nurse.</td>
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<td><strong>Method</strong>: Comparative analysis of job descriptions including role responsibilities, essential functions, skills, and/or expectations to program outcomes.</td>
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<td><strong>Documents</strong>: Nursing faculty meeting minutes.</td>
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<td><strong>Method</strong>: Nursing faculty meeting agenda and minutes reflect a biennial review of the program mission, philosophy, and learning outcomes, course learning outcomes, and current practice standards.</td>
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<td><strong>Documents</strong>: Nursing Program BOA agenda, meeting minutes.</td>
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<td><strong>Method</strong>: BOA meeting agenda and minutes reflect a biennial review of the program mission, philosophy, and learning outcomes, course learning outcomes, current practice standards, and meet the job requirements of the registered nurse.</td>
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- Baccalaureate curricula are developed, implemented, and revised

<p>| Nursing Faculty, Director of Annualy | Documents: The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008); Public health: Recommended |</p>
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<td>to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).</td>
<td>the Nursing Program, and Nursing Program BOA</td>
<td>baccalaureate competencies and curricular guidelines for publish health nursing (AACN, 2013); Cultural competency in baccalaureate nursing education (AACN, 2008); International Council of Nurses. (2012). The ICN code of ethics for nurses. Geneva, Switzerland, Interprofessional Education Collaborative. (2016); Core competencies for interprofessional collaborative practice: 2016 update. Washington, DC: Author; Quality and Safety Education for Nurses and QSEN Institute (QSEN, 2018); Technology Informatics Guiding Education and Reform. (2011). Informatics competencies for every practicing nurse: Recommendations from the TIGER collaborative. Chicago, IL: Author. Method: Comparative analysis of program learning outcomes and curricula to professional nursing standards and guidelines as noted in the above documents are congruent.</td>
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<td>III-C Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and</td>
<td>Not applicable</td>
<td>Not applicable</td>
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<td>within the expected student outcomes (individual and aggregate).</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Not applicable</td>
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<td>III-D DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Not applicable</td>
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<td>III-E Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Not applicable</td>
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<td>III-F The curriculum is logically structured to achieve expected student outcomes.</td>
<td>Nursing Faculty, Director of the Nursing Program, and Dean of SoSTE</td>
<td>Every 3 years, or as needed</td>
<td>Documents: Published nursing program admission requirements, program learning outcomes, interdisciplinary courses, nursing courses, courses within area of emphases, course descriptions, pre-requisites, and course learning outcomes. Method: Analysis demonstrates that courses</td>
<td>Not applicable</td>
<td>Not applicable</td>
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<td>humanities. * Master's curricula: Not applicable * DNP curricula: Not applicable * Post-graduate APRN certificate programs: Not applicable</td>
<td></td>
<td></td>
<td>reflect content from the arts, sciences, and humanities and are leveled in their development and sequencing. 100% of students complete prerequisites for the major and interdisciplinary coursework. <strong>Method:</strong> as with III-A NUR courses are reviewed on a rotating basis so that each NUR course is reviewed every 2 years (syllabus with description, textbook, course outcomes, teaching-learning practices, delivery modality, and assessments). <strong>Documents:</strong> Program graduate survey and faculty meeting minutes. <strong>Method:</strong> Faculty review program graduate survey. Graduates rate the logical sequencing of the curriculum equal to or greater than 4.0 (agree) on 5-point Likert scale (graduate survey sent 6 months post-graduation).</td>
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<td>III-G Teaching-learning practices: * support the achievement of expected student outcomes; * consider the needs and expectations of the identified community of interest; and * expose students to individuals with diverse life experiences, perspectives, and backgrounds.</td>
<td>Nursing program students, Nursing Faculty, and Director of the Nursing Program</td>
<td></td>
<td><strong>Documents:</strong> Student evaluation of course and faculty are completed online via SmartEvals for each course each semester. <strong>Method:</strong> Collect and review SmartEvals survey of course. Students rate course equal to or greater than 4.0 (agree) on 5-point Likert scale for survey questions #6, #7, #8, #9, and #10. <strong>Documents:</strong> Course syllabi, recorded Live lectures, and nursing program BOA meeting minutes. <strong>Method:</strong> Review of course syllabi illustrate varied teaching-learning practices. Recorded lectures validate the utilization of varied teaching-learning practices. <strong>Method:</strong> Input from COI through the BOA</td>
<td>Action (Sample): Director of the Nursing Program continues to monitor student evaluations. Identify and support improvement strategies in areas of deficiency. See course report for specific changes.</td>
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<td>Key Elements</td>
<td>Responsible Party</td>
<td>Timing and Frequency of Assessment</td>
<td>Document Indicator; Method of Assessment</td>
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<td>III-H The curriculum includes planned clinical practice experiences that:</td>
<td>Nursing Faculty, Director of the Nursing Program, Preceptors, and BOA</td>
<td>Analyzed annually in spring</td>
<td>includes: workforce trends; graduate employment data; and program course comparison to workforce needs. Input from BOA re: workforce needs and trends is incorporated into course syllabi/curriculum. See course reports for integration as well as actions.</td>
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<td>* enable students to integrate new knowledge and demonstrate attainment of program outcomes;</td>
<td></td>
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<td>Documents: Published curriculum NUR 430, course syllabus, practicum handbook, nursing program student handbook, faculty meeting minutes and BOA meeting minutes. Method: Review of documents. BOA input regarding course including: number of practicum hours; correlation to current workforce needs; review for further practicum opportunities in the curriculum.</td>
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<tr>
<td>* foster interprofessional collaborative practice; and</td>
<td></td>
<td></td>
<td>Documents: NUR 430 Community and Population Health Practicum (WT) syllabus, course rubrics, student portfolio. Method: Review of documents demonstrate correlation of program learning outcomes with course rubrics; portfolio; project; and reflective journal. 100% of students meet (good) or exceed (excellent) course expectations for the portfolio, project and practicum reflective journal.</td>
<td></td>
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<tr>
<td>* are evaluated by faculty.</td>
<td></td>
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<td>Documents: Preceptor evaluation of practicum experience, student evaluation of practicum experience, course completion and grades, and Faculty meeting minutes. Method: Preceptors rate practicum experience equal to or greater than 4.0 (agree) on 5-point Likert scale. Students rate practicum experience equal to or greater than 4.0 (agree) on 5-point</td>
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<table>
<thead>
<tr>
<th>Key Elements</th>
<th>Responsible Party</th>
<th>Timing and Frequency of Assessment</th>
<th>Document Indicator; Method of Assessment</th>
<th>Data Collection, Actual Outcomes, and Comparative Analysis</th>
<th>Actions Resulting from the Assessment Report</th>
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</thead>
</table>
| III-I Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied. | Nursing program students, Nursing Faculty, and Director of the Nursing Program | Ongoing (minimum of annually) | **Documents**: Course rubrics are published for each course within the syllabi and used to guide student performance.  
**Method**: 100% of NUR courses utilize rubrics for assessment of student performance.  
**Method**: 100% of students are assessed by faculty utilizing published rubrics.  
**Documents**: Published program policies, course syllabi including policies, grading scale, and nursing program student handbook.  
**Method**: Review of documents shows consistency in information. Grading rubrics are used consistently within each course. | | |
| III-J The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement. | Nursing Faculty, Student advisory Committee, and Director of the Nursing Program | Ongoing (minimum of annually) | **Documents**: Nursing program faculty and Nursing student advisory committee meeting minutes.  
**Method**: Review meeting minutes and program evaluation plan. | | |
STANDARD IV. PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

Expected Outcomes (EO):

- Graduates rate achievement of program learning outcomes equal to or greater than 4.0 (agree) on 5-point Likert scale (graduate survey sent 6 months post-graduation)
- Graduates rate program satisfaction equal to or greater than 4.0 (agree) on 5-point Likert scale (graduate survey sent 6 months post-graduation)
- Employers rate graduate achievement of program learning outcomes equal to or greater than 4.0 (agree) on 5-point Likert scale (employer survey sent 6-12 months post-graduation)
- Employers rate program satisfaction equal to or greater than 4.0 (agree) on 5-point Likert scale (employer survey sent 6-12 months post-graduation)
- Alumni rate achievement of program learning outcomes equal to or greater than 4.0 (agree) on 5-point Likert scale (alumni survey sent 3 years post-graduation)
- Alumni rate program satisfaction equal to or greater than 4.0 (agree) on 5-point Likert scale (alumni survey sent 3 years post-graduation)
- Course completion rates equal to or greater than 90%
- Retention rate (fall to fall) equal to or greater than 85%
- Program completion rate equal to or greater than 70%
- 90% of graduates report employment as RN (unless elected not to be employed as an RN) at receipt of graduate survey (graduate survey sent 6 months post-graduation)
- Alumni survey indicates: desire to; admission to; or attainment of; an advanced degree (masters or high degree credential) within 5-years (alumni survey sent 3 and 5 years post-graduation)
- 50% of graduates report increased work responsibility (alumni survey sent 3 and 5 years post-graduation)
- PLO #1 Synthesize knowledge from the liberal arts, sciences, and professional nursing practice in the delivery of patient-centered care
- PLO #2 Utilize leadership skills and knowledge of system-based practice to enhance the quality and safety of nursing practice within health care systems
- PLO #3 Integrate the use of critical thinking skills by combining nursing knowledge and evidence-based research to advance professional nursing practice
- PLO #4 Examine how informatics, information management systems, and patient care technology impact patient-care outcomes
- PLO #5 Analyze the direct and indirect influence that external and internal factors (i.e. health care policies, practices, and regulatory environments) have on population health and professional nursing practice
- PLO #6 Deliver patient-centered care as a member of an interdisciplinary team, emphasizing communication, evidence-based practice, quality improvement approaches, and informatics
- PLO #7 Collaborate with healthcare professionals and patient populations to promote conditions and health behaviors that improve population health across the lifespan
- PLO #8 Demonstrate accountability for the delivery of professional nursing care that is consistent with altruistic, ethical, and humanistic principles
- PLO #9 Adapt nursing care based on patient preference, healthcare environment, and scientific advancement

<table>
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<tr>
<th>Key Elements</th>
<th>Responsible Party</th>
<th>Timing and Frequency of Assessment</th>
<th>Document Indicator; Method of Assessment</th>
<th>Data Collection, Actual Outcomes, and Comparative Analysis</th>
<th>Actions Resulting from the Assessment Report</th>
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<tbody>
<tr>
<td>IV-A A systematic process is used to determine program effectiveness.</td>
<td>Nursing Faculty, Director of the Nursing Program, and Dean of SoSTE</td>
<td>Ongoing (minimum of annually)</td>
<td>Documents: Student Surveys: SmartEvals for each course/instructor; evaluation of practicum preceptor; evaluation of practicum facilities; evaluation of academic support services; graduate/alumni survey; and Employer satisfaction of graduates. Method: Surveys and other data sources are used to collect information about student, graduate, alumni, and employer satisfaction. Students rate course (III-G); instructor (II-D, II-E); university and practicum facilities (II-B); practicum preceptor (II-F); academic support services (II-C); and practicum (III-H) equal to or greater than 4.0 (agree) on 5-point Likert scale.</td>
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<td>Key Elements</td>
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<td>IV-B Program completion rates demonstrate program effectiveness.</td>
<td>Nursing Faculty, Director of the Nursing Program, and Dean of SoSTE</td>
<td>Ongoing (minimum of annually)</td>
<td>equal to or greater than 4.0 (agree) on 5-point Likert scale (alumni survey sent 3 years post-graduation).</td>
<td>For each Kellett center Part-Time and Full-Time Date of Completion (Fall/Spring/Summer)</td>
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<td>IV-C Licensure pass rates demonstrate program effectiveness.</td>
<td>Not applicable</td>
<td>Not applicable</td>
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<td>IV-D Certification pass rates demonstrate program effectiveness.</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Not applicable</td>
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<td>IV-E Employment rates demonstrate program effectiveness.</td>
<td>Nursing Faculty, Director of the Nursing Program, and Dean of SoSTE</td>
<td>Ongoing (minimum of annually)</td>
<td>Documents: Program progression spreadsheet showing retention rates (fall to fall), course completion rates, and graduation rates. Method: Course completion rates equal to or greater than 90%. Method: Retention rate (fall to fall) equal to or greater than 85%. Method: Program completion rate equal to or greater than 70%.</td>
<td>For each Kellett center Part-Time and Full-Time Date of Completion (Fall/Spring/Summer)</td>
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<td>Key Elements</td>
<td>Responsible Party</td>
<td>Timing and Frequency of Assessment</td>
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<td>IV-F Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.</td>
<td>Nursing Faculty, Director of the Nursing Program, Dean of SoSTE, BOA</td>
<td>Ongoing (minimum of annually)</td>
<td><strong>Documents</strong>: Minutes from nursing faculty meetings; committee (student advisory, and student/faculty forum) meetings; nursing program BOA meetings; SoSTE faculty meetings; Lakeland University committee meetings and Program progression spreadsheet. <strong>Method</strong>: Data collected and correlated to Program Assessment Plan (this document). Comparative analysis outcomes (actual to expected) identified (this document) and resulting actions from analysis reported and a plan of action noted (this document and others).</td>
<td>Course completion rates: NUR 301: NUR 303: NUR 320: NUR 330: NUR 401: NUR 403: NUR 420: NUR 430:</td>
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<td>IV-G Aggregate faculty outcomes demonstrate program effectiveness.</td>
<td>Nursing Faculty, Director of the Nursing Program, and Dean of SoSTE</td>
<td>Ongoing (minimum of annually)</td>
<td><strong>Documents</strong>: CV of faculty; published faculty handbook; course/instructor SmartEvals; faculty performance review; Faculty professional development fund requests; job description; and faculty professional profile summary. <strong>Method</strong>: Review faculty outcomes as noted in above documents. Evaluation reveals faculty outcomes consistent with institution and program expectations for teaching, scholarship, service, practice.</td>
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<td>IV-H Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.</td>
<td>Nursing Faculty, Director of the Nursing Program, and Dean of SoSTE</td>
<td>Ongoing (minimum of annually)</td>
<td><strong>Documents</strong>: Nursing faculty meetings; committee (curriculum, technology, advisory, and student faculty/forum) meetings; and nursing program BOA meetings. <strong>Method</strong>: Data collected and correlated to Program Assessment Plan (this document). Comparative analysis and outcomes (actual and</td>
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<td>Key Elements</td>
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| IV-1 Program outcomes demonstrate program effectiveness. | Students, Nursing Faculty, Director of the Nursing Program, Dean of SoSTE, and BOA | Ongoing (minimum of annually)      | **Documents**: Nursing faculty meeting minutes; committee (curriculum, technology, advisory, and student faculty/forum) meeting minutes; nursing program BOA meeting minutes; and course/instructor SmartEvals. **Method**: Review of program learning outcomes are congruent with external professional nursing standards; meet the needs of COIs; teaching-learning practices are compatible with program outcomes and correspond with delivery format; and logically structured. Assessment of Program Learning Outcomes linked to Course (competency)  

PLO 1: NUR 330 (6); NUR 430 (7)  
PLO 2: NUR 320 (7); NUR 401 (5); NUR 430 (6, 7)  
PLO 3: NUR 303 (6); NUR 320 (5); NUR 430 (7)  
PLO 4: NUR 403 (3); NUR 430 (7)  
PLO 5: NUR 330 (2); NUR 430 (7)  
PLO 6: NUR 320 (5); NUR 401 (4); NUR 403 (1); NUR 430 (4, 7)  
PLO 7: NUR 303 (6); NUR 430 (3, 7)  
PLO 8: NUR 301 (6); NUR 320 (4); NUR 430 (7)  
PLO 9: NUR 320 (3); NUR 430 (2, 7) |                                                                                   |                                                                                     |                                                            |                                                            |                                                            |
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<th>Key Elements</th>
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<td>ongoing program</td>
<td>the Nursing</td>
<td>nursing program BOA meeting</td>
<td>nursing program BOA meeting minutes;</td>
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<td>improvement.</td>
<td>Program, and Dean</td>
<td>minutes; course/instructor</td>
<td>course/instructor SmartEvals; and Program</td>
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<td>SmartEvals; and Program Assessment</td>
<td>Assessment Plan (this document).</td>
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<td>Method: Data collected and</td>
<td>Method: Data collected and correlated to</td>
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<td>correlated to Program Assessment</td>
<td>Program Assessment Plan (this document.</td>
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<td>Plan (this document.</td>
<td>Comparative Analysis and outcomes (actual</td>
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<td>and expected) of program learning</td>
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<td>outcomes are identified (this document)</td>
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<td>and resulting actions form analysis</td>
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<td>reported and plan of action noted</td>
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<td>(this document and others).</td>
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Appendix I
Course Report (Sample)
NUR 301: Professional Nursing Practice Course Report

Course Description
This course provides an appraisal of contemporary nursing practice and how professional identity has been developed from a historical perspective, through nursing theory, and the conceptual foundation of practice. The student will examine legal, ethical and social issues in nursing practice. The course will emphasize the application of theory into practice, the scope and standards of nursing practice, and the integration of professional values in practice.

Prerequisites
Required admittance to the Lakeland University RN to BSN Completion Program.

Program Learning Outcomes (linked)
1. Synthesize knowledge from the liberal arts, sciences, and professional nursing practice in the delivery of patient-centered care
2. Utilize leadership skills and knowledge of system-based practice to enhance the quality and safety of nursing practice within health care systems
3. Integrate the use of critical thinking skills by combining nursing knowledge and evidence-based research to advance professional nursing practice
4. Examine how informatics, information management systems, and patient care technology impact patient-care outcomes
5. Analyze the direct and indirect influence that external and internal factors (i.e. health care policies, practices, and regulatory environments) have on population health and professional nursing practice
6. Deliver patient-centered care as a member of an interdisciplinary team, emphasizing communication, evidence-based practice, quality improvement approaches, and informatics
7. Collaborate with healthcare professionals and patient populations to promote conditions and health behaviors that improve population health across the lifespan
8. Demonstrate accountability for the delivery of professional nursing care that is consistent with altruistic, ethical, and humanistic principles

Course Learning Outcomes
• Describe the historical evolution of nursing as a profession
• Explain the role of theoretical frameworks as they apply to nursing as a profession
• Identify the impact nursing theories have on current professional nursing practice
• Link the standards of professional nursing practice contained in Nursing: Scope and Standards of Practice (ANA, 2015) to personal practice
• Analyze the nine provisions of the Code of Ethics for Nurses (ANA, 2015)
• Demonstrate professional nursing standards of moral, ethical, and legal conduct
• Evaluate the value of ethical and legal professional standards of nursing care in meeting the needs of the patient and family
• Reflect on one’s own beliefs, values, and biases as they relate to individual professional nursing practice
CCNE Standard #3: Program Quality: Curriculum and Teaching – Learning Practices

- Element III – A: The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals, and with the roles for which the program is preparing its graduates.
- Element III – B: Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).
- Element III – C: The curriculum is logically structured to achieve expected student outcomes.
- Element III – D: Teaching – learning practices and environments support the achievement of expected student outcomes.
- Element III – E: The curriculum includes planned clinical practice experiences that
  - Enable the student to integrate new knowledge and demonstrate attainment of program outcomes; and
  - Are evaluated by faculty.
- Element III – F: The curriculum and teaching – learning practices consider the needs and expectations of the identified community of interest.
- Element III – G: Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.
- Element III – H: Curriculum and teaching – learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.

<table>
<thead>
<tr>
<th>Delivery Method: □ BlendEd® Live □ BlendEd® □ Online □ Practicum</th>
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<tbody>
<tr>
<td><strong>Face-to Face Learning Activities</strong></td>
</tr>
<tr>
<td>- SAMPLE: DETAILS PENDING</td>
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<tr>
<td>- Small &amp; large group discussion</td>
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<tr>
<td>- Cooperative Learning Strategies</td>
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<tr>
<td>- Unfolding Case Study</td>
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<tr>
<td>- Concept Map/Mind Map/Pictogram</td>
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<td>- EBP recommendation</td>
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<tr>
<td>- Critical thinking questions/activities</td>
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<tr>
<td>- PowerPoint Presentations</td>
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<tr>
<td>- Video clips</td>
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<tr>
<td>- Clinical scenarios</td>
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<tr>
<td>- Library databases</td>
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<thead>
<tr>
<th><strong>Online Learning Activities</strong></th>
<th><strong>Online Evaluation Methodologies are varied</strong></th>
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<tbody>
<tr>
<td>- SAMPLE: DETAILS PENDING</td>
<td>- SAMPLE: DETAILS PENDING</td>
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<tr>
<td>- Critical thinking based discussion questions</td>
<td>- Discussion Question Rubric (#)</td>
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<tr>
<td>- EBP recommendation acquisition skills</td>
<td>- Case Scenario (#)</td>
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<tr>
<td>- Best practice for nursing frameworks</td>
<td>- Reflection Paper (#)</td>
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<td>- Best practice for nursing professional practice</td>
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<td>- Website APA Style CENTRAL guidelines</td>
<td></td>
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<tr>
<td>- Library databases</td>
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</table>
- Case scenario discussion questions
- PowerPoint presentations
- Recorded audio-lecture to match PowerPoint

**Examples of content that reflects cultural, ethnic and socially diverse concepts, may include regional, national or global perspectives**
- SAMPLE: DETAILS PENDING
- Varied nurse theorists and view of culture, age, gender, and genetic variations
- Nursing professional practice and cultural competence
- Case scenario re: ethical dilemma
- Healthy People 2020, disparities
- World Health Organization

**Examples of content that reflects best practice standards, evidence-based practice, interprofessional collaboration and research and current standards of practice**
- SAMPLE: DETAILS PENDING
- Discussion regarding multidisciplinary/interprofessional approach using the nursing process for decision making including: the nurse, primary health care provider, pharmacist and patient collaboration
- Include the use of national established EBP guidelines
- Encourages students to research EBP recommendations for multiple medical conditions across the lifespan throughout the course
- Use of Complementary and Alternative Medicine (CAM) based on EBP recommendations
- National Center for Complimentary and Integrative Health
- KSA and QSEN from textbook

**Examples of nationally established patient health and safety goals**
- SAMPLE: DETAILS PENDING
- Centers for Disease Control (CDC)
- Wisconsin Department of Health Services
- Agency for Healthcare Research and Quality
- National Guideline Clearinghouse
- Institute for Safe Medication Practices (ISMP)
- Safe use of Medications
- The Joint Commission National Patient Safety Goals
- Patient Identification
- Reduce the risk of healthcare-associated infections
- Health People 2020 (specifics)
- International Association for the Study of Pain
- American Society for Pain Management Nursing
- National Center for Complimentary and Integrative Health
- Hospice and Palliative Nurses Association
- American Association of Colleges of Nursing, End-of-Life Nursing Education Consortium (ELNEC)
- Global Initiative for Chronic Obstructive Lung Disease (GOLD)
- QSEN Pre-Licensure KSAS: Patient-Centered Care (Dimension of P-CC and

**Examples of instructional processes that reflect educational theory**
- SAMPLE: DETAILS PENDING
- Lecture
- Web based audio-lectures
- Small group work (Cooperative Learning)
- Individual and group discussion questions
- Unfolding case study
- Concept map
- Facilitate use of peer tutors
- Includes a variety of learning activities for diverse learners; lecture, small and large group discussion, and clinical application examples
- Allows students opportunity to learn at their own pace by providing additional resources such as recorded lectures.
- Teaching Clinical Judgment
- Case study and determine priorities, actions, evaluation
Course Evaluation and Revision Journal

<table>
<thead>
<tr>
<th>Term/Year</th>
<th>Evaluation of Student Success, Achievement of Learning Outcomes, Semester Pass Rate</th>
<th>Course Updates, Actions Taken, Curricular Changes, and/or Plans for Improvement</th>
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<tr>
<td>Fall 2019</td>
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<tr>
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<td>- -- Sheboygan</td>
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<td>- -- first time course taker withdrew (leaving -- to finish)</td>
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<td>- -- first time course takers passed ( -- failures)</td>
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<td>- --% pass rate first time students ( -- start, -- finish, -- fail -- failure stopped attending date (week --/-- ) and did not complete coursework)</td>
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<td>- --% pass rate overall ( -- start, -- finish, -- pass, -- fail)</td>
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<td>First offering of course.</td>
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<td>-- enrolled (-- 1st time course takers and -- 2nd time course takers)</td>
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Third offering of course. Offered in BlendEd® Live format
Appendix J

Nursing Program Student Handbook
Lakeland University

RN to BSN Completion Program

Nursing Program Student Handbook

2019 - 2020

Original: 2019 - 2020
Welcome to Lakeland University and the RN to BSN Completion Program. As an integral part of Lakeland University, your time here means you'll always be an important contributor to continued success of the University and the Nursing Program. The entire Lakeland University community looks forward to your involvement and seeing your success. The nursing faculty, director of the nursing program, and Evening, Weekend and Online staff are excited and eager to assist you during your journey.

This student handbook is an important guide to your success. This handbook has been prepared by the faculty and staff of Lakeland University. Please use this handbook along with the Evening, Weekend and Online Undergraduate and Graduate Academic Catalog and Lakeland University Student Handbook to understand the guidelines, protocols, and expectations of the program as well as those of the University. Knowing the content of these resources is essential to your achievements. Students are responsible for all of the information contained in this handbook.

The field of nursing practice is dynamic and challenging. To meet the ever changing aspects of professional practice, the faculty continually adjust to new demands to ensure students are prepared to achieve their professional goals. In order to meet the needs of students and maintain current best-practices, this handbook is in a constant state of development. It is a living document that is reviewed and revised annually and as needed. Students should feel free to seek clarification if any ambiguities are encountered as they progress through the program.

On behalf of myself, the faculty, and staff – thank you for choosing Lakeland University for furthering your nursing education. We look forward to assisting you as you embark on this journey to earning your Bachelor of Science in Nursing.

Kind regards,

Kerry Hamm MSN, RN
Director of the Nursing Program
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Mission, Philosophy, and Program Learning Outcomes

Lakeland University Mission
Lakeland University educates women and men of diverse backgrounds, preparing them to think critically, to communicate effectively, to succeed professionally, and to lead ethical, purposeful and fulfilling lives. Rooted in the values of the United Church of Christ, Lakeland integrates the liberal arts and experiential learning to develop the whole person for success in a dynamic, multi-faceted world.

RN to BSN Completion Program Mission
The mission of the Lakeland University RN to BSN Completion Program builds on the university’s mission in its dedication to educate registered nurses by building on prior knowledge, skills, and experiences to advance the art and science of nursing. The goal of the baccalaureate graduate is to grow personally, advance with increasing competence professionally, and carry on the lifelong learning process that is important for optimal development as a practitioner in the discipline of nursing.

RN to BSN Completion Program Philosophy
Lakeland University nursing faculty believe that the art and science of nursing are founded in the liberal arts and sciences. Nursing education transforms the knowledge from the liberal arts and sciences into the basis of nursing practice. This foundation, when integrated with evidence-based research and practice, provides the root of professional practice.

Professional nursing practice includes an awareness of ethical standards, ability to critically think, participate in lifelong experiential learning, and development of interprofessional relationships. The Essentials of Baccalaureate Education in Nursing (2008) are the basic foundation to the curriculum for the RN to BSN Completion Program, and thus essential for the practice of professional nursing. This education provides the foundation for the development of professional nursing practice, critical thinking, ethical decision-making, leadership skills, and the independent and interprofessional pursuit of high standards of health care.

The graduate of Lakeland University’s RN to BSN Completion Program will integrate evidence-based research to practice in the provision of patient-centered, culturally competent, and community/population based care. Through experience as an active member of the healthcare community, the graduate will collaborate with interprofessional teams to achieve positive patient outcomes and develop professional skills that contribute to advanced professional competence and leadership. As an active participant in the learning environment the graduate will develop an understanding of healthcare organizations/systems and the processes of healthcare policy development. As a user of patient care technology and informatics the graduate will use information technology in experiences that apply quality improvement principles in the delivery of safe, quality care.

RN to BSN Completion Program Learning Outcomes
Students who have successfully completed the RN to BSN Completion Program coursework from Lakeland University should be able to:

1. Synthesize knowledge from the liberal arts, sciences, and professional nursing practice in the delivery of patient-centered care
2. Utilize leadership skills and knowledge of system-based practice to enhance the quality and safety of nursing practice within health care systems
3. Integrate the use of critical thinking skills by combining nursing knowledge and evidence-based research to advance professional nursing practice
4. Examine how informatics, information management systems, and patient care technology impact patient-care outcomes
5. Analyze the direct and indirect influence that external and internal factors (i.e. health care policies, practices, and regulatory environments) have on population health and professional nursing practice
6. Deliver patient-centered care as a member of an interdisciplinary team, emphasizing communication, evidence-based practice, quality improvement approaches, and informatics
7. Collaborate with healthcare professionals and patient populations to promote conditions and health behaviors that improve population health across the lifespan
8. Demonstrate accountability for the delivery of professional nursing care that is consistent with altruistic, ethical, and humanistic principles
9. Adapt nursing care based on patient preference, healthcare environment, and scientific advancement
The RN to BSN Completion Program (nursing program) at Lakeland University (LU) is specifically designed for students interested in obtaining a Bachelor of Science in Nursing (BSN) after the completion of an Associate Degree in Nursing (ADN) from an accredited community, technical, or private college. The nursing program learning outcomes and curricula are based on the following documents from nursing organizations, regulating bodies, and accreditation agencies that establish the foundational requirements of nursing education:


The Nursing Program Student Handbook is available to prospective students and those who have applied and are admitted to the RN to BSN Completion Program at LU. The intent is to communicate policies and procedures, and prepare the student for experiences unique to the nursing program. The nursing program policies and student handbook are supplemental to the Lakeland University Evening, Weekend and Online Undergraduate and Graduate Academic Catalog and Student Handbook. In some cases, policies and procedures are more defined in the nursing
program student handbook to meet standards of nursing education and accreditation and to ensure equitable treatment of students. In the event that a policy or process in the nursing program student handbook differs from the university’s policy or process, the nursing program student handbook will be followed. The policies and procedures listed in this handbook are subject to change and may be modified for just cause. The most current edition of the nursing program student handbook can be found at my.lakeland.edu. Please be aware that course policies are located in the course syllabus.

Lakeland University student policies for admission, progression, retention and graduation can be found in the Evening, Weekend and Online Undergraduate and Graduate Academic Catalog located at https://catalog.lakeland.edu/. The Student Handbook, Academic Calendar, and EWO Student Course Guidelines, are located at my.lakeland.edu/ICS/Student/. For transcripts, course schedules, or registration, visit the Office of the Registrar’s website at https://lakeland.edu/Academics/registrar-s-office.

Institution accreditation: Lakeland University is accredited by the Higher Learning Commission (http://hlcommission.org) located at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; 800-621-7440.

Programmatic accreditation: Lakeland will be pursuing accreditation through the Commission on Collegiate Nursing Education (CCNE). Once the Wisconsin Board of Nursing approves Lakeland University’s Authorization to Admit application, Lakeland will seek “new applicant status” from the CCNE. Within two years of approval as a “new applicant,” Lakeland will complete the required self-study process and host an on-site evaluation by CCNE (prior to the first graduating class).

Important Contact Information

Kerry Hamm, Director of Nursing Program
HammKL@lakeland.edu
920-565-1000 ext. 2903

Brian Frink, Dean of School of Science, Technology, and Education
frinkbt@lakeland.edu
920-565-1000 ext. 2330

Please feel free to contact your advisor during office hours regarding questions or setting up an appointment. You can also leave a voicemail or e-mail, and they will return your message as soon as possible. We are happy to answer your questions and welcome any feedback you may have.

Admissions

Students will follow the general admission policies common to undergraduate and graduate programs including: application for admission; enrollment prior to admission, criteria for admission; and transfer policies. Students seeking enrollment in the nursing program at LU must meet all of the following additional criteria:

Nursing License: Those interested in enrolling in the nursing program must hold an active, unencumbered RN license from the state of Wisconsin Department of Safety and Professional Services or the state in which
they currently practice, and must meet all other eligibility requirements outlined in this document. Official
documentation of an active nursing license is required at the time of the first nursing (NUR) course. The
student will upload documentation of current licensure to their CastleBranch account for nursing program
access. Licensing will remain active and unencumbered until graduation from the program. Any change in
license status must be communicated to the director of the nursing program within 24 business hours.

**Transcripts:** Those interested in applying to the nursing program must hold an associate degree in nursing
from an institution that is regionally accredited and one in which the nursing program is accredited from a
national nursing accrediting agency (ACEN, CCNE, or NLN CNEA). A cumulative grade point average (GPA)
of 2.0 or above in the student’s associate degree nursing program is required for program acceptance. Official
transcripts from all post-secondary institutions attended must be sent to Lakeland University.

- For transcripts transmitted electronically, select Lakeland University as the recipient of your records
  - Common transcript service providers: DocuFide, Credentials Solutions, National Student
    Clearinghouse, Parchment
- Or mail official transcripts to:
  Lakeland University
  Attn: Registrar’s Office
  W3718 South Drive
  Plymouth, WI 53073-4878

**Background Information Disclosure (BID)/Criminal Background Checks:** The nursing program is
committed to providing the public with nurses and nursing students who demonstrate personal and
professional behaviors consistent with the standards of the nursing profession. The purpose of nursing
licensure is to safeguard life, health and the public welfare. In order to ensure the protection of the people of
the state of Wisconsin, The Department of Health Services (DHS) and Lakeland University require a
background check for students admitted to the nursing program and participating in practicum. For reference
and details on legislative guidelines pertaining to Offenses Affecting Caregiver Eligibility follow this link to the
[State of Wisconsin Statutes Chapter 50.065](https://docs.legis.wisconsin.gov/statutes/2019/color/50.065). Costs associated with criminal background checks are the
responsibility and at the expense of the student.

Students who are admitted to the nursing program at LU will complete a background check as part of the
admission process. Completion of the background check is handled via CastleBranch. Information pertaining
to CastleBranch will be provided to students admitted to the nursing program. Enrollment in NUR courses is
permitted once completion of the caregiver background check is complete. The background check may be
repeated as necessary to meet practicum facility and DHS requirements. Students must be honest and accurate
in the completion of the Background Information Disclosure (BID) form. The BID must remain valid
throughout progression in the program and the background check record kept on file with CastleBranch for
student and nursing program access. Refusal to complete the background information disclosure, background
check and storage of documents within CastleBranch will result in exclusion from the nursing program. The
student will complete the BID Authorization, Waiver and Release Form (Appendix A) upon admission to the
nursing program.
Practicum agencies may prohibit the placement of students with a criminal history. The practicum facility has the final determination and the university makes no guarantee of placement for students demonstrating a disqualifying charge or conviction which may include assault, battery, sexual crimes, drug related, theft, abuse or other that may compromise the health and safety of clients and patients.

Self-disclosure is required from the initial completion of the BID until graduation from the program. It is the students’ responsibility to communicate any new charges, investigations, or convictions for misdemeanor, felony, or municipal ordinance violations to the Lakeland University director of nursing no later than the next business day (students do not need to report parking tickets or speeding tickets). Any investigation regarding charges, investigations, or convictions may result in suspension from the practicum experience, which in turn may delay or prevent graduation from the nursing program. In addition, a failure to report will result in removal from the program.

**CPR Certification:** Current CPR certification for health care providers is required for the duration of the program. This certification is to be renewed every 2 years. The student will upload documentation of current certification to their CastleBranch account for nursing program access.

**Health and Immunization Requirements:** Verification of immunization history is required upon admission and for all students registering for NUR 430: Community and Population Health Practicum (WI). Proof is submitted by a provider signature on the form or a copy of the record. The student will upload documentation of current immunizations to their CastleBranch account for nursing program access. Vaccines can be obtained from the local health department or a health care provider. Costs associated with vaccinations are the responsibility and at the expense of the student. Students must verify:

- **Tuberculin (TB):** current Tuberculin (TB) skin test (TST) or TB blood test in the last year. If a student tests positive they may need further testing. If a student has tested positive in the past, they need to submit a copy of the positive skin test, chest x-ray report, any treatment received, and complete a previous positive form (available from the director of the nursing program).
- **Hepatitis B:** three Hepatitis B vaccinations or positive titer or sign the declination statement (available from the director of the nursing program).
- **Measles, Mumps, Rubella (MMR/MR):** two (MMR/MR) vaccinations in the past, given one month apart, and given on or after the first birthday. And one or two doses as adult or positive titer for each; measles, mumps, and rubella.
- **Diphtheria, Tetanus, Pertussis:** five-dose series of Diphtheria, Tetanus, and Pertussis vaccination then Tdap one dose and Td booster every 10 years.
- **Varicella:** two-dose series of Varicella vaccination, given one month apart, or proof of immunity with blood titer.
- **Influenza:** one dose annually (completion date November 1).

**Drug Screening:** Medical/professional drug screening may be required by the practicum facility. Specific requirements will be provided to students by the director of the nursing program. Screening will be available via
CastleBranch services and the record kept on file for student and nursing program access. Any student who tests positive on a drug screen may be dismissed from the nursing program and/or practicum course.

**Bloodborne Pathogen Training:** Students must possess Bloodborne Pathogen training. Students may complete “Bloodborne Pathogen Exposure Prevention” training at SafeColleges.com or may provide documentation of training from their current employer. The student will upload documentation of current certificate of completion to their CastleBranch account for nursing program access.

**HIPAA:** Students must possess HIPAA training. Students may complete “HIPAA Overview” at SafeColleges.com or may provide documentation of training from their current employer. The student will upload documentation of current certificate of completion to their CastleBranch account for nursing program access.

**Health Insurance:** Lakeland students are required to maintain health insurance. Proof of medical insurance will be submitted annually to the university and the student will upload documentation of current health insurance to their CastleBranch account for nursing program access. Students may purchase medical insurance through Lakeland’s vendor (WPS).

**Professional Liability Insurance:** Students in the nursing program must obtain their own professional liability insurance at a minimum rate of $1,000,000 per claim and $3,000,000 aggregate. Students must show proof of professional liability insurance annually. The student will upload documentation of current professional liability insurance to their CastleBranch account for nursing program access. Lakeland students are covered by Lakeland’s liability insurance policy strictly for activities in which they are involved which are considered to be part of their practicum. However, if any student engages in any activity outside of the parameters of their defined practicum, the university’s policy does not cover the student for those activities.

**Nursing Program Student Handbook:** Students who are admitted to the RN to BSN Completion Program will be provided an electronic copy of the Nursing Program Student Handbook. The student must complete the Nursing Program Student Handbook Signature Sheet (Appendix B) and upload the document to their CastleBranch account for nursing program access.

**Confidentiality Agreement:** Students enrolled in the RN to BSN program have a duty to maintain the confidentiality of individuals both inside and outside the program. The student is expected to read and complete the Confidentiality Consent Form (Appendix C) upon acceptance and admission to the program. The student will upload the completed document to their CastleBranch account for nursing program access.

**Curricular Requirements**

Life can be busy and unpredictable, and that can make taking classes challenging. At Lakeland University, students will find unmatched flexibility in course delivery. The nursing curriculum is delivered primarily via BlendEd® Live, which is a flexible learning option in which the students choose their learning option each and every week. This format allows learners the opportunity to see and communicate with each other live, experiencing the diversity and enrichment of an expanded classroom. BlendEd® Live allows the learner to choose one of the three options from week to week:
1. Attend the live class face-to-face at one of the seven Center Locations
   - Central Wisconsin Center (located in Wisconsin Rapids)
   - Chippewa Valley Center (located in Chippewa Falls)
   - Fox Cities Center (located in Neenah)
   - Green Bay Center (located in Green Bay)
   - Madison Center (located in Madison)
   - Milwaukee Center (located in Milwaukee)
   - Sheboygan Center (located in Plymouth at main campus)

2. Attend the class virtually, from the seven Center Locations or remotely from any location with an Internet connection, as the class streams live from the face-to-face location

3. Attend online at the student’s convenience as the live class is digitally video-recorded, uploaded to the learning management system (Blackboard), and available for access any time and “on-demand”

Lakeland University’s Instructional Design Team oversee the delivery, recording, broadcasting, and uploading of the BlendEd® Live courses. The team is available to assist the instructor with technology needs during the broadcast. Students may call for support using the Blackboard Collaborate support phone number, or access the web-based self-help guide, that can be found on the Blackboard home page as well as within each BlendEd® Live course.

Interdisciplinary Studies courses and courses in the area of emphasis may be offered via the BlendEd® Live format as described above. Alternatively, courses may be delivered in the BlendEd® or online format as necessary. BlendEd® allows the student the same week to week flexibility as BlendEd® Live, but in this delivery format the student can attend class in person at one of the Kellett Center locations or online on their own time with interactive online discussion boards. Online courses may be offered. In the online format the student completes classwork on their own time, participating in interactive online discussion boards, and completing assignments/exams at a time suitable to the student’s active and busy schedule. Lakeland continues to look at adding more course delivery options at the university and within the nursing program.

The program curricular requirements are as follows:

1. Students must complete a minimum of 120 semester hours to earn a bachelor’s degree from Lakeland University.
2. Students should review the Transferring as an Associate Degree Graduate curricular requirements listed in the Academic Catalog.
3. Lakeland RN to BSN program students who have an associate degree in nursing as their highest earned degree must complete the Interdisciplinary Studies requirements, Nursing Core Curriculum requirements and at least one Area of Emphasis as noted below to earn a BSN at Lakeland.
4. Lakeland RN to BSN program students who have an associate degree in nursing and college-level work from an accredited four-year college will be evaluated on a course-by-course basis.
Curricular requirements for the RN to BSN Completion Program are:

Interdisciplinary Studies requirements (9 semester hours)

- GEN 112 – Composition II: Argumentation and Research
- Core II: Exploring the Human Condition (select one 3 semester hour course)
- Core III: Shaping the Future (select one 3 semester hour course)

Nursing Core Curriculum requirements (27 semester hours)

- NUR 301: Professional Nursing Practice
- MAT 220: Probability and Statistics
- NUR 303: Research and Evidence-Based Practice in Nursing
- NUR 320: Comprehensive Health and Physical Assessment
- NUR 330: Healthcare Systems, Policy, Regulation, and Advocacy
- NUR 401: Systems Leadership for Quality Improvement
- NUR 403: Informatics and Patient Care Technologies in Healthcare
- NUR 420: Community Health and Population-Focused Nursing
- NUR 430: Community and Population Health Practicum (WI)

Area of Emphasis: completion of at least one of the following area of emphases designed for the nursing major (12 semester hours or as needed)

Healthcare Business Management: recommended for the nurse who aspires to contribute to the health care business organization, desires to be an entrepreneur or who wishes to pursue their master’s degree with a Nurse Administrator/Clinical Nurse Leader focus.

Courses (choose 4 of 6 or as needed)

- ACC 210: Financial Accounting Principles
- BUS 282/PSY 282: Industrial/Organizational Psychology
- BUS 308: Healthcare Financial Management
- BUS 309: Healthcare Economics
- BUS 422: Healthcare Law and Ethics
- NPO 140: Introduction to Nonprofit Organizations

System Leadership and Management: recommended for the nurse who is innovative and seeks to provoke change through effective engagement of leadership and management principles. Recommended for the student who wishes to pursue a leadership role or their master’s degree with a Nurse Administrator/Clinical Nurse Leader focus.

Courses (choose 4 of 6 or as needed)

- BUS 282/PSY 282: Industrial/Organizational Psychology
• BUS 330: Management Principles
• BUS 380: Human Resource Management
• BUS 466: Human Resource Development
• BUS 492: Organizational Leadership
• COM 310: Leadership Communication

Cultural and Diversity Studies: recommended for the nurse who wishes to increase their cultural competence and deliberate the social context of professional nursing practice.

Courses (choose 4 of 6 or as needed)

• CRJ 200: Victimology
• CRJ 202: Drugs, Crime, and Society
• HIS 372: United States Ethnic History
• PSY 227: Cross-Cultural Psychology
• PSY 306: Gender: Biopsychosocial Perspectives
• REL 132/SOC 132: Religious Diversity in America

Behavioral and Psychiatric Health: recommended for the nurse who wishes to increase their skills in psychiatric-mental health nursing or who wishes to pursue Psychiatric Mental Health Advanced Practice Nursing (PMH-APRN).

Courses (choose 4 of 6 or as needed)

• COM 365: Health Behavior Communication
• PSY 305: Health Psychology
• PSY 321: Personality Theories
• PSY 361: Aging: Bio-psychosocial Implications
• PSY 372: Abnormal Psychology
• PSY 417: Drugs and Behavior

Student Designed (12 semester hours): Students may propose a twelve (12) semester-hour emphasis in an area of academic interest that complements their major. Students may fulfill the concentration requirement by completing current courses offered by Lakeland University that are relevant to the area of interest. This concentration plan must be approved in advance by the student’s academic advisor, Director of the Nursing Program, and the Dean of the School of Science, Technology & Education. Up to 6 semester hours of Experiential Learning may be used as partial fulfillment of the Student Designed option. Cooperative Education courses may not be used to satisfy the requirement of this concentration.

The RN to BSN program is available as a full-time or half-time option. The full-time option is comprised of five full-time and one half-time terms. The student may also follow a half-time track as well, and complete the program in eight terms. Sample program progression timelines are located in Appendix D. For full course descriptions see Appendix E.
LAKELAND UNIVERSITY

Academic Standing and Program Progression

The nursing program curriculum is designed for students to complete in five terms of full-time enrollment and one half-time term or eight terms of half-time enrollment. For optimal learning and progression, students are advised to maintain six to nine semester hours of coursework each term: fall, spring, and summer. Nine (9) semester hours per term is considered a full-time academic load, and six (6) semester hours or less per term is considered a half-time load. Students should declare their preference of full-time or half-time at time of admission.

Students who wish to change their status from full-time to half-time or half-time to full-time need to communicate their request to their academic advisor, as soon as possible. Requests will be honored on a space available basis. Students who change their progression status are not guaranteed course availability.

Students who plan to withdraw from the nursing program are encouraged to contact their academic advisor or director of the nursing program to discuss future available options.

Grading: the following grading scale is used for all courses delivered in the Evening, Weekend, and Online program.

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<td>A</td>
<td>93.0% to 100.0%</td>
<td>4.0 quality points per semester hour</td>
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<tr>
<td>AB</td>
<td>90.0% to 92.9%</td>
<td>3.5 quality points per semester hour</td>
</tr>
<tr>
<td>B</td>
<td>84.0% to 89.9%</td>
<td>3.0 quality points per semester hour</td>
</tr>
<tr>
<td>BC</td>
<td>80.0% to 83.9%</td>
<td>2.5 quality points per semester hour</td>
</tr>
<tr>
<td>C</td>
<td>74.0% to 79.9%</td>
<td>2.0 quality points per semester hour</td>
</tr>
<tr>
<td>CD</td>
<td>70.0% to 73.9%</td>
<td>1.5 quality points per semester hour</td>
</tr>
<tr>
<td>D</td>
<td>64.0% to 69.9%</td>
<td>1.0 quality points per semester hour</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 64.0%</td>
<td>0.0 quality points per semester hour</td>
</tr>
</tbody>
</table>

Other grades may be awarded as follows:

- I = Incomplete: Indicates that the student has the prior consent of the instructor to complete required coursework after the end of the regular term. Incompletes are only considered when the student is in good standing in the class, and due to unforeseen and uncontrollable circumstances, the student is prevented from completing the coursework during the semester of the course. The incomplete signed contract must be signed by the student and instructor and submitted to the Registrar's office by the last day of class for the relevant term. See the Academic Catalog for further details.
- P = Pass: Given in courses which are graded on a pass/fail basis.
- W = Withdraw: Indicates that the student has formally withdrawn from a course. See the Academic Catalog for further details regarding Official Withdrawals.
• AU = Audit: Used when students have formally declared that they are taking a course on an audit basis and have completed all work required of audit students by the course instructor. Failure to meet the instructor’s conditions will be recorded as UAU; withdrawal from the course will be recorded as WAU.

**Satisfactory Programmatic Progress:** to remain eligible for continued progression in the nursing program at Lakeland University the following criteria must be met:

1. Students must maintain a minimum cumulative GPA of 3.0 in the NUR courses.
   a. A student whose cumulative GPA falls below 3.0 in the NUR courses will be placed on programmatic probation (see unsatisfactory programmatic progress).
2. Students must earn a minimum grade of C, satisfactory achievement, in all NUR courses.
   a. A student whose NUR course grade is less than a C will be required to retake the course until a C or better is earned. Institutional guidelines state a student may repeat a course up to two times.
3. Students must maintain a minimum cumulative GPA of 2.5 overall.
   a. A student whose cumulative GPA falls below 2.5 will be placed on programmatic probation (see unsatisfactory programmatic progress).

**Unsatisfactory Programmatic Progress:** if a student does not meet the satisfactory programmatic progress criteria, the following will be instituted:

1. Students who fall below the minimum GPA of 3.0 in NUR courses are placed on programmatic probation. Students who are placed on programmatic probation must develop a written plan of success each term the student remains on probation, and submit to the director of the nursing program.
2. Students who fall below the minimum cumulative GPA of 2.5 for all courses are placed on programmatic probation. Students who are placed on programmatic probation must develop a written plan of success each term the student remains on probation, and submit to the director of the nursing program.
3. Students placed on programmatic probation will be advanced to good programmatic standing if, after 9 semester hours of coursework, the student is meeting the requirements. If the student does not meet the minimum requirements after 9 semester hours of coursework, the student is placed on programmatic suspension.
4. Students who are placed on programmatic suspension may appeal to continue taking coursework the following semester (see Readmission and Program Appeals).
5. Students who were placed on programmatic suspension and elected to suspended coursework for one semester, may appeal for readmission to the nursing program (see Readmission and Program Appeals).
6. Students who were placed on programmatic suspension and elected to suspend coursework for two or more terms, must meet with their academic advisor to discuss readmission options.
7. Students may seek out additional academic support with peer tutors, study groups and/or the faculty if desired.
8. Academic Advising: Students must consult with their academic advisor at least once a semester or more frequently if requested by the director of the nursing program. The advisor will assist in academic program planning and assist with non-academic factors that may impact success in the nursing program.
9. The academic advisor, faculty, or director of the nursing program may initiate referrals to university support services based on review of the student’s academic progress and information provided by the student.

To remain eligible for continued progression at Lakeland University, the student must meet the Standards of Academic Good Standing as stated in the academic catalog. Federal regulations require financial aid recipients to maintain satisfactory academic progress towards a recognized bachelor’s degree. Students should review the Financial Aid Satisfactory Academic Progress Policy in the academic catalog.

Professional Expectations and Retention

Student Code of Conduct: Students are expected to conduct themselves in a manner consistent with the standards governing the nursing profession which includes the American Nurses Association Nursing Code of Ethics and Scope and Standards of Practice, the Board of Nursing Rules of Conduct/Standards of Practice, as well as the guidelines presented in the Student Handbook and Academic Catalog.

Academic Integrity Code: Maintaining academic integrity is an expectation of professional standards. Provision 3.3 of the ANA Code of Ethics (2015) states “Inherent in professional nursing is a process of education and formation. That process involves the ongoing acquisition and development of the knowledge, skills, dispositions, practice experiences, commitment, relational maturity, and personal integrity essential for professional practice. Nurse educators, whether in academics or direct care settings, must ensure that basic competence and commitment to professional standards exists prior to entry into practice.”

Therefore, academic dishonesty of any kind in a classroom or practicum setting will result in disciplinary action that may include immediate dismissal from the program. Some examples of academic misconduct include but are not limited to:

- Inappropriate copying from another student.
- Plagiarizing: copying or paraphrasing from a book, article, or internet source and not giving credit to the source is a form of theft. If you are not sure how to give credit, bring a copy of the original material to your instructor and/or library staff and/or utilize APA Style CENTRL located at https://lakeland.edu/John-Esch-Library/database-find-articles
- Lying about/falsifying practicum or classroom data.
- Failing to immediately report clinical errors or omissions delaying any corrective action that could be taken.

Students who have a reasonable suspicion of dishonest or unprofessional behavior of another student should report their observations to the course instructor or to the director of the nursing program who will then proceed to investigate the behavior as the situation warrants. If you are comfortable, tell the student to stop the suspicious behavior, thus giving them a chance to self-correct and self-report. Student reports are kept confidential unless the student gives permission for release.

Violations of academic integrity result in notification of the director of the nursing program and the Provost. Penalties may range from failing the assignment to dismissal from the university, depending on the offense. Students who believe they have been unfairly accused or penalized may submit a letter of appeal, stating the specific details of their situation, to the director of the nursing program and the Provost. Where appropriate, the director of nursing and the
Provost may take such appeals to the Academic Appeals Committee for a formal hearing and decision. The decision of the Academic Appeals Committee is final.

**Civility Standards:** Students are expected to conduct themselves in a manner that promotes a healthy environment and is consistent with the standards of professional nursing practice. Civility is behavior that:

- Shows respect for others.
- Causes others to feel valued.
- Contributes to mutual respect, effective communication, and team collaboration.

Behavior in and out of the classroom has positive and negative consequences. Students therefore have a responsibility to:

- Take learning seriously, ‘attend’ class, be prepared, participate, seek clarification, and complete assignments.
- Contribute to the enrichment of the university and larger community.
- Protect and preserve property belonging to others and the university.
- Be aware that personal choices affect academic success and personal growth.
- Know and comply with the university policies outlined in the Academic Catalog, Student Handbook, Nursing Program Student Handbook, and individual course syllabi.

**Attendance:** Students are expected to actively participate in all classes as per the university attendance policies. For BlendEd® courses, students must follow the attendance requirements for whichever way they choose to attend. Individual course instructors are responsible for clearly notifying students of their unique and specific class attendance policies. See attendance/participation policy in each course syllabi.

A healthcare provider’s release stating a student may resume the practicum experience without restrictions is required if the student is absent for five (5) or more consecutive days due to illness or injury, or if the absence required a hospital stay or surgical procedure, or for an official medical leave of absence.

**Social Media:** The term social media includes but is not limited to blogs; social networking websites such as Facebook®, Snapchat® and Twitter®; online chat rooms; video sharing; Instagram®; and online collaborative information and publishing systems. The National Council of State Boards of Nursing (NCSBN) recognizes that nurses use social media in their personal lives, but also notes that social media can pose a risk for nurses professionally if not used wisely. Students are encouraged to download the brochure published by the NCSBN to understand how social media can be properly used in the profession without breaking patient privacy and confidentiality laws. Copies of A Nurse’s Guide to the Use of Social Media (2018), are located at [https://www.ncsbn.org/3739.htm](https://www.ncsbn.org/3739.htm).

**Change of Address/Phone Number:** Primary means of communication to students is via their Lakeland University email account. All notifications, billing details and correspondence is sent via this account, students should check their email regularly to access information while pursuing their degree. Students may make changes to their address, phone contact information or update personal information as part of the registration process each semester or use the update contact information form available on the Lakeland.edu website at [https://lakeland.edu/Alumni-Giving/update-contact-info](https://lakeland.edu/Alumni-Giving/update-contact-info) or notify the Registrar’s office. Legal name change requests are made to the Registrar’s office. Submit a request with supporting documentation to registrar@lakeland.edu or via the regular mail:
Academic Support Services:

- **Academic Advising**: Lakeland University advising is a collaborative process between students and faculty members based on the belief that each individual is capable of lifelong success. Faculty advisors guide the development of students as they discover, clarify and work toward educational and life goals. Academic advisors not only answer questions about campus resources, majors and course selection, but also assist in the development of strategies to help each student accomplish both short and long-term objectives.

- **Hayssen Academic Resource Center (HARC)**: The mission of the Hayssen Academic Resource Center (HARC) is to address the academic support needs of the students, faculty, and staff of Lakeland University by providing information, skills training, and support in the areas of learning skills, critical thinking, information access, and assessment of students and their skills and competencies.

  HARC offers tutoring and support services, disability accommodations, study tips, workshops, and additional services for unique needs.

- **Disability Services**: Lakeland University is committed to providing resources and services for students with disabilities. Under the Americans with Disabilities Act (ADA), assistance is available for students who qualify. Students who require disability-related accommodations should contact the ADA coordinator, Julia Rodemeier, for further assistance. Julia Rodemeier can be contacted by phone at 920-565-1021 ext. 2113 or by email at rodemeierja@lakeland.edu. Further information regarding disability services is located at https://lakeland.edu/Campus-Life/disability-services#application

- **Tutoring and Academic Support**: HARC works with all levels of students who need help, so they may be academically successful. Many students eventually become peer tutors, offering assistance to others who may benefit from this academic support service. Tutoring is provided to Evening, Weekend, and Online students for most subjects. The tutoring sessions use Blackboard Collaborate Ultra for live, interactive web-conferencing with a tutor on the Sheboygan campus. To connect with a tutor or to schedule a tutoring session,
  1. Go to Login.lakeland.edu and select Starfish
  2. If the My Success Network page does not appear, select the menu icon in the upper left of the screen, and select My Success Network.
  3. Under how can we help? Locate current tutors available to you. Tutor subjects are listed beneath tutor names.
  4. Select the down arrow next to the appropriate tutor, and select Schedule.
  5. Select Tutoring Center, then select Tutoring, and select Continue.
  6. Select the date and time option when you want to meet and select Continue.
  7. Input information and select Confirm.

  A meeting invitation will be sent to the students Outlook calendar with the details of the tutor meeting.
• **John Esch Library:** The library has a wide selection of resources to support the training and education of nursing students. This includes print and electronic books, professional journals, evidence-based nursing databases, citation software, LibGuides and reference librarians to instruct and assist with student research assignments. Students may access library resources from anywhere with Internet access. When off-campus, the library resources will prompt the student to login and verify status as a Lakeland University student. Students who wish to access the library’s online resources can click on Databases: Find Articles from the library web page and login using their username (Lakeland email) and password. Students are encouraged to contact librarians in person, by email, or phone for assistance. The library has small study rooms that may be used and a computer lab for use while in the library. Students may access the library web page at https://lakeland.edu/Inside-Lakeland/john-esch-library.

**Lakeland University Campus Store/Bookstore:** The physical bookstore is located at the main campus. The Lakeland University bookstore can also be found at https://www.bkstr.com/lakelandstore/home/en. Students can rent and purchase new, used, and digital textbooks as well as apparel, gifts, and supplies either at the main campus location or online.

**Student Governance**

Lakeland University offers many opportunities for student involvement. With over 45 clubs and organizations, students can get involved to meet people, develop leadership skills, contribute to the community, and pursue an interest or just have fun. Students can make a difference and enrich their experience at Lakeland University through participation in student governance activities as well. Healthcare organizations seek graduates that have demonstrated their involvement and leadership. The nursing program values student input in determining the curriculum, evaluation, and direction of the program. The director of the nursing program, nursing faculty, and nursing students have the opportunity to participate in program governance through committee involvement and work. Committees include:

1. **Nursing Student Advisory Committee:** The needs of current and future students is a priority for the nursing program. This committee meets semi-annually, fall and spring, with interested students to identify student needs including those related to academics, technology, facilities, and personal and social needs. Communication is key to student success and this committee seeks to ensure a sense of community exists through open communication. If interested, please contact the director of the nursing program. Video conferencing is available for distance students. Documentation of discussions and resultant decision-making are reflected in meeting minutes.

2. **Nursing Student and Faculty Forum:** The forum meets semi-annually and provides a means for which program information is disseminated. All nursing students are invited to attend. Video conferencing is available for distance students. Documentation of discussions and resultant decision-making are reflected in meeting minutes.

3. **Nursing Program Board of Advocates (BOA):** The nursing program BOA meetings are held semiannually. Invitations for committee membership are extended by the director of the nursing program as she/he meets
with employers, students, alumni and other communities of interest (COI) as recognized through the course of business. The committee reviews and revises, as appropriate, the mission, program learning outcomes, course learning outcomes, policies, procedures, achievement of outcomes, etc. to ensure professional nursing standards and the needs of the COI are being met. Documentation of discussions related to the needs and expectations of COI, and resultant decision-making are reflected in meeting minutes.

Graduation Requirements

Students who graduate from the nursing program at Lakeland University will have met the following requirements:

- Completion of all bachelor’s degree requirements for an approved major (see the academic catalog for requirements)
- Met general graduation policies (see the academic catalog for policies)
- Completion of all NUR courses with a ‘C’ or better
- Cumulative GPA of 3.0 or better in all required NUR courses
- Cumulative GPA of 2.5 or better for all coursework

Students should work closely with their advisor to make sure they are accurately projecting their graduation date. Once a date is identified, the Registrar’s Office will conduct an analysis of the student academic records and a graduation evaluation is mailed to the student. Students are required to complete and return the graduation application form to the Registrar’s Office.

Readmission and Program Appeals

Students who voluntarily withdraw, or fall out of enrollments from the nursing program may apply for readmission to the university following the procedure listed in the academic catalog. Students who officially withdrew in good academic standing and are readmitted will return in good academic standing. Students are encouraged to contact their admissions advisor to discuss readmission procedures.

Students who are dismissed from the nursing program for disciplinary reasons or violations of the student code of conduct and/or academic integrity code are not eligible for readmission to the program.

Students on programmatic suspension who desire to continue taking coursework the following semester, or who have elected to suspend coursework for one semester and wish to re-enroll in the nursing program may appeal one time for continuation or readmission to the nursing program. Students who were on programmatic suspension and elected to suspend coursework for two or more terms must meet with their admissions advisor to discuss readmission options.

Students must take the following steps if they wish to appeal for continuation/readmission in the nursing program:

1. Meet with their academic advisor for the nursing program.
   a. Review the extenuating circumstances and develop a continuation/re-entry plan.
2. Write a letter of appeal that is insightful, honest, and provides a detailed description of the following:
   a. Extenuating circumstances and/or reasons that contributed to programmatic suspension.
   b. Factors that have prevented previous satisfactory academic performance.
c. Evidence of remediation and/or solutions of the deterring factors.
d. Detailed, specific continuation/re-entry plan for successful achievement of the program curriculum.

3. Submit the letter of appeal with continuation/re-entry plan to the director of the nursing program. Deadlines for submission are:
   a. Fall courses, date of July 15th
   b. Spring courses, date of December 15th
   c. Summer courses, date of April 15th

4. Upon receipt of appeal letter, the nursing program will conduct an overall review of the appeal letter, continuation plan and student records relating to his or her prior experience at Lakeland University.

After a review of the documents is complete and decision is determined:

1. Director of the nursing program will send written notification of continuation/readmission decision to the student, no later than one month after appeal process is complete.
2. If granted permission to readmit to the nursing program, the student may:
   a. Need to complete the university readmission process
   b. Complete additional conditions as imposed upon continuation/readmission
3. If the student fails to meet the written conditions, the student is dismissed from the nursing program and is ineligible for readmission.

Grievance Procedure

The nursing program procedure for a student appeal, grievance, or complaint mirrors that of the university. Students are encouraged to discuss course concerns first with their instructor. If the issue cannot be resolved, the student must put the appeal, grievance, or complaint in written form and file with the director of the nursing program. The director of the nursing program will meet with the student and others as deemed necessary and attempt to resolve the matter within 10 business days. If the issue remains unresolved, the Dean of the School of Science, Technology and Education is consulted for resolution. If the issue remains unresolved the student may make a formal grievance with the university.

Students may use the university grievance procedure when they feel that a university policy or procedure has not been followed. Students should reference the student handbook for guidance regarding the formal grievance process with the university.

Grade Appeal Policy: At the end of the semester, final official grades are available to students on my.lakeland.edu. If a student identifies an error in calculation or has reasons to believe the grade posted on my.lakeland.edu differs from the grade earned, the student may initiate a grade appeal. Students with questions about their grades must first contact the instructor. If the student is not able to resolve the concern with the instructor, the student may submit a written grade appeal to the Provost. Grade appeals may be appropriate when there is a miscalculation or error on the part of the instructor or when the student is not held to the criteria identified in the course syllabus. Grades cannot be appealed on the basis of work that was submitted after the end of the semester or after an "incomplete" due date.
Grade appeals must be submitted no later than three (3) weeks after the university posts the official grade. Students submitting a grade appeal must include a written letter of appeal, a completed Grade Appeal Form available through my.lakeland.edu, and all appropriate documentation. If necessary, the Provost may form an Appeal Committee to investigate and review the appeal, and a final decision will be made by the Provost no later than one (1) week after the appeal submission due date. The decision of the Provost is final.

Dismissal

Students may be dismissed from a course or the nursing program at Lakeland University. Potential reasons for dismissal are listed below. This listing is not all-inclusive as there may be other situations that warrant a student’s dismissal.

- Any behavior that threatens the health or safety of clients, client’s family, members of the healthcare team, nursing students, and/or nursing faculty may lead to disciplinary action that may include immediate removal from the nursing program. Some actions may result in permanent expulsion from the nursing program.
- Students may be dismissed if, in the judgment of the faculty, the actions of the student may be detrimental to the program or the profession.
- Students may be dismissed from the course and/or program for breaks in confidentiality.
- Students may be dismissed if they are under the influence of alcohol or drugs.
- Students may be dismissed from the course or the program in situations of violating professional standards including violation of the academic integrity code or theft of any nature.
- Students may be dismissed from the course or the program in situations where a practicum facility refuses a student from returning to complete their rotation. Students may be dismissed from the practicum if they are perceived to be emitting any strong odor including perspiration, perfume, aftershave, tobacco, or alcohol.

Practicum Guidelines

Lakeland University believes that the knowledge, skills, and abilities of the professional nurse cannot be learned in the classroom alone. For this reason, the nursing program includes a practicum experience, namely NUR 430: Community and Population Health Practicum (WI). The practicum is essential to the student’s acquisition of the necessary program learning outcomes. Prior to this unique practicum course, students will have mastered an understanding of the theoretical foundations of community and population health nursing. Students may fulfill the practicum learning experience at an appropriate healthcare facility or agency that will meet the learning objectives of the course and the population of focus. The student experience is coordinated by Lakeland University nursing faculty and by a qualified preceptor that has been preapproved by the director of the nursing program.

The Integrative Clinical Preceptor (ICP) model provides the framework for this practicum experience. According to Mallette, Loury, Engelke, & Andrews (2005), the ICP model elevates the student to a proactive, professional role in which the student is responsible for participating in the planning of their practicum experience based on their individual learning needs. Research suggests that preceptors should be selected based on intent and purpose, and not randomly or by convenience (Poradzisz, Kotovich, O’Connell, & Lefavioer, 2012). Therefore, students will take a central role in securing a practicum facility and preceptor. Students must identify their practicum facility, preceptor and
apply for their practicum experience in advance to provide the director of the nursing program time to coordinate the practicum experience. The deadline for applying is the semester (12 weeks) before the practicum is scheduled to begin.

**Practicum Placement:** Students should use the following criteria when selecting the practicum facility and preceptor:

- Working relationships and professional networks to determine a suitable location
- Identified individual learning needs with a focus on population and/or community health
- Ability to work cooperatively in scheduling of 75 hours of practicum
- Ability to engage in patient care including:
  - Utilizing the nursing process
  - Teaching/learning
  - Clinical conferences
  - Debriefing
  - Health promotion and disease/injury prevention strategies
- **Preceptor attributes:**
  - Clinical competence
  - Effective communication/collaboration skills
  - Teaching ability
  - Interest in professional growth and development
  - Leadership and organization skills
  - Motivation to share experiences
  - Provide timely constructive, positive, developmental feedback

All of the practicum placements are the responsibility of the student, working in partnership with the nursing faculty and/or the director of the nursing program. The director of the nursing program is willing to consider clinical placements in settings where students are employed, providing the setting meets all criteria as described in the course objectives. In addition, students should not be supervised during their practicum training placement by his/her current work supervisor and should also have a client caseload selected specifically for purposes of the practicum. Students seeking to use an employment position for the practicum placement must talk with the director of the nursing program before making any commitments or signing any agreements. The final approval regarding using employment for a practicum facility is the responsibility of the director of the nursing program.

The practicum facility will have various requirements of the student and LU faculty and staff. It is the responsibility of the student to ensure they understand all facility requirements and complete them prior to beginning the practicum. The student is responsible for providing the practicum facility all the necessary documents and ensuring all requirements are met prior to the practicum experience. Requirements and documentation may include:

- Facility and LU Affiliation Agreement (coordinated with the director of the nursing program and practicum facility)
- Background check
- Drug or urine screen
- Proof of health insurance
- Immunization records
- Confidentiality agreement
- Proof of licensure

Preparing for Practicum: The student should select a practicum facility that will meet the course objectives, has the population for which the student wishes to engage, and has the capacity to provide a preceptor who can effectively supervise. Preceptors are practicing nurses who work closely with students to assist and support learning experiences. Preceptors and students are provided the RN to BSN Completion Program Practicum Handbook, which delineates the details of the practicum experience.

Preceptors must meet the following criteria:

- Preceptors are utilized in a supportive role to the program faculty. The program retains ultimate responsibility for student learning and evaluation.
- Preceptor qualifications include:
  - Licensed Registered Nurse, active, current and unencumbered
  - BSN (minimum requirement), MSN, or doctorate in nursing or related field
  - Experienced practitioner who provides transitional role support and learning experiences while continuing to perform some or all of the other responsibilities of their position
  - Ability to design suitable opportunities for student to meet course learning outcomes
  - Ability to assess and manage the professional environment to ensure safe and effective performance
  - Provide guidance and oversight for the student during practicum activities
  - Collaborate regularly with the LU faculty and director of the nursing program
  - Meet physically or virtually (by phone, Blackboard Collaborate, or other telecommunications) on a regular basis with the LU nursing faculty during the practicum

- Preceptor responsibilities, in addition to the above, include:
  - Provision of a current resume including relevant professional experience
  - Copy of active, current RN license
  - Adhere to the standards and scope of professional nursing practice and abide by the nursing Code of Ethics
  - Arrange a mutually agreeable work schedule with the student
  - Plan suitable learning experiences for the student to meet course outcomes and objectives
  - Orient the student to pertinent policies and procedures of the facility
  - Participate in initial meeting between preceptor, student, and practicum faculty member
  - Agree to maintain regular communication with the student, nursing faculty member and/or director of the nursing program to discuss progress, problems, and reflect on learning
  - Provide constructive feedback/developmental feedback to the student about their performance
  - Participate in the student evaluation process
  - Refuse compensation from the student and LU and refuse to pay student for practicum work
The practicum faculty member or the director of the nursing program will provide the preceptor with the following:

- Program mission, philosophy, and program learning outcomes
- Curriculum of course including course syllabus, learning outcomes and objectives
- Pertinent policies and procedures
- Roles and responsibilities of the preceptor, student, and the nursing program faculty
- Evaluation procedure and forms to be used
- Overview of the individual student’s knowledge, skills and abilities
- Collect the Preceptor Receipt of Practicum Handbook

The practicum faculty member will:

- Ensure student has met all eligibility requirements prior to beginning the practicum
- Provide the preceptor with
  - Copy of Practicum Handbook
  - Course syllabus
  - Applicable policies, procedures, and forms
- Facilitate the learning experience and suggest activities to enhance the educational experience
- Promptly respond to issues and/or complaints
- Be responsible for ongoing and final evaluation of the student
- Solicit input from the preceptor about the student’s performance
- Be available to the preceptor and student throughout the course
- Arrange a communication system whereby they are available if any issues arise that require immediate assistance
- Evaluate academic performance through ongoing collaboration with the preceptor and student
- Ensure receipt of all required forms completed by the student and preceptor

The student responsibilities include:

- Meet eligibility and course requirements
- Meet deadlines for all practicum activities and coursework
- Identification of desired practicum facility and preceptor
- Completion of the Practicum Application Form (Appendix F) and submit to the director of the nursing program
- Comply with facility requirements (e.g., liability insurance, background screening, physical examination, drug screening, current immunizations, etc.)
- Identify personal and professional learning needs and objectives, formulate goals, and establish expectations
- Assist in the facilitation of an initial meeting between the student, practicum faculty member, and preceptor during the first week of the practicum
- Maintain meaningful regular communication with preceptor and practicum faculty member
- Abide by facility rules and regulations
- Conduct yourself in a safe and professional manner during the practicum
- Accept instruction and feedback from preceptor and faculty member as learning occurs
- Engage in patient care
- Demonstrate willingness to learn and self-direction
- Maintain and submit completed Practicum Reflective Journal and Time Record to faculty member
- Evaluate the course and practicum experience via SmartEvals

**Dress Code:** The nursing program at Lakeland University requires students to wear professional attire, consistent with the chosen practicum facility dress code. Students must wear their Lakeland name/photo identification badge during the practicum hours. A lab coat may be worn when requested or permitted by the practicum facility. Additionally:

- Footwear must conservative and business like. Shoes are to be closed toe, closed heel, clean and in good repair.
- Attire should be clean, in good repair, and pressed. Clothing should not be revealing or transparent.
- Skirt or dress length must be below the knee and stockings must be worn.
- Fingernails are short and clean. Artificial nails or nail tips are not allowed.
- The use of after-shaves, perfumes or other noticeable scents should be avoided.
- Hair should be clean and neatly styled. Facial hair must be neatly trimmed, groomed and clean.

**Lakeland University Name/Photo ID Badge:** Students can obtain their photo student ID badge in the Business Office located in the William A. Krueger (WAK) building room 112 of the main campus. If the student is not able to obtain their photo ID at the main campus location in WAK, the student may submit a professional profile headshot image to the Business Office via email, a student photo ID is made and sent via mail to the student.

**Confidentiality:** Protecting the privacy of information is referred to as “confidentiality” and is an important part of how health care is delivered to the people in communities we interact with. As required by the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA), all health care providers and caregivers must protect the patients’ medical records and other health information. Patients can expect that steps are taken to ensure the communication about them is kept confidential.

Each healthcare facility has established policies and procedures to protect the confidentiality of protected health information (PHI) about their patients. Some examples are:
- Name
- Date of Birth
- Phone number and address
- Insurance and social security numbers
- Medical history

Health care workers can protect privacy by following the “need to know” rule which states, “Use only the minimum necessary information needed to do your job”. A violation of client confidentiality is a breach of nursing ethics, a violation of state and federal law, and will result in disciplinary action up to and including dismissal from the nursing program.

Students may be asked to sign facility specific confidentiality forms. No information with patient identifiers should leave the practicum facility.

**Electronic Health Record:** During the practicum experience, students may be provided access to the practicum facilities medical record system. Many agencies are using an electronic health record (EHR) system. Each individual who accesses the record needs to have his or her own unique access code when utilizing the electronic system, therefore agencies need information from the students prior to their arrival. The request for computer access and the ultimate delivery of the unique access code may take as long as 4 weeks to process.

In order to expedite the processing of the request for access to clinical records, the student will need to provide information and sign a form which will give the nursing program at Lakeland permission to share information with the practicum facility. Students must provide this information in a timely manner after receiving the necessary request form from the nursing program or access to the EHR may be delayed which will prevent the student from reviewing the patient’s chart and documenting provided care. The lack of providing the necessary information to request access to the facility EHR when requested from the nursing program may result in removal from the practicum course.

**Standards of Safe Care:** Nursing students are expected to comply with safe patient care standards at all times. Failure to comply with any element of safe care standards will result in disciplinary action, up to and including immediate dismissal from the program. All students shall comply with the following standards:

- A student shall, in a complete, accurate and timely manner, report and document professional assessments or observations, the care provided by the student for the client and the client’s response to that care.
- A student shall immediately and in an accurate manner report to the appropriate practitioner, preceptor, and instructor any errors in or deviations from the current valid order.
- A student shall not falsify any client record or any other document prepared or utilized in the course of or in connection with nursing practice.
- A student shall implement measures to promote a safe environment for each client, practitioner, preceptor, and faculty.
- A student shall delineate, establish and maintain professional boundaries with each client.
- At all times when a student is providing direct care to a client the students shall:
  - 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.
  - A student shall practice within the appropriate scope of practice set forth by the regulatory and licensing entities.
  - A student shall use universal blood and body fluid precautions.
o A student shall not engage in behavior that causes or may cause physical, verbal, mental or emotional abuse to a client.

• A student shall not misappropriate a client’s property.
  o Engage in behavior to seek or obtain personal gain at the client’s expense.
  o Engage in behavior that constitutes inappropriate involvement in the client’s personal relationships.

• A student shall not self-administer or otherwise take into the body any controlled substance or prescription in any way not in accordance with legal, valid prescription issued for the student. Students enrolled in practicum courses are expected to report any ingestion of prescription medications that may alter the student’s perception, thinking, judgment, physical coordination or dexterity including any and all narcotics to the assigned faculty. The student and faculty member may determine the necessity to inform the preceptor prior to participating in a practicum experience.

• A student shall not indulge in the use of chemical substances or alcohol that impairs ability to practice prior to participating in a practicum experience.

Students who breach confidentiality or standards of safe care are subject to disciplinary action or may be immediately dismissed from the course and/or program. The status of dismissal is at the discretion of and determined by the director of the nursing program. Disciplinary sanctions may include but are not limited to: academic warning, behavioral contracts, suspension, course failure, and/or removal from the program.

A student who is dismissed from the nursing program due to violation of safety and/or professional standards is not eligible to apply for readmission to the nursing program.

Unsafe Clinical Practice: The nursing program at Lakeland adheres to the State of Wisconsin Nurse Practice Act (s. 35.93, Chapter N 6, Standards of Practice for Registered Nurses and Licensed Practical Nurses). If it is deemed that a student has practiced in an unsafe manner and/or has not upheld the standards of safe care, the faculty, in conjunction with the preceptor’s input:

1. Will complete an Occurrence Report Form (see Appendix G) and submit to the director of the nursing program;
2. May dismiss the student from the practicum;
3. Will contact the director of the nursing program within 24 hours of any occurrence requiring the dismissal of a student from the practicum; and
4. Will schedule a conference with the student, faculty instructor, practicum preceptor, and the director of the nursing program, within 2 business days of the incident.

The student will have an opportunity to explain the circumstances surrounding the unsafe behavior and an appropriate plan will be developed. Repeated unsafe behaviors may result in removal from the nursing program. The nursing program has both the right and responsibility to remove from the program any student whose health, conduct, or academic standing make it unsafe for the student to remain in a nursing course or the nursing program.
Appendix A

BID Authorization, Waiver and Release Form

I hereby authorize Lakeland University to complete a background check on me from any source. I understand and agree that the results of my background check are used in evaluating my eligibility to participate in the RN to BSN Completion Program courses. I also authorize Lakeland University to share the results of my background search with third parties for the purposes of evaluating my acceptance into or continued participation in practicum placement.

I understand and agree that if I have been charged with, convicted of, pleaded guilty or no contest to, or forfeited bail for any criminal conduct under law or ordinance, and the nature of the charge or conviction is incompatible with the responsibilities of working in a clinical setting, I may be unable to participate or to continue to participate in an practicum placement and further, that Lakeland University reserves the right to deny my acceptance into or remove me from the RN to BSN Completion Program.

I understand that the State of Wisconsin Department of Safety and Professional Services (DSPS) may not grant, and has the right to terminate the licensure of a candidate with criminal/civil conviction issues even when the candidate has successfully earned a bachelor’s degree and completed the RN to BSN Completion Program.

I also understand that criminal/civil convictions may also prevent any facility, organization, or governmental unit from hiring me, even if I am licensed by the State of Wisconsin Department of Safety and Professional Services.

I also certify that I understand and agree that I have a continuing duty to notify the Lakeland University director of the nursing program as soon as possible, but no later than the next business day, when I am the subject of any new charges, investigations, or convictions of a misdemeanor, felony, or municipal ordinance violation. I understand that any investigation regarding charges, investigations, professional credential restrictions, limitations, or revocations, or convictions may result in my suspension from the practicum experience, which in turn may delay or prevent my graduation from the program. I also understand that a failure to report will result in my removal from the program.

I hereby waive, release and relinquish all claims and causes of action against Lakeland University and The Lakeland University Foundation, their officers, trustees, employees, agents, servants, assigns and successors that may arise from the use or disclosure of any information referenced by this form or from the prevention or termination of my participation in an practicum experience or from the denial of my application to or my removal from the RN to BSN Completion Program.

Student Name (print): _______________________________  Student ID Number: _____________________

Student Signature: _________________________________  Date: ____________________________

*complete form and upload to CastleBranch account
Appendix B

Nursing Program Student Handbook Signature Sheet

I acknowledge that it is my responsibility to read, review, and abide by the policies in the Lakeland University Nursing Program Student Handbook.

Student Name (print): _____________________________  Student ID Number: __________________

Student Signature: _________________________________  Date: __________________________

*complete form and upload to CastleBranch account
Confidentiality Consent Form

The RN to BSN Completion Program at Lakeland University is committed to excellence in preparing students to become ethical professional nurses. One of the primary responsibilities of both the RN to BSN program instructors and baccalaureate students is to monitor the protection and maintain the confidentiality of individuals both inside and outside the program. Because of this, it is extremely important students are made aware they may have access to confidential conversations shared by peers and instructors in each course.

Therefore, I understand before beginning my coursework and sharing information with fellow students or instructors in any program courses, I must read the statement below, sign, and submit this document to the director of the nursing program.

It is the role of all RN to BSN students to treat conversations in every course as confidential communication and will not be discussed or shared outside of a specific course. This includes maintaining the confidentiality and identity of everyone in my courses; safeguarding the rights, safety and well-being of patients; and refraining from repeating what is communicated during any course discussion whether in person or online. Information used for the purpose of education may be disclosed, however the participants must ensure that information disclosed is directly relevant to the context of the task at hand.

Consistent with professional ethics and legal requirements, there are special circumstances under which information may be disclosed, including but not limited to the following:

1. A Nurse is required by state law to report knowledge of abuse, neglect, misappropriation and/or exploitation of children (under 18 years), elders, and other vulnerable populations.
2. If a Nurse believes that someone may be a danger to his or her self or another person, the student may be required to disclose information to appropriate individuals or authorities.

I certify that I have read and understand the information on this form.

Student Name (print): ___________________________ Student ID Number: _______________

Student Signature: ___________________________ Date: ___________________________

*complete form and upload to CastleBranch account
### Full-Time Enrollment Plan

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<thead>
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<th>Year 1</th>
<th>Term I</th>
<th>Term II</th>
<th>Term III</th>
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<tr>
<td></td>
<td>* NUR 301: Professional Nursing Practice</td>
<td>* NUR 303: Research and Evidence-Based Practice in Nursing</td>
<td>* NUR 330: Healthcare Systems, Policy, Regulation, and Advocacy</td>
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<td></td>
<td>* GEN 112: Composition II: Argumentation and Research</td>
<td>* Area of Emphasis Course</td>
<td>* Core II or Area of Emphasis Course</td>
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<tr>
<td>Year 2</td>
<td>Term IV</td>
<td>Term V</td>
<td>Term VI</td>
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<tr>
<td></td>
<td>* NUR 420: Community Health and Population-Focused Nursing</td>
<td>* NUR 430: Community and Population Health Practicum</td>
<td>* Core III or Area of Emphasis Course</td>
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<td>* NUR 403: Informatics and Patient Care Technologies in Healthcare</td>
<td>* Core III or Area of Emphasis Course</td>
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<td>* Core II or Core III</td>
<td>* Area of Emphasis Course</td>
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### Half-Time Enrollment Plan

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<tbody>
<tr>
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<td>* NUR 301: Professional Nursing Practice</td>
<td>* GEN 112: Composition II: Argumentation and Research</td>
<td>* NUR 320: Comprehensive Health and Physical Assessment</td>
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<td>* MAT 220: Probability and Statistics</td>
<td>* NUR 303: Research and Evidence-Based Nursing Practice</td>
<td>* Area of Emphasis Course</td>
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<td>Year 2</td>
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<td>* Core II or Area of Emphasis Course</td>
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<td>* Core III or Area of Emphasis Course</td>
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<td>Year 3</td>
<td>Term VII</td>
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<td>* NUR 430: Community and Population Health Practicum</td>
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<td></td>
<td>* Core III or Area of Emphasis Course</td>
<td>* Area of Emphasis Course</td>
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Appendix E

Course Descriptions

Interdisciplinary Studies (9 semester hours – each course is 3 semester hours)

GEN 112: Composition II: Argumentation and Research
Through a series of assignments, including a lengthy college-level research paper, Composition II builds upon the skills developed in Composition I. Students learn how to construct logical arguments based on reliable evidence. Students develop proficiency with basic practices of research, including evaluating, integrating, and documenting source materials; narrowing a topic to a research question; and communicating results to different audiences.

Core II
Course description varies based on selected course. Students will select one course from the following to meet the Core II requirement:
GEN 310K: Exploring Vocation
GEN 311K: Ideas of Huma Nature
GEN 312K: Gender Studies: Biology, Culture, and Performance
GEN 325K: Love and Lust
GEN 345K: Visions of the Afterlife
GEN 355K: Science, Non-Science, and Pseudoscience
GEN 365K: Prejudice and Discrimination
GEN 370K: Prior Learning Assessment Theory and Practice

Core III
Course description varies based on selected course. Students will select one course from the following to meet the Core II requirement:
GEN 425K: Excellence and Innovation (WI)
GEN 426K: The Digital Divide (WI)
GEN 427K: The Global Child (WI)
GEN 442K: Global Health Issues (WI)
GEN 443K: Environment and Consumption (WI)
GEN 445K: Global Conflict and Cooperation (WI)
GEN 446K: Global Literacy (WI)
GEN 447K: Applied Innovation (WI)

Nursing Core Curriculum (27 semester hours – each course is 3 semester hours)

MAT 220: Probability and Statistics
The elementary principles of probability and statistics including expectation, means, standard deviations, probability distributions, and hypothesis testing. Applications to business and the social sciences are presented. Prerequisites: MAT 130 - Intermediate Algebra or ACT score at or above 24 or Transfer as an Associate Degree Graduate.
NUR 301: Professional Nursing Practice

This course provides an appraisal of contemporary nursing practice and how professional identity has been developed from a historical perspective, through nursing theory, and the conceptual foundation of practice. The student will examine legal, ethical and social issues in nursing practice. The course will emphasize the application of theory into practice, the scope and standards of nursing practice, and the integration of professional values in practice. Pre-requisites: Required admittance to the Lakeland University RN to BSN Completion Program.

NUR 303: Research and Evidence-Based Practice in Nursing

This course fosters a deep understanding of the principles and practice of research and the importance of building nursing practice on evidence. Students will review research methodologies and then systematically collect, interpret, and report data all while considering patient preferences and values. Nurses must be competent and capable of investigating and evaluating data to adopt, teach and evaluate evidence-based practice to improve patient outcomes, and provide safe, quality health care to patients, communities, and populations. The ever-changing healthcare environment requires an accelerated transition of research findings into practice and the use of practice data to improve care and outcomes. Pre-requisites: MAT 220: Probability and Statistics and NUR 301: Professional Nursing Practice.

NUR 320: Comprehensive Health and Physical Assessment

As a key nursing function, assessment is the systematic method of collecting and analyzing data for the purpose of planning patient-centered care. This course will emphasize accurate health-history taking, and holistic health and physical assessment skills to deliver safe, effective nursing care in today’s ever-changing healthcare environment. No matter where the nurse practices, they need to be prepared to perform accurate, timely health assessments based on evidence-based knowledge. The student will develop critical thinking skills to analyze the data collected to identify client problems and make informed nursing judgments. Emphasis will be placed on cultural competence, lifespan considerations, psychosocial, sociocultural, environment and community, and interprofessional collaboration. Pre-requisites: NUR 301: Professional Nursing Practice.

NUR 330: Healthcare Systems, Policy, Regulation, and Advocacy

This course provides an overview of healthcare systems including historical context, philosophical concepts and major developments which have shaped healthcare in the United States and abroad. Students will gain a greater understanding of community collaboration, cultural influences, and emergency preparedness. Various policies, regulations, and practices are examined. Future trends and issues and contemplated as is the nurse's role in policymaking and processes that foster advocacy for individuals, communities and populations. Pre-requisites: NUR 301: Professional Nursing Practice.

NUR 401: Systems Leadership for Quality Improvement

This course provides an introduction to organizational and management theory, and leadership styles, values and skills. Students will explore the necessary habits of mind to work with colleagues and leaders in driving and reinventing health care in the community. Nurses must recognize that leadership is their business, they need to take charge of their professional lives, and actively engage in the improvement of their organizations. Emphasis will be placed on teamwork and collaboration, system analysis and problem-solving, quality and safety, delegation and negotiation and other core topics to develop leadership competence. Pre-requisites: NUR 303: Research and Evidence-Based Practice in Nursing and NUR 330: Healthcare Systems, Policy, Regulation, and Advocacy.
NUR 403: Informatics and Patient Care Technologies in Healthcare
This course provides the necessary foundation for nurses to meet the expectation of providing safe, competent, and compassionate care in an increasingly technical and digital environment. Focus is placed on improving patient care and outcomes through the effective use of information, information management systems, and patient care technologies. This course will highlight the nurse’s role in ethically managing data, information, knowledge, and technology to communicate effectively, provide safe and effective patient care, and use data to inform practice decisions. Pre-requisites: NUR 303: Research and Evidence-Based Practice in Nursing.

NUR 420: Community Health and Population-Focused Nursing
Public health nursing is an interconnection of nursing science and public health principles that focuses on improving the health of families, groups, and populations. This course provides a broad focus of public health and health promotion, preparing the learner to practice effectively in the context of community-orientated nursing practice. The public health setting, whether that be a public health department, school, correctional facility or even a business, is dynamic and ever-changing. Students will be introduced to the impact that public health nursing creates on the general health status of the community through large-scale interventions, and political advocacy. The student will gain a greater understanding of public health nursing’s focus on: health promotion; disease prevention; genomics; epidemiology; protecting vulnerable (at-risk) populations; and identifying and preventing health disparities while being culturally sensitive, client centered and community focused. Pre-requisites: NUR 303: Research and Evidence-Based Practice in Nursing, and NUR 320: Comprehensive Health and Physical Assessment.

NUR 430: Community and Population Health Practicum (WI)
Through this course, the student will apply the knowledge, skills, and abilities they have gained in the program coursework. This is a one-semester, 75-hour, supervised practicum within a setting approved by the Director of the Nursing Program, clinical/practicum agency, nursing faculty, preceptor, and student. The student will actively participate and integrate their individual professional nursing practice into the community health setting. Pre-requisites: NUR 420: Community Health and Population-Focused Nursing and GEN 112: Argumentation and Research.

Areas of Emphasis (select one of five areas, 12 semester hours or as needed)

1. Healthcare Business Management: recommended for the nurse who aspires to contribute to the health care business organization, desires to be an entrepreneur or who wishes to pursue their master’s degree with a Nurse Administrator/Clinical Nurse Leader focus.

Courses (choose 4 of 6 or as needed)

ACC 210: Financial Accounting Principles
This course introduces students to the principles of financial accounting. Topics include the basic accounting cycle, the preparation and analysis of financial statements, and applying Generally Accepted Accounting Principles to the recording of merchandise inventories, cash, receivables, long-term assets, current and long-term liabilities, and stockholders equity. Pre-requisites: none.

BUS 308: Healthcare Financial Management
Designed to introduce the healthcare professional with a limited knowledge of business finance to key financial concepts and tools used in various healthcare institutions. Topics covered are financial management in a pluralistic
system characterized by public and private financing, revenue cycle and resource allocation under private and third party payers, and the Medicare and Medicaid programs. Includes financial reporting, management and financing of working capital, operational planning, capital budgeting and the utilization of financial analysis tools to facilitate the financial decision making process to sustain short and long-term financial health of the institution. Pre-requisites: ACC 210 - Financial Accounting Principles.

**BUS 309: Healthcare Economics**
The study of understanding the relevancy of economics around a set of basic economic principles including resource allocation, supply and demand, utility and profit maximization by utilizing analytical economic tools to develop an informed view about healthcare issues. Topics covered are the labor markets for healthcare professionals, the role of government in healthcare markets, governmental regulations, and the continuous dynamic nature of healthcare services. Pre-requisites: BUS 305 - Survey of the United States Healthcare System or NUR 330 - Healthcare Systems, Policy, Regulation, and Advocacy.

**BUS 422: Healthcare Law and Ethics**
Basic overview of the multiple legal and ethical issues for healthcare professionals in a variety of settings. Topics covered under the legal environment and medical ethics framework are the legal system, the physician-patient relationship, professional liability, medical malpractice, medical professional code of ethics, the medical record, HIPAA; ethical concerns such as information technology [informatics]; and bioethical issues resulting from medical technology. Pre-requisites: BUS 305 - Survey of the United States Healthcare System or NUR 330 – Healthcare Systems, Policy, Regulation, and Advocacy.

**NPO 140: Introduction to Nonprofit Organizations**
The volunteer or nonprofit organizations in the United States have played a major role in the nation's development. This course introduces the nonprofit sector as it has developed and currently exists, including its history, its role, its size and characteristics, as well as the structure and types of nonprofit organizations and the ethics of charitable work. Pre-requisites: none.

**PSY 282: Industrial/Organizational Psychology**
An application of the principles of psychology to the workplace. Based on the science and theories of human behavior, this course emphasizes the enhancement of organizations through maximizing the performance of employees. Topics include: construction of job descriptions, interview techniques, evaluating letters of recommendation, developing training programs, measurement of job satisfaction, leadership and empowerment skills, stress management, and other concepts crucial to a successful work environment. Pre-requisites: PSY 200 – General Psychology or any BUS course.

2. **System Leadership and Management:** recommended for the nurse who is innovative and seeks to provoke change through effective engagement of leadership and management principles. Recommended for the student who wishes to pursue a leadership role or their master’s degree with a Nurse Administrator/Clinical Nurse Leader focus. **Courses** (choose 4 of 6 or as needed)
BUS 330: Management Principles
The major approaches and techniques of management, including the administrator’s task of organizing, planning, leading, and controlling the organization, its people, and its resources. Pre-requisites: ACC 210 - Accounting Principles or consent.

BUS 380: Human Resource Management
Human resources management covers the role of management in the human resources cycle which includes planning, recruiting, selection, orientation, training, evaluation, and terminations. It also provides a thorough overview of laws pertaining to human resources, compensation administration, strategic human resources management, and issues associated with labor agreements. Pre-requisites: BUS 330 – Management Principles.

BUS 466: Human Resource Development
This course examines the primary role of human resources development (HRD) in the organization to help people and organizations effectively manage change. This highly interactive course focuses on strategies for assessing, designing, and implementing training and organizational development efforts that positively impact the performance of the individual and the work group. The course also provides an overview of change interventions, including training and staff development; succession planning and performance management; factors that influence HRD; the consulting role and skills of the HRD professional, including facilitation and group dynamics; and the trends in HRD, such as human performance technology and the work out process model. Pre-requisites: BUS 380 - Human Resource Management.

BUS 492: Organizational Leadership
This course invites students to apply the skills and tools necessary to fulfill his/her role as a leader of an organization. The course presents a comprehensive, integrative, and practical focus on leadership and organizational management. It is based upon a framework that analyzes leadership and management at different levels: individual leadership, team leadership, and organizational leadership. The course presents leadership and management theories/concepts that have emerged over the past several decades. In addition, students will survey contemporary perspectives on ethics, coaching, organizational culture, diversity, strategic leadership, managing change, organizational development and crisis leadership. Pre-requisites: BUS 330 – Management Principles.

COM 310: Leadership Communication
Regardless of whether an individual is the head of a Fortune 500 company, an employee at a small company, or an engaged citizen, leadership communication skills are an invaluable asset. This course provides both theoretical understanding and hands-on experience in the art and science of leadership. Throughout the semester, students will examine the complexities of being a leader when communicating interpersonally, in small groups, during negotiations, in public settings, and using different media. This course will explore a variety of leadership mindsets and styles, the communication strategies associated with each, and how to adapt to emerging circumstances. Students will have the opportunity to test communication styles that augment both their personal strengths and the environment they will utilize them. Pre-requisites: COM 111 – Fundamentals of Public Speaking.

PSY 282: Industrial/Organizational Psychology
An application of the principles of psychology to the workplace. Based on the science and theories of human behavior, this course emphasizes the enhancement of organizations through maximizing the performance of
employees. Topics include: construction of job descriptions, interview techniques, evaluating letters of recommendation, developing training programs, measurement of job satisfaction, leadership and empowerment skills, stress management, and other concepts crucial to a successful work environment. Pre-requisites: PSY 200 – General Psychology or any BUS course.

3. Cultural and Diversity Studies: recommended for the nurse who wishes to increase their cultural competence and deliberate the social context of professional nursing practice.

Courses (choose 4 of 6 or as needed)

CRJ 200: Victimology
Criminal justice professionals, regardless of their specific role, will always come in contact with victims of crime. This course provides an examination of criminal victimization in the United States via an overview of current theory, research, and trends within the context of specific victimization types. We will examine specific crimes types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services. We will engage in many of these topics within a context of current events and local examples of crime victim services. Pre-requisites: CRJ 140 – Introduction to Criminal Justice or consent.

CRJ 202: Drugs, Crime, and Society
The main focus of this course will be on examining a variety of contemporary issues in the interconnection between drugs and crime. These areas include the theories of how drugs and crime interact, what recreational drugs do to the human body and the offender, policing strategies for the war on drugs, drug courts, drug intervention and rehabilitation, and its impact on our correctional populations. The controversies surrounding states approaches to these topics and contemporary news/legislation will provide a context for class discussion and debate. Pre-requisites: none.

HIS 372: United States Ethnic History
The varied experiences and accomplishments of American ethnic groups from the pre-Colonial Period to the present. Through the study of each separate history, students will improve their understanding of the rich cultural mosaic that makes up the United States. The struggles for self-empowerment of ethnic peoples in response to the following issues: extermination, domination, slavery, immigration, assimilation, integration, and multiculturalism. The chief focus groups are Native Americans, Hispanic Americans, Asian Americans, African Americans, and Southeastern European Americans. Pre-requisites: HIS 102 – World History II, or HIS 111 – United States History I, or HIS 112 – United States History II, or consent.

PSY 227: Cross-Cultural Psychology
The cultural forces across the globe that influence human behavior and social relationships are examined in the context of psychological, sociological, and ecological research. Using a comparative approach, the predominant modes of human activity (e.g., social interaction, problem solving, emotional experiences, communication, perceptual abilities) are examined in relation to the many cultural contexts in which humans exist. Pre-requisites: none.

PSY 306: Gender: Biopsychosocial Perspectives
Theories and research concerning gender identity and sexual identity. The biological, psychological, sociological, and cultural factors that shape gender identities, sexual identities, and the historical and current
discriminatory privileging of some gender and sexual identities over others. Pre-requisites: DVS 150 - Understanding Issues of Diversity or PSY 200 – General Psychology or SOC 100 – Introduction to Sociology.

**REL 132/SOC 132: Religious Diversity in America**
Examines and compares American religious groups, both old and new: Catholic, Protestant, Jewish, sectarian, and marginal. Considers recent evangelical, charismatic, and new age movements. Pre-requisites: none.

4. Behavioral and Psychiatric Health: recommended for the nurse who wishes to increase their skills in psychiatric-mental health nursing or who wishes to pursue Psychiatric Mental Health Advanced Practice Nursing (PMH-APRN).

**Courses** (choose 4 of 6 or as needed)

**PSY 305: Health Psychology**
An application of biological, psychological, and social principles and research to the treatment of illness, prevention of illness, and promotion of health. Topics will include stress and associated coping methods, eating disorders, substance abuse, chronic and life-threatening illnesses, and complementary/alternative medicine. Pre-requisites: PSY 200 – General Psychology.

**PSY 321: Personality Theories**
Four broad personality strategies (psychodynamic, dispositional, environmental, and representational) will be explored. The theoretical underpinnings, constructs, and applications of the theories will be examined and critiqued in historical, biopsychosocial, and scientific contexts. Pre-requisites: PSY 200 - General Psychology.

**PSY 361: Aging: Bio-psychosocial Implications**
Theories and research concerning developmental processes in years after age 65. The biological, psychological, social, and cultural factors that influence development and personality during adulthood and old age. Pre-requisites: PSY 200 - General Psychology or SOC 100 - Introduction to Sociology.

**PSY 372: Abnormal Psychology**
The description, diagnosis, classification, treatment, and theoretical perspectives of disorders of behavior, emotion, and consciousness. Pre-requisites: PSY 321 - Personality Theories.

**PSY 417: Drugs and Behavior**
This course provides an overview of the principles and techniques of behavioral pharmacology, including pharmacokinetics, routes of administration, neurophysiology, and research methods. The subjective, behavioral, and neurological characteristics of alcohol and the major drug classes, including psychomotor stimulants, opioids, antipsychotic drugs, antidepressants, cannabis, hallucinogens, and anxiolytics, will be differentiated. Pre-requisites: limited to Psychology majors and minors of junior or senior standing, or by consent.

**COM 365: Health Behavior Communication**
This course focuses on theories and research that identifies different motivations and influences for health-related behavior. This course is very similar to taking a course in persuasion; the primary difference being that the content focuses exclusively on persuasion regarding health behaviors. The course begins by identifying different models and foundations for studying health behavior. The next part identifies individual behavior by interrogating
belief models, theory of reasoned action, and planned behavior. The third part of the course examines interpersonal health behaviors. This addresses topics such as the role of environment, social support, social networks, and specific forms of communication on health behavioral outcomes. The next section focuses on the group and community level of health behavior change. This looks at media, community organizing, and public health interventions. The final section presents different ways to apply the theoretical components into developing health behavior modification interventions. Pre-requisites: junior standing.

5. **Student Designed**: Course description varies based on selected coursework.

   Students may propose a twelve (12) semester-hour emphasis in an area of academic interest that complements their major. Students may fulfill the concentration requirement by completing current courses offered by Lakeland University that are relevant to the area of interest. This concentration plan must be approved in advance by the student's academic advisor, Director of the Nursing Program, and the Dean of the School of Science, Technology & Education. Up to 6 semester hours of Experiential Learning may be used to fulfill Student Designed. Cooperative Education courses may not be used to satisfy the requirement of this concentration.
Appendix F
Practicum Application Form
NUR 430: Community and Population Health Practicum (WI)

**Directions:** Student to fill in their name and date form completed. Provide the necessary information for the facility and preceptor. Form must be completed and submitted the semester prior, 12 weeks, to the start of the practicum. Please submit form electronically to the director of the nursing program.

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<th><strong>Student Name:</strong></th>
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<td><strong>Credentials:</strong></td>
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<tr>
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</table>

The following information is completed by the director of the nursing program and will be forwarded via e-mail to the facility, preceptor, faculty member, and student.

Dear Preceptor:
Thank you for volunteering to precept the above named Lakeland University student during this practicum course. This is a very important role, and your efforts are greatly appreciated. The attached Practicum Handbook provides guidelines of the practicum experience including the roles and responsibilities of all participants. Your role of preceptor is one of guidance and support. The director of the nursing program will be in contact with you to discuss your role further. If you have questions in the meantime, please contact:

Kerry Hamm, Director of the Nursing Program
HammKL@lakeland.edu
920-565-1000 ext. 2903

<table>
<thead>
<tr>
<th><strong>Faculty Member Information</strong></th>
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<td><strong>Telephone Number:</strong></td>
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## Appendix G

### Unusual Occurrence Report Form

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<tr>
<th>Date of Unusual Occurrence:</th>
<th>Time of Unusual Occurrence:</th>
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<tbody>
<tr>
<td>Place of Unusual Occurrence (Facility/Unit):</td>
<td>Name and Contact Information of Person Completing Form:</td>
</tr>
<tr>
<td>Students Name, Student ID Number, and Contact Information:</td>
<td></td>
</tr>
</tbody>
</table>

State the Facts of Who, What, Where, When, Why, and How of the unusual occurrence/incidence happened including descriptions of students behavior/symptoms/injury and treatment received. (Use additional sheets of paper if necessary)

Follow up Care (if necessary):

Please return this form to:
Director of the Nursing Program: Kerry Hamm
Lakeland University
W3718 South Drive
Plymouth, WI 53073
HammKL@lakeland.edu

### For Lakeland University Nursing Program Use Only

<table>
<thead>
<tr>
<th>Date LU Nursing Program received report:</th>
<th>Date Report Filed:</th>
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<tbody>
<tr>
<td>Action Taken:</td>
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Appendix K

Practicum Handbook
Lakeland University

RN to BSN Completion Program

NUR 430: Community and Population Health Practicum (WI)

Practicum Handbook

2019 - 2020

Original: 2019 - 2020
Welcome!

The faculty, staff, and director of the nursing program at Lakeland University are pleased to welcome you as a preceptor for students in the RN to BSN Completion Program. We’d like to thank you in advance for your time and support of the RN to BSN Completion Program and the student seeking to earn their baccalaureate degree. The information provided in this handbook provides the details for a mutually productive experience for the student, preceptor, facility, faculty member, and director of the nursing program. Serving as a preceptor is very rewarding, yet can be challenging, so please use this handbook as a guide to understanding the roles and expectations of the student, preceptor, faculty member, and director of the nursing program. Together we can create a valuable learning experience.

The RN to BSN program nursing core curriculum expands on the foundation of the associate degree nursing curriculum and allows the student to reflect on professional performance, increase problem solving, and enhance critical thinking. The objective of the program curriculum is to broaden the student’s nursing knowledge, skills and abilities at the baccalaureate level of nursing practice. As a preceptor you are uniquely positioned to provide the coaching, modeling, and socialization that influences the future practice of nursing.

Your support of the student is important, but just as important is our commitment to you. We at Lakeland University realize the critical role you play in the student’s learning, therefore we recognize that the student selected you with intent and purpose. The student recognizes you as a remarkable nurse with qualities of being a notable teacher, facilitator, and leader who motivates, inspires, and supports others. Knowing this, we are very pleased to work with you and appreciate your contribution to the profession of nursing.

Kind regards,

Kerry Hamm MSN, RN
Director of the Nursing Program
Lakeland University
W3718 South Drive
Plymouth, WI 53073
HammKL@lakeland.edu
920-565-1000 ext. 2903
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General Guidelines
The NUR 430: Community and Population Health Practicum (WI) course offers the learner an opportunity to apply and relate theoretical content to real practice situations. Prior to this unique experience, the learner will have mastered an understanding of theoretical foundations of community and population health nursing. In addition to the concentrated focus of the practicum experience, the student will enhance their skills in interprofessional collaboration, leadership, system-based practice, use of informatics, and integration of evidence-based practice all while providing safe, quality care.

The course is developed to meet the Wisconsin Board of Nursing (BON), Chapter N 1, Approval for Schools of Nursing Standards (N 1.08 (4) Curriculum) and the standards of nursing practice as provided by the American Association of Colleges of Nursing (AACN). Both the BON and AACN require that the curriculum enables the learner to develop the nursing knowledge, skills, and abilities necessary for the level, scope and standards of competent nursing practice. The curriculum includes the ability for the learner to develop nursing knowledge, skills, and abilities with the inclusion of content regarding professional responsibilities, ethical and legal issues, health promotion and disease prevention, care of the patient from diverse backgrounds, integration of evidence-based practice, patient-centered, and interprofessional collaboration.

Students are responsible for scheduling and completing 75 hours of practical experience in an approved and supervised setting with a community and/or population health focus. For example a student may consider focusing on the pediatric population diagnosed with diabetes. Suitable practicum facilities and/or preceptors may include, but are not limited to:

- School district in which the student partners with a school nurse preceptor
- Public health department partnering with a health officer preceptor
- Pediatric ambulatory clinic partnering with a pediatric nurse
- Hospital in which the student partners with a diabetes educator preceptor

The scheduled hours will be arranged in conjunction with the practicum facility, preceptor and student. The required hours may be fulfilled with partial days, full days, or consecutive days as agreed upon by the preceptor and student. All hours must be documented on the Practicum Reflective Journal and Time Record and signed off by the preceptor. Travel time to and from the facility cannot be included in the 75 hours.

Student Eligibility
1. Completion of all required RN to BSN nursing courses;
2. Identification of practicum facility and preceptor;
3. Completion of Practicum Application Form (to be submitted 12 weeks before the practicum is scheduled to begin); and
4. Submission of Practicum Application Form to the director of the nursing program
Facility Selection and Requirements

The student will select a practicum facility that will meet the course objectives, has the population for which the student wishes to engage, and has the capacity to provide a preceptor who has the knowledge, skills and experience to best serve the student. Students should use the following criteria when selecting the practicum facility:

- Working relationships and professional networks to determine a suitable location
- Identified individual learning needs with a focus on population and/or community health
- Ability to work cooperatively in scheduling of 75 hours of practicum
- Ability to engage in patient care including: utilizing the nursing process, teaching/learning, clinical conferences, debriefing, health promotion and disease/injury prevention strategies, etc.

All of the practicum placements are the responsibility of the student, working in partnership with the nursing faculty and/or the director of the nursing program. The facility must offer the student a community and/or population health focus. The director of the nursing program is willing to consider practicum placements in settings where students are employed, providing the setting meets all criteria as described in the course objectives. In addition, a student should not be supervised during their practicum training placement by his/her current work supervisor and should also have a client caseload selected specifically for purposes of the practicum. Students seeking to use an employment position for the practicum placement must talk with the director of the nursing program before making any commitments or submitting the completed Practicum Application Form. The final approval regarding using employment for a practicum facility is the responsibility of the director of the nursing program.

The facility may request various requirements from the student. It is the student’s responsibility to ensure they understand all facility requirements and complete them prior to beginning the practicum. This can include but is not limited to, background screening, physical examination, drug screening, current immunizations, liability insurance, etc. The student must be fully compliant with all requirements before beginning the practicum, therefore automatic registration for the practicum course is not allowed. Once all facility, program, and Lakeland University requirements are fulfilled the student will be advised to manually register for the course.

An Affiliation Agreement, or contract, between Lakeland University and the practicum facility is required. This process may take several weeks to secure; therefore, it is important that the student identifies the practicum facility and preceptor and completes the Practicum Application Form in a timely manner. The director of the nursing program will direct the contractual agreement process. All agreements must be completed prior to beginning the practicum course and course registration. In the event an agreement is not complete, the practicum start date may be delayed.

Safe and Ethical Behavior

The student is expected to demonstrate professional behaviors. This includes professional demeanor, behavior, appearance and communication at all times. The student is bound by the American Nurses Association Code of Ethics. The student has submitted their Confidentiality Consent Form, acknowledging their commitment to maintaining the confidentiality, rights, safety and well-being of patients. The nursing program at Lakeland adheres to the State of
Wisconsin Nurse Practice Act (s. 35.93, Chapter N 6, Standards of Practice for Registered Nurses and Licensed Practical Nurses). If it is deemed that a student has practiced in an unsafe manner and/or has not upheld the standards of safe care, the faculty, in conjunction with the preceptor’s input:

1. Will complete an Occurrence Report Form (see Appendix D of Nursing Program Student Handbook) and submit to the director of the nursing program;
2. May dismiss the student from the practicum;
3. Will contact the director of the nursing program within 24 hours of any occurrence requiring the dismissal of a student from the practicum; and
4. Will schedule a conference with the student, faculty instructor, practicum preceptor, and the director of the nursing program, within 48 hours of the incident.

The student will have an opportunity to explain the circumstances surrounding the unsafe behavior and an appropriate plan will be developed. Repeated unsafe behaviors may result in removal from the nursing program. The nursing program has both the right and responsibility to remove from the program any student whose health, conduct, or academic standing make it unsafe for the student to remain in a nursing course or the nursing program.

Roles and Responsibilities

**Director of the Nursing Program**

1. Contact the practicum facility and preceptor when in receipt of the completed Practicum Application Form
2. Ensure the student has met all eligibility requirements
3. Facilitate the securement of the Affiliation Agreement with the facility
4. Facilitate student completion of pre-practicum and agency requirements regarding background check, urine screening, immunizations, etc.
5. Communicate any changes in practicum/student status to the agency (student eligibility, start/end dates, etc.)
6. Provide faculty member to act as instructor and facilitator
7. Collect from the preceptor a copy of their resume and RN license
8. Ensure the preceptor has the following:
   a. Program mission, philosophy, and learning outcomes
   b. Course syllabus and learning outcomes and objectives
   c. Applicable policies, procedures, and forms
   d. Copy of the Practicum Handbook
   e. Overview of the individual student’s knowledge, skills, and abilities
   f. Understanding of the evaluation procedures
9. Promptly respond to issues and/or complaints
10. Review formal evaluations from students and preceptors upon completion of the course
11. Support the student, preceptor, facility and faculty member as needed
Faculty Member

1. Ensure the student has met all eligibility requirements
2. Provide the preceptor with
   a. Copy of Practicum Handbook
   b. Course syllabus
   c. Applicable policies, procedures, and forms
3. Assist the student in the identification of learning needs and objectives, formulation of goals and development of expectations
4. Arrange a communication system whereby continued regular collaboration with the preceptor and student occurs throughout the course
5. Coordinate initial meeting between preceptor, student, and practicum faculty member
6. Direct the learning experience and suggest activities to enhance the educational experience
7. Supervise student conduct and adherence to the standards and scope of nursing practice
8. Obtain regular input from the preceptor about the student's performance
9. Promptly respond to issues and/or complaints
10. Evaluate academic performance through ongoing connection and collaboration with the preceptor and student
11. Ensure receipt of all required forms completed by the student and preceptor

Preceptor

The preceptor is utilized in a supportive role to the Lakeland University faculty member and director of the nursing program. The program retains responsibility for the student learning and evaluation. The preceptor is a practicing nurse who works closely with the student to assist and support the learning experience. The preceptor qualifications include:

- Licensed Registered Nurse, active, current and unencumbered
- BSN (minimum requirement), MSN, or doctorate in nursing or related field
- Experienced practitioner who provides transitional role support and learning experiences while continuing to perform some or all of the other responsibilities of their position
- Ability to design suitable opportunities for student to meet course learning outcomes
- Ability to assess and manage the professional environment to ensure safe and effective performance
- Provide guidance and oversight for the student during practicum activities
- Collaborate regularly with the LU faculty and program director
- Meet physically or virtually (by phone, Blackboard Collaborate, or other telecommunications) on a regular basis with the LU nursing faculty during the practicum

In addition to the above noted qualifications the preceptor will:

1. Provide a copy of their active, current RN license and current resume that includes relevant professional experience
2. Adhere to the standards and scope of professional nursing practice and abide by the nursing Code of Ethics
3. Arrange a mutually agreeable work schedule with the student
4. Participate in initial meeting between preceptor, student, and practicum faculty member
5. Orient the student to pertinent policies and procedures of the facility
6. Plan suitable experiences for the student to meet course learning outcomes and objectives
7. Assist student in meeting personal and professional learning needs, objectives, and goals
8. Agree to maintain meaningful, regular communication with the student, nursing faculty member and/or program director to discuss progress, problems, and reflect on learning
9. Provide constructive feedback/developmental feedback to the student about their performance
10. Refuse compensation from the student and IU and refuse to pay student for practicum work
11. Verification of student hours on Practicum Reflective Journal and Time Record (preceptor signature required) (Appendix B)
12. Participate in the student evaluation process, complete Project and Student Evaluation Form (Appendix C)
13. Complete formal evaluation of practicum experience (electronic evaluation)
14. Keep confidential any personal, student-identifying information

Student
1. Meet eligibility and course requirements
2. Identification of practicum facility and preceptor that meet requirements and qualifications
3. Completion of the Practicum Application Form (Appendix A) and submit to the director of the nursing program
4. Meet deadlines for all practicum activities and coursework
5. Comply with facility requirements (e.g., liability insurance, background screening, physical examination, drug screening, current immunizations, etc.)
6. Identify personal and professional learning needs and objectives, formulate goals, and establish expectations
7. Assist in the facilitation of an initial meeting between the student, practicum faculty member, and preceptor during the first week of the practicum
8. Maintain meaningful regular communication with preceptor and practicum faculty member
9. Abide by facility rules and regulations
10. Conduct oneself in a safe and professional manner during the practicum
11. Follow the standards of practice for registered nurses as set forth by the Wisconsin Board of Nursing, Chapter N 6
12. Adhere to the standards and scope of professional nursing practice and abide by the nursing Code of Ethics
13. Accept instruction and feedback from preceptor and faculty member as learning occurs
14. Engage in patient care
15. Demonstrate willingness to learn and self-direction
16. Maintain and submit completed Practicum Reflective Journal and Time Record (Appendix B) to faculty member
17. Evaluate the course and practicum experience via SmartEvals
Lakeland University Mission
Lakeland University educates women and men of diverse backgrounds, preparing them to think critically, to communicate effectively, to succeed professionally, and to lead ethical, purposeful and fulfilling lives. Rooted in the values of the United Church of Christ, Lakeland integrates the liberal arts and experiential learning to develop the whole person for success in a dynamic, multi-faceted world.

RN to BSN Completion Program Mission
The mission of the Lakeland University RN to BSN Completion Program builds on the university’s mission in its dedication to educate registered nurses by building on prior knowledge, skills, and experiences to advance the art and science of nursing. The goal of the baccalaureate graduate is to grow personally, advance with increasing competence professionally, and carry on the lifelong learning process that is important for optimal development as a practitioner in the discipline of nursing.

RN to BSN Completion Program Philosophy
Lakeland University nursing faculty believe that the art and science of nursing are founded in the liberal arts and sciences. Nursing education transforms the knowledge from the liberal arts and sciences into the basis of nursing practice. This foundation, when integrated with evidence-based research and practice, provides the root of professional practice.

Professional nursing practice includes an awareness of ethical standards, ability to critically think, participate in lifelong experiential learning, and development of interprofessional relationships. The Essentials of Baccalaureate Education in Nursing (2008) are the basic foundation to the curriculum for the RN to BSN Completion Program, and thus essential for the practice of professional nursing. This education provides the foundation for the development of professional nursing practice, critical thinking, ethical decision-making, leadership skills, and the independent and interprofessional pursuit of high standards of health care.

The graduate of Lakeland University’s RN to BSN Completion Program will integrate evidence-based research to practice in the provision of patient-centered, culturally competent, and community/population based care. Through experience as an active member of the healthcare community, the graduate will collaborate with interprofessional teams to achieve positive patient outcomes and develop professional skills that contribute to advanced professional competence and leadership. As an active participant in the learning environment the graduate will develop an understanding of healthcare organizations/systems and the processes of healthcare policy development. As a user of patient care technology and informatics the graduate will use information technology in experiences that apply quality improvement principles in the delivery of safe, quality care.

RN to BSN Completion Program Learning Outcomes
Students who have successfully completed the RN to BSN Completion Program coursework from Lakeland University should be able to:

1. Synthesize knowledge from the liberal arts, sciences, and professional nursing practice in the delivery of patient-centered care
2. Utilize leadership skills and knowledge of system-based practice to enhance the quality and safety of nursing practice within health care systems
3. Integrate the use of critical thinking skills by combining nursing knowledge and evidence-based research to advance professional nursing practice
4. Examine how informatics, information management systems, and patient care technology impact patient-care outcomes
5. Analyze the direct and indirect influence that external and internal factors (i.e. health care policies, practices, and regulatory environments) have on population health and professional nursing practice
6. Deliver patient-centered care as a member of an interdisciplinary team, emphasizing communication, evidence-based practice, quality improvement approaches, and informatics
7. Collaborate with healthcare professionals and patient populations to promote conditions and health behaviors that improve population health across the lifespan
8. Demonstrate accountability for the delivery of professional nursing care that is consistent with altruistic, ethical, and humanistic principles
9. Adapt nursing care based on patient preference, healthcare environment, and scientific advancement

NUR 430: Community and Population Health Practicum (WI)
Course Description: Through this course, the student will apply the knowledge, skills, and abilities they have gained in the program coursework. This is a one-semester, 75-hour, supervised practicum within a setting approved by the director of the nursing program, clinical/practicum facility, nursing faculty, preceptor, and student. The student will actively participate and integrate their individual professional nursing practice into the community health setting.
Prerequisite: NUR 420: Community Health and Population-Focused Nursing and GEN 112: Argumentation and Research. Required admittance to the Lakeland University RN to BSN Completion Program.

Learning Outcomes:
By the end of the course, students will:
• Integrate individual professional nursing practice into the community health setting
• Practice population health nursing from a holistic, caring framework, with an awareness of the human experience, and within the context of the population's values, beliefs, and preferences
• Create interprofessional partnerships to meet the diverse needs of individuals, families, communities and populations
• Communicate effectively with all members of the healthcare team, the patient and the patient's support network, and communities
• Analyze population-based health outcomes and propose health initiatives or services that promote health and focus on disease and injury prevention
• Promote positive change through primary prevention and health promotion within the community
• Synthesize knowledge from nursing theory, research and evidence-based practice, leadership, quality improvement, informatics, and health policy, politics and regulation to population health nursing

Evaluation of the Practicum Experience
Each preceptor will be asked to complete a formal evaluation of the practicum experience. Preceptor comments and scoring are welcomed, highly valued and a driving force to refine and improve the course and program. The survey will be electronically mailed to each preceptor after the practicum completion. The survey results will be compiled and reviewed.
Appendix A
Practicum Application Form
NUR 430: Community and Population Health Practicum (WI)

Directions: Student to fill in their name and date form completed. Provide the necessary information for the facility and preceptor. Form must be completed and submitted 12 weeks, to the start of the practicum. Please submit form electronically to the director of the nursing program.

<table>
<thead>
<tr>
<th>Student Name:</th>
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### Facility Information

<table>
<thead>
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<td>Other Pertinent Information:</td>
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### Preceptor Information

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<th>Credentials:</th>
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The following information will be completed by the director of the nursing program and will be forwarded via e-mail to the facility, preceptor, faculty member, and student.

Dear Preceptor:
Thank you for volunteering to precept the above named Lakeland University student during this practicum course. This is a very important role, and your efforts are greatly appreciated. The attached Practicum Handbook provides guidelines of the practicum experience including the roles and responsibilities of all participants. Your role of preceptor is one of guidance and support. The director of the nursing program will be in contact with you to discuss your role further. If you have questions in the meantime, please contact:

Kerry Hamm, Director of the Nursing Program
HammmKL@lakeland.edu
920-565-1000 ext. 2903

### Faculty Member Information

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Appendix B
Practicum Reflective Journal and Time Record
NUR 430: Community and Population Health Practicum (WI)

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Student Printed: ____________________________________________________________

Student Signature: ___________________________ Date: _______________________

Preceptor Printed: _________________________________________________________

Preceptor Signature: ___________________________ Date: _______________________

Faculty Member Printed: ________________________________________________

Faculty Member Signature: ___________________________ Date: __________________
Appendix C
Project and Student Evaluation Form
NUR 430: Community and Population Health Practicum (WI)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Project Title:</th>
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<tr>
<td>Facility Name:</td>
<td>Preceptor Name and Credentials:</td>
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</table>

Dear Preceptor,
As the student’s preceptor you have worked closely with and have guided this student through all phases of his/her academic project. Your input and comments are valuable to Lakeland University, and RN to BSN Completion Program. We would appreciate your honest feedback regarding the student’s experience. Thank you for your time, effort, and expertise while mentoring the student.

1. Briefly describe the project:

2. What impressed you the most about this student?

3. How do you think the student could have improved his/her development and implementation of the project?

Please rate the student’s overall performance and provide any comments:

<table>
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<th>Attitude</th>
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<td>Efficiency</td>
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<td>Effort</td>
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<td>Follow-through</td>
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<td>Appearance</td>
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<td>Communication</td>
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<td>Initiative/Self-direction</td>
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Preceptor Signature: ___________________________ Date: ________________
Appendix L

Affiliation Agreements/Memorandum of Understanding
School Affiliation Agreement

between ____________________________

and Lakeland University, Inc.

THIS SCHOOL AFFILIATION AGREEMENT (the “Agreement”) is made this ___ day of ____________, by and between ______________________ (the “Facility”) and Lakeland University, Inc. (the “School”) for the provision of practicum experience to the Students (the “Student”) of the University’s Postlicensure Bachelor of Science in Nursing program (RN to BSN Completion Program – the “Nursing Program”). This Agreement shall be in effect for two (2) years from the date of its execution and shall be automatically renewed thereafter for successive two (2) year terms, unless terminated by either party as expressly provided herein.

WITNESSETH:

WHEREAS, the Facility is a Wisconsin (the “State”) licensed facility that provides health care services to clients, and is located at ________________________________; and

WHEREAS, the Facility and the School recognize the need for preparing the Students to meet the health care needs of the individual, community and population; and

WHEREAS, the Facility and the School are desirous of cooperating to provide clinical education to the Students with the understanding of each other’s primary obligations to service and education respectively, and agree on the common purpose of both; namely, the provision of high quality care for clients, the community, and populations.

THEREFORE, in consideration of the mutual promises, agreements, and covenants hereinafter set forth, the parties hereby agree as follows:

A. RESPONSIBILITIES OF THE SCHOOL

1. The School will assume overall academic responsibility for planning and determining the adequacy of the educational experience of Students in theoretical background, skills, professional ethics, attitude and behavior, and will assign to the Facility only those Students who have satisfactorily completed the prerequisite didactic portion of the Schools Nursing Program curriculum.

2. The School will plan and evaluate the Students’ practical experience.

3. The School will refer to the Facility only those Students who have obtained the prerequisite requirements or licenses, if applicable, and have been recommended by faculty for placement in the Nursing Program.

4. The School will refer to the Facility only those Students who have signed a copy of the attached Student Confidentiality Agreement and Release/Waiver (Exhibit A). The School must provide the Facility with the completed Student Confidentiality Agreement and Release/Waiver for any Student wishing to participate in the Nursing Program before his or her practical experience begins.

5. The School will ensure that Students have satisfied and passed any health screening or other health requirements imposed from time to time by the Facility, which may include, but are not limited to,
drug screening, proof of absence of TB, Hepatitis B vaccination (titer, or letter of declination), Tdap vaccination, Td booster, annual Influenza vaccination, Varicella, and Measles, Mumps, Rubella.

6. The School agrees to conduct criminal background checks for Students participating in a practicum experience at the Facility. School agrees to provide the Facility with completed copies of forms used for requesting background checks for each Student applying for practicum placement at the Facility. The School agrees to provide the Facility the results of the background check after it obtains results. The Facility shall make the final determination as to whether a Student may have regular, direct contact with the Facilities clients. The Facility will inform the School of decision to bar any Student from such contact.

7. The School will ensure Students have current training in Basic Life Support (BLS) for Healthcare Professionals from the American Heart Association, the confirmation of which will be available to the Facility upon request.

8. The School will ensure Students have current training in Bloodborne Pathogen Exposure Prevention, and HIPAA compliance, the confirmation of which will be available to the Facility upon request.

9. The School will appoint appropriate faculty members to coordinate the Nursing Program with the Facility. Facility providers shall have the authority to evaluate the Students’ practical experiences with School assigned representatives as it relates to the Nursing Program.

10. The School and Student, will notify the Facility in advance of a planned practicum experience, to include date of arrival, name of the Student. The acceptance of the practicum experience is subject to the Facilities approval.

11. The School will cooperate with Facility to arrive at a mutually beneficial schedule of Student assignments. The School will provide Facility with the names of assigned Students, the dates of planned affiliation, the level of academic and pre-clinical preparation, and any other information necessary to effectively coordinate an assignment schedule.

12. The School will make reasonable efforts to ensure its faculty and Students becoming familiar with and adhere to all applicable rules, regulations, policies, procedures, protocols, by-laws, etc., of the Facility.

13. The School will allow the Facility, without penalty, to unilaterally remove any Student from a practicum experience if that Student violates Facility policy, is not qualified for the experience, or is determined by the Facility to be otherwise unfit for participation. The School understands that the Facility is unilaterally empowered to remove, or to request that the School remove, any Student at any time for any reason.

14. The School will assume responsibility for ascertaining and assuring the Facility that all participating faculty members and Students have in force at the commencement of the program, health and accident insurance policies of a scope and having reasonable policy limits mutually satisfactory to the School and Facility, or at a minimum, that such faculty members and Students have been informed that they will be responsible for the cost of any hospital or medical care required as a result of any illness or injury that might be sustained while a Student or faculty member is participating in the Nursing Program at the Facility.
15. The School shall maintain, or cause to be maintained, professional liability insurance in an amount not less than One Million Dollars ($1,000,000.00) per occurrence and Three Million Dollars ($3,000,000.00) annual aggregate. Such insurance shall insure the School, and its participating Students and faculty against any and all claims, actions, judgments, liabilities, losses, damages, costs, and obligations (including attorneys’ fees) which are attributable to or which arise, directly or indirectly, out of any act or omission of the School, or its Students or faculty, in connection with the operation of the Nursing Program.

16. The School understands and agrees that neither the School, nor its faculty or Students shall be permitted to use any information pertaining to the Facility or the clients at the Facility, for the purpose of generating reports, publications or other materials without prior written authorization from the Facility. The School hereby acknowledges that during the term of this Agreement, its faculty and Students may have access to various trade secrets and confidential information, including, but not limited to patient information, financial information, operating practices and procedures and ideas and data developed by or on behalf of the Facility. The School further acknowledges that such trade secrets and confidential information are the exclusive property of the Facility and/or the Facility’s clients, and as such, are confidential and proprietary and that disclosure or unauthorized use thereof will cause irreparable harm and loss to the Facility and/or the Facility clients. It is therefore understood and agreed that the School and its faculty and Students will refrain from using or disclosing any confidential or proprietary information during the term of this Agreement and thereafter. Upon termination of this Agreement, any confidential information, including documents, data and operating plans and procedures, pathways, protocols and policies and procedures, obtained or developed during the term of the affiliation with the Facility shall be promptly returned to the Facility. It is further understood that the School, its faculty, Students, employees and agents shall be bound by the terms of Exhibit A.

B. RESPONSIBILITIES OF THE FACILITY

1. The Facility agrees to accept from the School, for the purpose of providing Student learning experiences, a mutually agreed upon number of Students each academic semester.

2. The Facility will assume the ultimate responsibility for the care of clients.

3. The Facility will orient the faculty and Students to the Facility staff and the physical environment of the Facility. The Facility will also provide copies of all applicable rules, regulations, policies, and procedures of the Facility.

4. The Facility will designate a Nursing Student Program Coordinator/On-Site Supervisor to act as a supervisor and liaison with the School.

5. The Facility will advise the School (or faculty) as soon as possible of any performance problems, or rule or policy violations of any Student while participating in the Nursing Program at the Facility.

6. The Facility will advise the School (or faculty) as soon as possible of any changes in its operation, policies, or personnel which affect clinical education.

7. The Facility will meet as necessary with designated faculty members of the Nursing Program to discuss and evaluate the Students’ performances.
8. The Facility will have the responsibility to notify patients and obtain their consent to the Students' activities.

C. GENERAL PROVISIONS

1. Students, including current Facility employees, who are assigned to the Nursing Program shall not receive any compensation from the Facility or the School for participation, and Students will not be deemed to be employees of Facility while participating in the Nursing Program as a subject of this Agreement, nor shall such Students be eligible for any employee benefits, including professional liability and general liability insurance and worker's compensation coverage, provided by the Facility. Students of the School that are current employees of the Facility understand and agree that participation in the Nursing Program will not take place during scheduled hours of employment unless stated otherwise. Students participating in the Nursing Program who may become injured while at the Facility shall not be employees for purposes of workmen's compensation benefits, disability benefits or any similar payments for such injuries. In addition, the parties agree that nothing in this Agreement nor any performance under this Agreement shall act to create an agency or employment relationship between the Facility, its employees or agents, and the School, its employees or agents. The relationship between the Facility and the School shall be that of independent contractor.

2. Each party agrees to defend, indemnify and hold the other harmless from any and all claims, suits, damages, fines, penalties, judgments, liabilities, and expenses (including reasonable attorney's fees and court costs) arising from (a) any negligent or willful act or omission of the party or its employees, (b) breach of this Agreement or (c) violation of a law. Notwithstanding anything to the contrary in this Agreement, a party's obligations with respect to indemnification for acts described in this section shall not apply to the extent that such application would nullify any existing insurance coverage of such party or as to that portion of any claim of loss in which an insurer is obligated to defend or satisfy. This section shall survive the expiration or earlier termination of this Agreement.

3. The parties agree that there shall be no unlawful discrimination based on race, color, national origin, religion, handicap, age or sex in any of their policies, practices or procedures.

4. At any time during the term of this Agreement, either party hereto may notify the other party of its intent to terminate this Agreement, with or without cause, by providing notice to the other party in writing by guaranteed overnight delivery or by personal delivery. Such termination will be effective thirty (30) days after the giving of such notice to the non-terminating party. In addition, in the event of a breach of any of the material terms and conditions of this Agreement, the non-breaching party may terminate this Agreement immediately upon providing written notice to the breaching party.

5. This Agreement may be terminated by either party at any time with thirty (30) days written notice.

6. No modification or amendment to this Agreement shall be valid unless in writing and executed by both parties. No waiver of any breach or default hereunder shall be deemed to be a waiver of any subsequent breach or default of the same or similar nature. This Agreement constitutes the entire agreement of the parties and is intended as a complete agreement of the promises,
representations, negotiations, discussions, and agreements that may have been made in connection with the subject matter hereof.

7. The School shall comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA), Public Law 104-191, and all applicable regulations promulgated thereunder.

8. It is understood and agreed that this Agreement shall be construed, governed, and interpreted under the laws of the state of Wisconsin, and if any provisions of this Agreement or parts thereof are held to be invalid under such laws, the other such provisions or parts thereof will nevertheless continue in full force and effect.

IN WITNESS WHEREOF, the parties hereto have entered into this Agreement as of the day, month and year first above written.

School: Lakeland University, Inc.
Location: W3718 South Drive
Plymouth, WI 53073
Name (printed):
Name (signed):
Title:
Date:

Facility:
Location:
Name (printed):
Name (signed):
Title:
Date:
EXHIBIT A

STUDENT CONFIDENTIALITY AGREEMENT & RELEASE/WAIVER

Please read this document carefully and completely before signing it. This document is intended to waive and release ________________________________ (the “Facility”) from legal liability incurred in connection with your training at __Lakeland University__ (the “School”).

I, ______________________________________, am a Student at __Lakeland University__ (the “School”) and am receiving clinical training (“training”) at the Facility. I acknowledge and agree as follows:

1. For purposes of this Student Confidentiality Agreement & Release/Waiver (this “Agreement”), the term “protected health information” (“PHI”) means any information, whether oral or recorded, in any form or medium: (i) that relates to the past, present or future physical or mental condition of an individual; the provision of health care to an individual; or the past, present or future payment for the provision of health care to an individual, and (ii) that identifies the individual or with respect to which there is a reasonable basis to believe the information can be used to identify the individual.

2. I understand that the Facility clients have a reasonable expectation of and a legal right to privacy concerning their PHI. I further understand that both the Facility and I have a legal and ethical responsibility to safeguard the privacy of all patients and to protect the confidentiality of their PHI.

3. In the course of my training at the Facility, I may come into contact with the PHI of Facility clients. I agree that during the course of my training with the Facility and at all times thereafter:

   (a) I will maintain the confidentiality of the PHI of the Facility clients;

   (b) I will not view, access or otherwise use or disclose any PHI of clients provided services by the Facility except as is necessary to perform my training or as required by law after approval from the Facility; and

   (c) I will not discuss the Facility PHI where others may overhear the conversation (for example, in hallways, on elevators, at lunch, on public transportation, at social events, etc.).

4. I further agree that I will comply with all Facility policies and procedures that concern the security and privacy of the Facility PHI.

5. I acknowledge that I have received privacy training from the School and the Facility and that I have passed the initial privacy training.

6. I understand that my violation of this Agreement will result in my removal from the Nursing Program. I also understand that the Facility may, in its sole discretion, advise appropriate officials of any illegal violations on my part and that the Facility may take legal action of its own for any damages it suffers as a result of my violation of this Agreement.

7. I understand that I am a Student, and that the Facility has permitted me to enter its premises to benefit me and my educational endeavors, specifically to provide me with practicum training and/or experience as agreed between the Facility and my School.

8. I understand that nothing herein shall be construed to be an employment contract between the Facility and myself. Additionally, I understand that nothing in this Agreement is to be construed as conferring any employment rights on me or changing my status from that of a Student of the School.

9. In consideration for the Facility’s agreement to cooperate with my School and myself to further my practical experience and/or training, I hereby irrevocably and unconditionally release and forever
discharge the Facility, including its directors, officers, employees and agents, of and from any and all charges, claims, demands, damages, expenses, actions and causes of action of whatever kind and nature, which I may have or which may arise in the future with respect to my training at the Facility.

10. I agree that the provisions of this Agreement shall be governed in all respects by, and be construed in accordance with, the laws of the State of Wisconsin, without regard to its choice of law principles.

Name (printed): __________________________
Student ID: ________________________________
Name (signed): ____________________________
Date: ____________________________________

Witness (printed): _________________________
Witness (signed): _________________________
Date: ____________________________________
Wisconsin Department of Safety and Professional Services
1400 E. Washington Avenue
Madison, WI 53708-8366
E-Mail: dps@wisconsin.gov
Website: dps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

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

I. IDENTIFYING DATA

A. Name of facility: Aurora Medical Center Manitowoc County
   Address: 5000 Memorial Drive
   Two Rivers, WI 54241
   Telephone: 920-794-5000

B. Type of facility: □ Hospital  □ Nursing Home  □ Community Health Agency
   □ Other: ____________________________

C. Number of beds at facility: 69

D. Types of patients: Medical, Surgical, Oncology, Pediatrics, Orthopedics

E. Administrator of facility: Cathie Kocaurek

F. Director of nursing service: Jolene Ramierez (Interim VP of Nursing)

G. School(s) of nursing utilizing the facility: Bellin College, Silver Lake College,
   Lake Shore Technical College, UWO Oshkosh

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Educational administrator of nursing school

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  
   
   
   Comments: ____________________________

B. Does the facility agree to cooperate in promoting the nursing school objectives?  
   
   
   Comments: ____________________________

C. Are there experiences in the facility available to students to meet clinical objectives?  
   
   
   Comments: ____________________________

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

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

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:  
   
   Not applicable

Lakeland University  
Nursing School  
Kerry Hamm, MSN, RN  
Educational Administrator  
Signature: ____________________________  
920-585-1000 ext. 2903  
Telephone Number  

RN to BSN Completion Program  
Nursing Program(s) Utilizing Facility/Simulated Setting  
Director of the Nursing Program  
Title: ____________________________  
Date: 1/23/2019  
Email Address: HammKL@lakeland.edu
SCHOOL AFFILIATION AGREEMENT

This SCHOOL AFFILIATION AGREEMENT (the "Agreement") is made and entered into as of the 1st day of May, 2015 (the "Effective Date"), by and between Aurora Health Care, Inc. ("Aurora") and Lakeland College ("School").

Recitals

WHEREAS, School provides courses of training in various health-related fields and desires to place its students in a clinical program; and

WHEREAS, Aurora operates a variety of health care facilities and is willing to accept students of School as part of a clinical program for the Aurora facilities defined below subject to the terms of this Agreement.

NOW, THEREFORE, for good and valuable consideration, the adequacy and receipt of which are acknowledged, it is agreed as follows:

1. Clinical Program. School desires to participate in a clinical education program with Aurora pursuant to which School’s students will spend time at Aurora Facilities (defined below). On an annual basis, in advance, School will provide Aurora with a Program Memorandum detailing the proposed clinical education program prior to the students starting the clinical. A sample Program Memorandum is attached hereto as Exhibit A, (there may be refinements to such Program Memorandum as the effective date draws close in time). Any modifications to the Program Memorandum are subject to the prior review and written approval of Aurora. Once approved, the Program Memorandum as revised will be incorporated herein; provided that in the event of a conflict between any Program Memorandum and this Agreement, the terms of this Agreement shall control.

The Program Memorandum will set forth: (i) the number of students to be placed in the Aurora Facilities and the number at each Aurora Facility; (ii) the schedule of placement times at each Aurora Facility; (iii) the program content; and (iv) the rights of Aurora Facilities to review the program content. School shall also provide, before any placement occurs, a list of the participating students by name and level assigned to each Aurora Facility, and a list of any School personnel to be placed as supervisors and/or instructors at each Aurora Facility. School shall be responsible to update such listings promptly following any changes therein.

2. Aurora’s Participation. Aurora agrees to accept School’s students at Aurora Health Care, Inc. facilities that are identified in approved Program Memoranda (the “Aurora Facilities”).

1
3. **Requirements for Students and School Personnel.** All students accepted under the terms of this Agreement for placement at any Aurora Facility, and all School personnel placed as supervisors and/or instructors who are on-site at any Aurora Facility, must:

   a. be certified in writing for participation by School;
   
   b. have successfully completed an orientation program of the Aurora Facility;
   
   c. agree to comply with any applicable rules, regulations, policies and procedures concerning student conduct as may be adopted by Aurora or any Aurora Facility;
   
   d. have satisfied and passed any health screening or other health requirements imposed from time to time by Aurora or any Aurora Facility;
   
   e. have completed for him or her a criminal background check, the results of which have been presented to and approved by Aurora, meeting legal requirements and showing no adverse matter;
   
   f. agree to complete incident reports pursuant to any Aurora policy and agree to report any observed or known incident to the applicable Aurora Facility's department manager promptly; and
   
   g. for personnel placed as supervisors and/or instructors at an Aurora Facility, be certified by School that they are appropriately qualified and licensed.

4. **No Billing.** School agrees not to render any bill to any patient or third party for any service provided hereunder. To the extent any billable service is provided hereunder, School and its personnel assign to Aurora fully all rights to bill any patient or third party payor (governmental or otherwise) for such service.

5. **Further Agreements of the Parties.**

   A. School shall in no event place any student or other personnel at any Aurora Facility or permit any student or personnel to provide services for Aurora or any Aurora Facility who has been suspended or excluded from participation in any state or federally funded health care program, including without limitation, Medicare and Medicaid.

   B. School and Aurora agree that there shall be no discrimination against any student or other personnel placed at any Aurora Facility on the basis of race,
color, creed, religion, sex, gender identity, sexual orientation, national origin or disability in violation of any law applicable in such circumstance to School or Aurora.

C. The parties acknowledge their respective obligations governing the privacy and security of health information pursuant to the Health Insurance Portability and Accountability Act of 1996, as amended ("HIPAA") and its implementing regulations ("the Privacy Rule"). School agrees that students and School personnel who participate in the program hereunder will not use or disclose Protected Health Information, as that term is defined in 45 C.F.R. § 160.103, obtained in the course of the program for purposes other than those related to the program. Further, School shall require participating students and School personnel to agree not to use or disclose Protected Health Information obtained in the clinical setting for any non-clinical purposes, including teaching or educational purposes, unless the participant has written approval of Aurora. If written approval is given, participant must either (1) obtain an authorization, compliant with the Privacy Rule, from each patient whose Protected Health Information is sought to be used; (2) de-identify the Protected Health Information in accordance with the Privacy Rule; or (3) use a "limited data set" as defined in the Privacy Rule, and sign a Data Use Agreement with Aurora. The parties agree that if future modifications or clarifications are made to the Privacy Rule that necessitate amendments to this Agreement, the parties will make such amendments. For purposes of HIPAA only, students are, with respect to their interactions with patients/clients and their educational activities at Aurora, under the direct control of Aurora and are thus considered to be members of Aurora's "workforce," as that term is defined in 45 C.F.R. § 160.103.

D. All records of any service provided hereunder shall belong to Aurora or the applicable Aurora Facility.

E. Aurora, its employees, agents and representatives will maintain in confidence student files and personal information and limit access to only those employees or agents with a need to know and further agrees to comply with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") and its implementing regulations and all applicable federal and state laws and regulations concerning the confidentiality of such student information to the same extent as such laws and regulations apply to the School. For the purposes of this Agreement, pursuant to FERPA, School hereby designates Aurora as a school official with a legitimate educational interest in the educational records of the student(s) who participate in the program to the extent that access to the records is required by Aurora to carry out the program.

F. School, its students and personnel shall not disclose to any third party or use (other than in fulfilling their duties under the program) any confidential or proprietary information of Aurora or its affiliates.

G. Aurora has the right to refuse, suspend or remove a student or any School personnel, including supervisors or instructors, from a clinical education program for any reason Aurora deems appropriate, provided that Aurora shall subsequently notify
School in writing within two (2) business days of the reasons that the refusal, suspension or removal occurred.

6. Independent Contractors. It is acknowledged and agreed by the parties that School, its personnel and students are "independent contractors" with respect to Aurora and the Aurora Facilities and that nothing in this Agreement is intended to nor shall be construed to create any employer/employee relationship or any relationship other than that of independent contractors. Aurora and Aurora Facilities shall in no event have any obligations to School, its personnel or students, including payment of any compensation, any withholding, social security, or any other employee-related obligations. School shall be solely responsible for the actions and omissions of its students, faculty and other personnel and for any resulting damages.

7. Insurance.

A. School agrees to maintain, during the term of this Agreement, the following insurance covering both students and faculty: (i) comprehensive General Liability Insurance with a limit of not less than One Million Dollars ($1,000,000) for each occurrence, with coverage to include, but not be limited to, personal and bodily injury, and broad form property damage liability and (ii) Professional Liability Insurance with minimum limits of One Million Dollars ($1,000,000) for each occurrence and Three Million Dollars ($3,000,000) annual aggregate. School shall also maintain Worker’s Compensation Insurance in the minimum amounts required by applicable Wisconsin Statutes for its participating faculty, employees and agents. School shall provide Aurora with a certificate of insurance evidencing such insurance coverage.

B. Aurora agrees to maintain, during the term of this Agreement, Comprehensive General Liability Insurance with a combined single limit of not less than One Million Dollars ($1,000,000) for each occurrence, with coverage to include, but not be limited to, personal and bodily injury, and broad form property damage liability. Aurora shall also maintain Professional Liability Insurance with minimum limits of One Million Dollars ($1,000,000) for each occurrence and Three Million Dollars ($3,000,000) annual aggregate, for its employees and agents. Upon request, Aurora shall provide School with a certificate of insurance evidencing such insurance coverage.

8. Term and Termination. This Agreement shall remain effective for a term of one (1) year, commencing on the Effective Date. This Agreement shall automatically renew for successive one (1) year terms; provided either party may terminate this Agreement at any time by giving the other party not less than thirty (30) days prior written notice.

In the event a breach of any of the terms hereof which is not cured within twenty (20) days after written notice, either party may terminate this Agreement on written notice to the other party.
Notwithstanding any termination of this Agreement, the provisions of this Agreement insofar as applicable to any students who are enrolled in a clinical program on the date of termination shall be observed by both parties until the end of the clinical program then in effect for such students.


A. Notice. Notice or communications required or permitted to be given under this Agreement shall be given to the respective parties by hand delivery, certified mail return receipt requested, or recognized overnight mail service, and shall be addressed as follows:

if to Aurora, to: Aurora Health Care, Inc.
750 West Virginia Street
Milwaukee, WI 53204
Attn: General Counsel

if to School, to: Lakeland College
W3718 South Drive
Plymouth, WI 53073
Attn: Vice President and Chief Financial Officer

Either party may change the address for notice by a notice given in conformance with this Section.

B. Entire Agreement. This is the entire agreement between the parties. No understanding not set forth herein as incorporated hereby shall have any force or effect. This Agreement supersedes all previous contracts relating to the subject matter described herein.

C. Governing Law; Venue, Proceedings. This Agreement and each and all of the terms, covenants and conditions hereof shall be interpreted in accordance with and governed in all respects by the laws of the State of Wisconsin. The venue for any dispute hereunder shall be in the Wisconsin Circuit Court for Milwaukee County and no party shall bring or consent to an action in any other forum.

D. No Third Party Beneficiaries. This Agreement does not create any third party beneficiaries.

E. Assignment and Amendment. School may not assign this Agreement without Aurora's prior written consent. This Agreement may be amended during its term only by a writing signed by the parties hereto.
F. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one in the same instrument.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date set forth above.

Aurora Health Care, Inc.

By

Randall Lambrecht, Ph.D.
SVP Research and Academic Relations

Lakeland College

By

Name

Title
Exhibit A
PROGRAM MEMORANDUM

Aurora Health Care Inc. ("Aurora") and
[School] ("School")

1. School or Department Health Care Program

2. School Program Contact (Name, Phone, Email)

3. Aurora Facility

4. Aurora Program Contact (Name, Phone, Email)

5. Aurora caregiver hours to be devoted to student clinical experience

6. **Number of Students.** The number of student accepts will be mutually agreed upon by the Aurora Facilities (as defined in the School Affiliation Agreement between the parties) and School prior to the beginning of each semester/placement.

7. **Requirements for Students.** All students must complete pre-clinical documentation and comply with Aurora Facility requirements as defined by Aurora Health Care Inc. Currently, that information is listed on the Aurora student clinical placement website, www.aurora.org/students.

8. **Schedule of Student Clinical Days and Times.** The schedule for the clinical education program at each Aurora Facility will be provided prior to the beginning of the semester/placement. Such schedule shall include (a) a list of the participating students assigned to a particular Aurora Facility by name and level and (b) a list (including phone number) of any School personnel or employees to be placed as supervisors and/or instructors at each Aurora Facility. The supervisor or instructor shall be available by phone during clinical hours. Please see sample schedule attached as Exhibit A.

9. **Clinical Education Program Content.** The clinical education program content (including required experiences or competencies) will be provided to designated Aurora Facility personnel prior to the beginning of the semester/placement as needed. Aurora Facility personnel have the right to review the clinical education content.

10. **Amendment.** This Program Memorandum may be amended by mutual agreement of the parties at such time new provisions or conditions exist.

The parties acknowledge and agree to this Program Memorandum as of the date set forth below.

Aurora

By ____________________________
Name __________________________
Title __________________________
Date __________________________

School

By ____________________________
Name __________________________
Title __________________________
Date __________________________
Exhibit A to Program Memorandum

Schedule

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Job Description

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Date Created: 07/29/2013

Primary Purpose:
Performs the nursing process to deliver safe, therapeutic, and patient quality care through assessment of patients, establishment and implementation of the nursing care plan, and evaluation of clinical outcomes within an inpatient environment. Uses in-depth knowledge of nursing practice, perceives situations as a whole, and comprehends the significant elements based on previous experience. Demonstrates proficiency in the nursing process and integrates and translates research-based knowledge and experience into well-defined actions to facilitate achievement of holistic quality patient/family outcomes.

Major Responsibilities:
Provides ongoing patient centered nursing care. Completes initial assessment of patient including obtaining vital signs and gathering pertinent health information. Provides triage and consultation to patient, family, and/or significant others according to protocol and established guidelines.

Initiates and implements a nursing plan of care individualized to the needs of each patient. Promotes patient/family involvement in planning and implementing care.

Anticipates and recognizes significant changes in patient’s condition, status and need for care. Provides ongoing assessment of patient and takes appropriate nursing actions when changes occur. Anticipates and alters the plan of care as needed and collaborates with other health care team members to coordinate patient centered care.

Communicates with physicians and other members of the health care team. Provides patient status updates to physicians on a regular basis. Documents, maintains and updates accurate patient records according to agency, state, and federal guidelines.

Administers medications, under physician/provider orders, which may include: antibiotics, narcotic pain medications, vitamins, topical agents, insulin, blood thinners, and allergy antigens. Initiates, maintains and discontinues IV therapy; performs mixing of medications according to protocols.

Monitors the patient’s medication needs and response to treatment. Adjusts medication as appropriate within scope of practice and utilizing protocols established by the physician. Performs laboratory procedures and assists the physician/provider with procedures and surgeries using principles of aseptic technique and standard precautions/infection control guidelines.

Assists the physician/provider with procedures and/or surgeries. Performs advanced clinical tasks or skills such as complex wound care, hickman/port-a-cath/PIC line, central line care, conscious sedation, hyperalimentation, venipuncture, etc., with demonstrated competency and under clinical supervision.

Coordinates the discharge planning process with the patient/family, physician, social worker, and other staff members as appropriate. Assesses and provides moderately complex patient education and counseling to the patient, family, and/or significant others. Completes routine maintenance and quality monitoring of equipment using appropriate technique when cleaning, sterilizing and caring for instruments and other equipment.

Participates in all aspects of performance improvement for one or more initiatives which impact quality with demonstrated results. For example, baseline data analysis, identification of problem, creation of an evidenced-based intervention plan, implementation utilizing change theory, data collection, data analysis, and data evaluation. Participates in professional activities which contribute to personal professional development and the
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development of others.

Acts as a clinical and department resource. Assists in the development and implementation of staff orientation, competency and educational activities. Seeks opportunities to be taught, coached, and mentored. Responsible for developing effective relationships with other caregivers and providing leadership within the health care team integrated approaches to care. Interprets the patient and family experiences from a perspective that begins to envision and create possibilities.

Must be able to demonstrate knowledge and skills necessary to provide care appropriate to the age of the patients served. Must demonstrate knowledge of the principles of growth and development over the life span and possess the ability to assess data reflective of the patient’s status and interpret the appropriate information needed to identify each patient’s requirements relative to his/her age-specific needs, and to provide the care needed as described in the department’s policies and procedures. Age-specific information is developed further in the departmental job standards.

Licensure, Registration and/or Certification Required:

Registered Nurse license issued by the state in which the team member practices, and

Nursing certification in one or more specialty-specific areas issued by the American Nurses Credentialing Center (ANCC) or other approved national governing body required for registered nurses with an Associate’s degree, optional for Registered Nurses with a Bachelor’s degree in Nursing, and

Basic Life Support (BLS) for Healthcare Providers certification issued by the American Heart Association (AHA) needs to be obtained within 6 months unless department leader has determined it is not required.

Education Required:

Associate’s Degree in Nursing.

Experience Required:

Typically requires 3 years of experience in clinical nursing within an acute care setting.

Knowledge, Skills & Abilities Required:

Demonstrates progression to a holistic view of patient care and the ability to view clinical situations from a patient and family focus.

Demonstrates awareness of and beginning to utilize alternative strategies beyond routine to develop an individualized plan of care and to achieve quality patient/family outcomes.

Ability to recognize situational changes that require unplanned or unanticipated interventions.

Proficient computer skills including keyboarding, navigation within a windows operating system, use of electronic mail and electronic medical records systems.

Excellent communication, listening and interpersonal skills.

Demonstrates human relation skills with the ability to develop rapport and maintain positive, professional relationships with a variety of patients, staff and physicians.

Demonstrated ability to effectively make critical, independent decisions.
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Excellent organization, prioritization and problem solving skills.

Demonstrates time management skills with an ability to multi-task and prioritize with frequent interruptions.

Demonstrates coordination, collaboration, delegation and team building skills.

Must meet the 'Proficient Characteristics of Practice' as defined by the "Aurora Nursing Professional Advancement Model (ANPAM)".

**Physical Requirements and Working Conditions:**

Must be able to sit, stand, walk, lift, squat, bend, reach above shoulders, and twist frequently throughout the workday.

Must be able to:
- lift up to 50 lbs. from floor to waist.
- lift up to 20 lbs. over the head.
- carry up to 40 lbs. a reasonable distance.

Must be able to:
- push/pull with 30 lbs. of force.
- perform a sliding transfer of 150 lbs. with a second person present.

Position requires use of foot pedals on carts or machines.

May be exposed to chemical and hazardous waste as well as blood and body fluids and communicable disease. Therefore, protective clothing and equipment must be worn as necessary.

Must have functional speech, vision, hearing, and touch with ability to use fine hand manipulation skills for IV insertion and other procedures/functions.

Operates all equipment necessary to perform the job.

This job description indicates the general nature and level of work expected of the incumbent. It is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities required of the incumbent. Incumbent may be required to perform other related duties.
Wisconsin Department of Safety and Professional Services  
Mail To: P.O. Box 8366  
Madison, WI 53708-8366  
1400 E. Washington Avenue  
Madison, WI 53708-8366  
FAX #: (608) 266-2602  
Phone #: (608) 266-2112  
E-Mail: dsps@wisconsin.gov  
Website: dsps.wisconsin.gov  

BOARD OF NURSING  

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES  

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

I. IDENTIFYING DATA

A. Name of facility: Aurora Sheboygan Memorial Medical Center  
Address: 2629 N. 7th Street  
Sheboygan, WI 53083  
Telephone: 920-491-5300

B. Type of facility:  

☑ Hospital  ☐ Nursing Home  ☐ Community Health Agency  
☐ Other:

C. Number of beds at facility: 185

D. Types of patients: Acute care medical-surgical, ED, Behavioral Health

E. Administrator of facility: Dave Graebner

F. Director of nursing service: Lori Knitt

G. School(s) of nursing utilizing the facility: Lakeshore Technical College, Silver Lake College of the Holy Family, UW-Oshkosh

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:  
1. Administrator of facility  
2. Educational administrator of nursing school

B. Copy of the position description for:  
1. Registered Nurses  
2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  
   __X__ Yes  ___ No
   Comments: _____________________________

B. Does the facility agree to cooperate in promoting the nursing school objectives?  
   __X__ Yes  ___ No
   Comments: _____________________________

C. Are there experiences in the facility available to students to meet clinical objectives?  
   __X__ Yes  ___ No
   Comments: _____________________________

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

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

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:
   Not applicable
   Comments: _____________________________

Lakeland University
Nursing School
Kerry Hamm, MSN, RN
Educational Administrator
Signature
920-565-1000 ext. 2903
Telephone Number

RN to BSN Completion Program
Nursing Program(s) Utilizing Facility/Simulated Setting
Director of the Nursing Program
Title
Date
HammKL@lakeland.edu
Email Address
SCHOOL AFFILIATION AGREEMENT

This SCHOOL AFFILIATION AGREEMENT (the “Agreement”) is made and entered into as of the 15th day of MAY, 2015 (the “Effective Date”), by and between Aurora Health Care, Inc. (“Aurora”) and Lakeland College (“School”).

Recitals

WHEREAS, School provides courses of training in various health-related fields and desires to place its students in a clinical program; and

WHEREAS, Aurora operates a variety of health care facilities and is willing to accept students of School as part of a clinical program for the Aurora facilities defined below subject to the terms of this Agreement.

NOW, THEREFORE, for good and valuable consideration, the adequacy and receipt of which are acknowledged, it is agreed as follows:

1. Clinical Program. School desires to participate in a clinical education program with Aurora pursuant to which School’s students will spend time at Aurora Facilities (defined below). On an annual basis, in advance, School will provide Aurora with a Program Memorandum detailing the proposed clinical education program prior to the students starting the clinical. A sample Program Memorandum is attached hereto as Exhibit A, (there may be refinements to such Program Memorandum as the effective date draws close in time). Any modifications to the Program Memorandum are subject to the prior review and written approval of Aurora. Once approved, the Program Memorandum as revised will be incorporated herein; provided that in the event of a conflict between any Program Memorandum and this Agreement, the terms of this Agreement shall control.

The Program Memorandum will set forth: (i) the number of students to be placed in the Aurora Facilities and the number at each Aurora Facility; (ii) the schedule of placement times at each Aurora Facility; (iii) the program content; and (iv) the rights of Aurora Facilities to review the program content. School shall also provide, before any placement occurs, a list of the participating students by name and level assigned to each Aurora Facility, and a list of any School personnel to be placed as supervisors and/or instructors at each Aurora Facility. School shall be responsible to update such listings promptly following any changes therein.

2. Aurora’s Participation. Aurora agrees to accept School’s students at Aurora Health Care, Inc. facilities that are identified in approved Program Memoranda (the “Aurora Facilities”).
3. Requirements for Students and School Personnel. All students accepted under the terms of this Agreement for placement at any Aurora Facility, and all School personnel placed as supervisors and/or instructors who are on-site at any Aurora Facility, must:

   a. be certified in writing for participation by School;

   b. have successfully completed an orientation program of the Aurora Facility;

   c. agree to comply with any applicable rules, regulations, policies and procedures concerning student conduct as may be adopted by Aurora or any Aurora Facility;

   d. have satisfied and passed any health screening or other health requirements imposed from time to time by Aurora or any Aurora Facility;

   e. have completed for him or her a criminal background check, the results of which have been presented to and approved by Aurora, meeting legal requirements and showing no adverse matter;

   f. agree to complete incident reports pursuant to any Aurora policy and agree to report any observed or known incident to the applicable Aurora Facility’s department manager promptly; and

   g. for personnel placed as supervisors and/or instructors at an Aurora Facility, be certified by School that they are appropriately qualified and licensed.

4. No Billing. School agrees not to render any bill to any patient or third party for any service provided hereunder. To the extent any billable service is provided hereunder, School and its personnel assign to Aurora fully all rights to bill any patient or third party payor (governmental or otherwise) for such service.

5. Further Agreements of the Parties.

   A. School shall in no event place any student or other personnel at any Aurora Facility or permit any student or personnel to provide services for Aurora or any Aurora Facility who has been suspended or excluded from participation in any state or federally funded health care program, including without limitation, Medicare and Medicaid.

   B. School and Aurora agree that there shall be no discrimination against any student or other personnel placed at any Aurora Facility on the basis of race,
color, creed, religion, sex, gender identity, sexual orientation, national origin or disability in violation of any law applicable in such circumstance to School or Aurora.

C. The parties acknowledge their respective obligations governing the privacy and security of health information pursuant to the Health Insurance Portability and Accountability Act of 1996, as amended ("HIPAA") and its implementing regulations ("the Privacy Rule"). School agrees that students and School personnel who participate in the program hereunder will not use or disclose Protected Health Information, as that term is defined in 45 C.F.R. § 160.103, obtained in the course of the program for purposes other than those related to the program. Further, School shall require participating students and School personnel to agree not to use or disclose Protected Health Information obtained in the clinical setting for any non-clinical purposes, including teaching or educational purposes, unless the participant has written approval of Aurora. If written approval is given, participant must either (1) obtain an authorization, compliant with the Privacy Rule, from each patient whose Protected Health Information is sought to be used; (2) de-identify the Protected Health Information in accordance with the Privacy Rule; or (3) use a "limited data set" as defined in the Privacy Rule, and sign a Data Use Agreement with Aurora. The parties agree that if future modifications or clarifications are made to the Privacy Rule that necessitate amendments to this Agreement, the parties will make such amendments. For purposes of HIPAA only, students are, with respect to their interactions with patients/clients and their educational activities at Aurora, under the direct control of Aurora and are thus considered to be members of Aurora's "workforce," as that term is defined in 45 C.F.R. § 160.103.

D. All records of any service provided hereunder shall belong to Aurora or the applicable Aurora Facility.

E. Aurora, its employees, agents and representatives will maintain in confidence student files and personal information and limit access to only those employees or agents with a need to know and further agrees to comply with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") and its implementing regulations and all applicable federal and state laws and regulations concerning the confidentiality of such student information to the same extent as such laws and regulations apply to the School. For the purposes of this Agreement, pursuant to FERPA, School hereby designates Aurora as a school official with a legitimate educational interest in the educational records of the student(s) who participate in the program to the extent that access to the records is required by Aurora to carry out the program.

F. School, its students and personnel shall not disclose to any third party or use (other than in fulfilling their duties under the program) any confidential or proprietary information of Aurora or its affiliates.

G. Aurora has the right to refuse, suspend or remove a student or any School personnel, including supervisors or instructors, from a clinical education program for any reason Aurora deems appropriate, provided that Aurora shall subsequently notify
School in writing within two (2) business days of the reasons that the refusal, suspension or removal occurred.

6. **Independent Contractors.** It is acknowledged and agreed by the parties that School, its personnel and students are “independent contractors” with respect to Aurora and the Aurora Facilities and that nothing in this Agreement is intended to nor shall be construed to create any employer/employee relationship or any relationship other than that of independent contractors. Aurora and Aurora Facilities shall in no event have any obligations to School, its personnel or students, including payment of any compensation, any withholding, social security, or any other employee-related obligations. School shall be solely responsible for the actions and omissions of its students, faculty and other personnel and for any resulting damages.

7. **Insurance.**

   A. School agrees to maintain, during the term of this Agreement, the following insurance covering both students and faculty: (i) comprehensive General Liability Insurance with a limit of not less than One Million Dollars ($1,000,000) for each occurrence, with coverage to include, but not be limited to, personal and bodily injury, and broad form property damage liability and (ii) Professional Liability Insurance with minimum limits of One Million Dollars ($1,000,000) for each occurrence and Three Million Dollars ($3,000,000) annual aggregate. School shall also maintain Worker’s Compensation Insurance in the minimum amounts required by applicable Wisconsin Statutes for its participating faculty, employees and agents. School shall provide Aurora with a certificate of insurance evidencing such insurance coverage.

   B. Aurora agrees to maintain, during the term of this Agreement, Comprehensive General Liability Insurance with a combined single limit of not less than One Million Dollars ($1,000,000) for each occurrence, with coverage to include, but not be limited to, personal and bodily injury, and broad form property damage liability. Aurora shall also maintain Professional Liability Insurance with minimum limits of One Million Dollars ($1,000,000) for each occurrence and Three Million Dollars ($3,000,000) annual aggregate, for its employees and agents. Upon request, Aurora shall provide School with a certificate of insurance evidencing such insurance coverage.

8. **Term and Termination.** This Agreement shall remain effective for a term of one (1) year, commencing on the Effective Date. This Agreement shall automatically renew for successive one (1) year terms; provided either party may terminate this Agreement at any time by giving the other party not less than thirty (30) days prior written notice.

   In the event a breach of any of the terms hereof which is not cured within twenty (20) days after written notice, either party may terminate this Agreement on written notice to the other party.
Notwithstanding any termination of this Agreement, the provisions of this Agreement insofar as applicable to any students who are enrolled in a clinical program on the date of termination shall be observed by both parties until the end of the clinical program then in effect for such students.

9. **Miscellaneous.**

   A. **Notice.** Notice or communications required or permitted to be given under this Agreement shall be given to the respective parties by hand delivery, certified mail return receipt requested, or recognized overnight mail service, and shall be addressed as follows:

   if to Aurora, to:    Aurora Health Care, Inc.
                        750 West Virginia Street
                        Milwaukee, WI 53204
                        Attn: General Counsel

   if to School, to:    Lakeland College
                        W3718 South Drive
                        Plymouth, WI 53073
                        Attn: Vice President and Chief Financial Officer

   Either party may change the address for notice by a notice given in conformance with this Section.

   B. **Entire Agreement.** This is the entire agreement between the parties. No understanding not set forth herein as incorporated hereby shall have any force or effect. This Agreement supersedes all previous contracts relating to the subject matter described herein.

   C. **Governing Law; Venue; Proceedings.** This Agreement and each and all of the terms, covenants and conditions hereof shall be interpreted in accordance with and governed in all respects by the laws of the State of Wisconsin. The venue for any dispute hereunder shall be in the Wisconsin Circuit Court for Milwaukee County and no party shall bring or consent to an action in any other forum.

   D. **No Third Party Beneficiaries.** This Agreement does not create any third party beneficiaries.

   E. **Assignment and Amendment.** School may not assign this Agreement without Aurora's prior written consent. This Agreement may be amended during its term only by a writing signed by the parties hereto.
F. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one in the same instrument.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date set forth above.

Aurora Health Care, Inc.  
By ____________________________
Randall Lambrecht, Ph.D.
SVP Research and Academic Relations

Lakeland College
By ____________________________
Name ____________________________
Title VP + CFO
Exhibit A
PROGRAM MEMORANDUM

Aurora Health Care Inc. ("Aurora") and
[School] ("School")

1. School or Department Health Care Program

2. School Program Contact (Name, Phone, Email)

3. Aurora Facility

4. Aurora Program Contact (Name, Phone, Email)

5. Aurora caregiver hours to be devoted to student clinical experience

6. Number of Students. The number of student accepts will be mutually agreed upon by the Aurora Facilities (as defined in the School Affiliation Agreement between the parties) and School prior to the beginning of each semester/placement.

7. Requirements for Students. All students must complete pre-clinical documentation and comply with Aurora Facility requirements as defined by Aurora Health Care Inc. Currently, that information is listed on the Aurora student clinical placement website, www.aurora.org/students.

8. Schedule of Student Clinical Days and Times. The schedule for the clinical education program at each Aurora Facility will be provided prior to the beginning of the semester/placement. Such schedule shall include (a) a list of the participating students assigned to a particular Aurora Facility by name and level and (b) a list (including phone number) of any School personnel or employees to be placed as supervisors and/or instructors at each Aurora Facility. The supervisor or instructor shall be available by phone during clinical hours. Please see sample schedule attached as Exhibit A.

9. Clinical Education Program Content. The clinical education program content (including required experiences or competencies) will be provided to designated Aurora Facility personnel prior to the beginning of the semester/placement as needed. Aurora Facility personnel have the right to review the clinical education content.

10. Amendment. This Program Memorandum may be amended by mutual agreement of the parties at such time new provisions or conditions exist.

The parties acknowledge and agree to this Program Memorandum as of the date set forth below.

Aurora

By
Name
Title
Date

School

By
Name
Title
Date
Exhibit A to Program Memorandum

Schedule

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Date Created: 07/29/2013

Primary Purpose:
Performs the nursing process to deliver safe, therapeutic, and quality patient care through assessment of patients, establishment and implementation of the nursing care plan, and evaluation of clinical outcomes within an inpatient environment. Integrates theoretical knowledge with clinical experience in the care of patients and families. Consistently makes sound clinical decision and delivers care utilizing a deliberate, systematic approach, and increases awareness of patterns of patient responses in recurrent situations.

Major Responsibilities:
Provides ongoing patient centered nursing care. Completes initial assessment of patient including obtaining vital signs and gathering pertinent health information while following decision trees and protocols. Provides triage and consultation to patient, family, and/or significant others according to protocol and established guidelines.

Initiates and implements a nursing plan of care individualized to the needs of each patient. Assesses patient/family readiness for participation and involves them in planning and implementing care. Seeks consultation as needed.

Recognizes significant changes in patient's condition, status and need for care. Provides ongoing assessment of patient and takes appropriate nursing actions when changes occur. Evaluates and implements changes of the plan of care as needed and collaborates with other health care team members to coordinate patient centered care.

Communicates with physicians and other members of the health care team. Provides patient status updates to physicians on a regular basis. Documents, maintains and updates accurate patient records according to agency, state, and federal guidelines.

Administers medications, under physician/provider orders, which may include: antibiotics, narcotic pain medications, vitamins, topical agents, insulin, blood thinners, and allergy antigens. Initiates, maintains and discontinues IV therapy; performs mixing of medications according to protocols.

Monitors the patient's medication needs and response to treatment. Adjusts medication as appropriate within scope of practice and utilizing protocols established by the physician. Performs laboratory procedures and assists the physician/provider with procedures and surgeries using principles of aseptic technique and standard precautions/infection control guidelines.

Assists the physician/provider with procedures and/or surgeries. Performs advanced clinical tasks or skills such as complex wound care, hickman/port-a-cath/PIC line, central line care, conscious sedation, hyperalimentation, venipuncture, etc., with demonstrated competency and under clinical supervision.

Coordinates the discharge planning process by utilizing the interdisciplinary approach with the patient/family, physician, social worker, and other staff members as appropriate. Assesses and provides patient education and counseling to the patient, family, and/or significant others.

Completes routine maintenance and quality monitoring of equipment using appropriate technique when cleaning, sterilizing and caring for instruments and other equipment.

Participates in at least one initiative to impact quality with demonstrated results. For example: conducts chart audits, collects data, implements performance improvement interventions, and/or offers suggestions for performance improvement. Participates in professional activities which contribute to personal professional
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development and the development of others.

Must be able to demonstrate knowledge and skills necessary to provide care appropriate to the age of the patients served. Must demonstrate knowledge of the principles of growth and development over the life span and possess the ability to assess data reflective of the patient’s status and interpret the appropriate information needed to identify each patient’s requirements relative to his/her age-specific needs, and to provide the care needed as described in the department’s policies and procedures. Age-specific information is developed further in the departmental job standards.

Licensure, Registration and/or Certification Required:

Registered Nurse license issued by the state in which the team member practices, and
Basic Life Support (BLS) for Healthcare Providers certification issued by the American Heart Association (AHA) needs to be obtained within 6 months unless department leader has determined it is not required.

Education Required:

Associate’s Degree in Nursing.

Experience Required:

Typically requires 1 year of experience in clinical nursing.

Knowledge, Skills & Abilities Required:

Demonstrates mastery of most technical skills and begins to view clinical situations from a patient and family focus.

Demonstrates awareness of and application of research-based findings to develop an individualized plan of care and to achieve quality patient/family outcomes.

Proficient computer skills including keyboarding, navigation within a windows operating system, use of electronic mail and electronic medical records systems.

Excellent communication (written and verbal), listening and interpersonal skills.

Demonstrates human relation skills with the ability to develop rapport and maintain positive, professional relationships with a variety of patients, staff and physicians.

Demonstrated ability to effectively make critical, independent decisions.

Good organization, prioritization and problem solving skills.

Demonstrates time management skills with an ability to multi-task and prioritize with frequent interruptions.

Demonstrates coordination, collaboration, delegation and team building skills.

Must meet the 'Accomplished Characteristics of Practice' as defined by the "Aurora Nursing Professional Advancement Model (ANPAM)".

Physical Requirements and Working Conditions:
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Must be able to sit, stand, walk, lift, squat, bend, reach above shoulders, and twist frequently throughout the workday.

Must be able to:
- lift up to 50 lbs. from floor to waist.
- lift up to 20 lbs. over the head.
- carry up to 40 lbs. a reasonable distance.

Must be able to:
- push/pull with 30 lbs. of force.
- perform a sliding transfer of 150 lbs. with a second person present.

Position requires use of foot pedals on carts or machines.

May be exposed to chemical and hazardous waste as well as blood and body fluids and communicable disease. Therefore, protective clothing and equipment must be worn as necessary.

Must have functional speech, vision, hearing, and touch with ability to use fine hand manipulation skills for IV insertion and other procedures/functions.

Operates all equipment necessary to perform the job.

This job description indicates the general nature and level of work expected of the incumbent. It is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities required of the incumbent. Incumbent may be required to perform other related duties.
Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
        Madison, WI 53708-8366
1400 E. Washington Avenue
Madison, WI 53708-8366
FAX #: (608) 266-2602
Phone #: (608) 266-2112
E-Mail: dsps@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

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

I. IDENTIFYING DATA

A. Name of facility: Manitowoc Public School District
   Address: 2902 Lindbergh Dr.
   Manitowoc, WI 54220
   Telephone: 920-686-4777

B. Type of facility: □ Hospital □ Nursing Home □ Community Health Agency
   □ Other: School District

C. Number of beds at facility:

D. Types of patients: Children PreK-12th grade

E. Administrator of facility: Joanne K. Metzen, Director of Pupil Services

F. Director of nursing service: Jennifer Hinz

G. School(s) of nursing utilizing the facility:

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Educational administrator of nursing school

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

#1004 (Rev. 11/14)
Wis. Admin Ch. N 1.08
Committed to Equal Opportunity in Employment and Licensing
Page 1 of 2
Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  
   
   Comments:

B. Does the facility agree to cooperate in promoting the nursing school objectives?  
   
   Comments:

C. Are there experiences in the facility available to students to meet clinical objectives?  
   
   Comments:

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

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

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

   Not applicable

---

Lakeland University  
Nursing School

Kerry Hamm, MSN, RN  
Educational Administrator

Signature

920-565-1000 ext. 2903  
Telephone Number

---

RN to BSN Completion Program  
Nursing Program(s) Utilizing Facility/Simulated Setting

Director of the Nursing Program

Title

Date  
1/23/2019

Email Address  
HammKL@lakeland.edu
School Affiliation Agreement
between Manitowoc Public School District
and Lakeland University, Inc.

THIS SCHOOL AFFILIATION AGREEMENT (the "Agreement") is made this 28th day of January, by and between MPSD (the "Facility") and Lakeland University, Inc. (the "School") for the provision of practicum experience to the Students (the "Student") of the University's Postlicensure Bachelor of Science in Nursing program (RN to BSN Completion Program - the "Nursing Program"). This Agreement shall be in effect for two (2) years from the date of its execution and shall be automatically renewed thereafter for successive two (2) year terms, unless terminated by either party as expressly provided herein.

WITNESSETH:

WHEREAS, the Facility is a Wisconsin (the "State") licensed facility that provides health care services to clients, and is located at 2802 Lindbergh Dr, Manitowoc, WI 54220 and

WHEREAS, the School recognizes the need for preparing the Students to meet the health care needs of the individual, community and population; and

WHEREAS, the Facility and the School are desirous of cooperating to provide clinical education to the Students with the understanding of each other's primary obligations to service and education respectively, and agree on the common purpose of both; namely, the provision of high quality care for clients, the community, and populations.

THEREFORE, in consideration of the mutual promises, agreements, and covenants hereinafter set forth, the parties hereby agree as follows:

A. RESPONSIBILITIES OF THE SCHOOL

1. The School will assume overall academic responsibility for planning and determining the adequacy of the educational experience of Students in theoretical background, skills, professional ethics, attitude and behavior, and will assign to the Facility only those Students who have satisfactorily completed the prerequisite didactic portion of the School's Nursing Program curriculum.

2. The School will plan and evaluate the Students' practical experience.

3. The School will refer to the Facility only those Students who have obtained the prerequisite requirements or licenses, if applicable, and have been recommended by faculty for placement in the Nursing Program.

4. The School will refer to the Facility only those Students who have signed a copy of the attached Student Confidentiality Agreement and Release/Waiver (Exhibit A). The School must provide the Facility with the completed Student Confidentiality Agreement and Release/Waiver for any Student wishing to participate in the Nursing Program before his or her practical experience begins.

5. The School will ensure that Students have satisfied and passed any health screening or other health requirements imposed from time to time by the Facility, which may include, but are not limited to,
drug screening, proof of absence of TB, Hepatitis B vaccination (titer, or letter of declination), Tdap vaccination, Td booster, annual Influenza vaccination, Varicella, and Measles, Mumps, Rubella.

6. The School agrees to conduct criminal background checks for Students participating in a practicum experience at the Facility. School agrees to provide the Facility with completed copies of forms used for requesting background checks for each Student applying for practicum placement at the Facility. The School agrees to provide the Facility the results of the background check after it obtains results. The Facility shall make the final determination as to whether a Student may have regular, direct contact with the Facilities clients. The Facility will inform the School of decision to bar any Student from such contact.

7. The School will ensure Students have current training in Basic Life Support (BLS) for Healthcare Professionals from the American Heart Association, the confirmation of which will be available to the Facility upon request.

8. The School will ensure Students have current training in Bloodborne Pathogen Exposure Prevention, and HIPAA compliance, the confirmation of which will be available to the Facility upon request.

9. The School will appoint appropriate faculty members to coordinate the Nursing Program with the Facility. Facility providers shall have the authority to evaluate the Students’ practical experiences with School assigned representatives as it relates to the Nursing Program.

10. The School and Student, will notify the Facility in advance of a planned practicum experience, to include date of arrival, name of the Student. The acceptance of the practicum experience is subject to the Facilities approval.

11. The School will cooperate with Facility to arrive at a mutually beneficial schedule of Student assignments. The School will provide Facility with the names of assigned Students, the dates of planned affiliation, the level of academic and pre-clinical preparation, and any other information necessary to effectively coordinate an assignment schedule.

12. The School will make reasonable efforts to ensure its faculty and Students becoming familiar with and adhere to all applicable rules, regulations, policies, procedures, protocols, by-laws, etc., of the Facility.

13. The School will allow the Facility, without penalty, to unilaterally remove any Student from a practicum experience if that Student violates Facility policy, is not qualified for the experience, or is determined by the Facility to be otherwise unfit for participation. The School understands that the Facility is unilaterally empowered to remove, or to request that the School remove, any Student at any time for any reason.

14. The School will assume responsibility for ascertaining and assuring the Facility that all participating faculty members and Students have in force at the commencement of the program, health and accident insurance policies of a scope and having reasonable policy limits mutually satisfactory to the School and Facility, or at a minimum, that such faculty members and Students have been informed that they will be responsible for the cost of any hospital or medical care required as a result of any illness or injury that might be sustained while a Student or faculty member is participating in the Nursing Program at the Facility.
15. The School shall maintain, or cause to be maintained, professional liability insurance in an amount not less than One Million Dollars ($1,000,000.00) per occurrence and Three Million Dollars ($3,000,000.00) annual aggregate. Such insurance shall insure the School, and its participating Students and faculty against any and all claims, actions, judgments, liabilities, losses, damages, costs, and obligations (including attorneys' fees) which are attributable to or which arise, directly or indirectly, out of any act or omission of the School, or its Students or faculty, in connection with the operation of the Nursing Program.

16. The School understands and agrees that neither the School, nor its faculty or Students shall be permitted to use any information pertaining to the Facility or the clients at the Facility, for the purpose of generating reports, publications or other materials without prior written authorization from the Facility. The School hereby acknowledges that during the term of this Agreement, its faculty and Students may have access to various trade secrets and confidential information, including, but not limited to patient information, financial information, operating practices and procedures and ideas and data developed by or on behalf of the Facility. The School further acknowledges that such trade secrets and confidential information are the exclusive property of the Facility and/or the Facility's clients, and as such, are confidential and proprietary and that disclosure or unauthorized use thereof will cause irreparable harm and loss to the Facility and/or the Facility clients. It is therefore understood and agreed that the School and its faculty and Students will refrain from using or disclosing any confidential or proprietary information during the term of this Agreement and thereafter. Upon termination of this Agreement, any confidential information, including documents, data and operating plans and procedures, pathways, protocols and policies and procedures, obtained or developed during the term of the affiliation with the Facility shall be promptly returned to the Facility. It is further understood that the School, its faculty, Students, employees and agents shall be bound by the terms of Exhibit A.

B. RESPONSIBILITIES OF THE FACILITY

1. The Facility agrees to accept from the School, for the purpose of providing Student learning experiences, a mutually agreed upon number of Students each academic semester.

2. The Facility will assume the ultimate responsibility for the care of clients.

3. The Facility will orient the faculty and Students to the Facility staff and the physical environment of the Facility. The Facility will also provide copies of all applicable rules, regulations, policies, and procedures of the Facility.

4. The Facility will designate a Nursing Student Program Coordinator/On-Site Supervisor to act as a supervisor and liaison with the School.

5. The Facility will advise the School (or faculty) as soon as possible of any performance problems, or rule or policy violations of any Student while participating in the Nursing Program at the Facility.

6. The Facility will advise the School (or faculty) as soon as possible of any changes in its operation, policies, or personnel which affect clinical education.

7. The Facility will meet as necessary with designated faculty members of the Nursing Program to discuss and evaluate the Students' performances.
8. The Facility will have the responsibility to notify patients and obtain their consent to the Students' activities.

C. GENERAL PROVISIONS

1. Students, including current Facility employees, who are assigned to the Nursing Program shall not receive any compensation from the Facility or the School for participation, and Students will not be deemed to be employees of Facility while participating in the Nursing Program as a subject of this Agreement, nor shall such Students be eligible for any employee benefits, including professional liability and general liability insurance and worker's compensation coverage, provided by the Facility. Students of the School that are current employees of the Facility understand and agree that participation in the Nursing Program will not take place during scheduled hours of employment unless stated otherwise. Students participating in the Nursing Program who may become injured while at the Facility shall not be employees for purposes of workmen's compensation benefits, disability benefits or any similar payments for such injuries. In addition, the parties agree that nothing in this Agreement nor any performance under this Agreement shall act to create an agency or employment relationship between the Facility, its employees or agents, and the School, its employees or agents. The relationship between the Facility and the School shall be that of independent contractor.

2. Each party agrees to defend, indemnify and hold the other harmless from any and all claims, suits, damages, fines, penalties, judgments, liabilities, and expenses (including reasonable attorney’s fees and court costs) arising from (a) any negligent or willful act or omission of the party or its employees, (b) breach of this Agreement or (c) violation of a law. Notwithstanding anything to the contrary in this Agreement, a party’s obligations with respect to indemnification for acts described in this section shall not apply to the extent that such application would nullify any existing insurance coverage of such party or as to that portion of any claim of loss in which an insurer is obligated to defend or satisfy. This section shall survive the expiration or earlier termination of this Agreement.

3. The parties agree that there shall be no unlawful discrimination based on race, color, national origin, religion, handicap, age or sex in any of their policies, practices or procedures.

4. At any time during the term of this Agreement, either party hereto may notify the other party of its intent to terminate this Agreement, with or without cause, by providing notice to the other party in writing by guaranteed overnight delivery or by personal delivery. Such termination will be effective thirty (30) days after the giving of such notice to the non-terminating party. In addition, in the event of a breach of any of the material terms and conditions of this Agreement, the non-breaching party may terminate this Agreement immediately upon providing written notice to the breaching party.

5. This Agreement may be terminated by either party at any time with thirty (30) days written notice.

6. No modification or amendment to this Agreement shall be valid unless in writing and executed by both parties. No waiver of any breach or default hereunder shall be deemed to be a waiver of any subsequent breach or default of the same or similar nature. This Agreement constitutes the entire agreement of the parties and is intended as a complete agreement of the promises.
representations, negotiations, discussions, and agreements that may have been made in connection with the subject matter hereof.

7. The School shall comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA), Public Law 104-191, and all applicable regulations promulgated thereunder.

8. It is understood and agreed that this Agreement shall be construed, governed, and interpreted under the laws of the state of Wisconsin, and if any provisions of this Agreement or parts thereof are held to be invalid under such laws, the other such provisions or parts thereof will nevertheless continue in full force and effect.

IN WITNESS WHEREOF, the parties hereto have entered into this Agreement as of the day, month and year first above written.

School: Lakeland University, Inc.
Location: W3718 South Drive
          Plymouth, WI 53073
Name (printed): Kerry Hamm
Name (signed):   
Title: Director of Nursing Program
Date: 1/24/19

Facility: Manitowoc Public School District
Location: 2902 Lindbergh Dr.
          Manitowoc, WI 54220
Name (printed): Joanne K. Metzen
Name (signed):   
Title: Director of Pupil Services
Date: 1/20/19

Richard N. Haen
Chief Operating Officer
2/4/2019
EXHIBIT A

STUDENT CONFIDENTIALITY AGREEMENT & RELEASE/WAIVER

Please read this document carefully and completely before signing it. This document is intended to waive and release __Manitowoc Public School District____ (the “Facility”) from legal liability incurred in connection with your training at __Lakeland University____ (the “School”).

I, ____________, am a Student at __Lakeland University____ (the “School”) and am receiving clinical training (“training”) at the Facility. I acknowledge and agree as follows:

1. For purposes of this Student Confidentiality Agreement & Release/Waiver (this “Agreement”), the term “protected health information” (“PHI”) means any information, whether oral or recorded, in any form or medium: (i) that relates to the past, present or future physical or mental condition of an individual; the provision of health care to an individual; or the past, present or future payment for the provision of health care to an individual, and (ii) that identifies the individual or with respect to which there is a reasonable basis to believe the information can be used to identify the individual.

2. I understand that the Facility clients have a reasonable expectation of and a legal right to privacy concerning their PHI. I further understand that both the Facility and I have a legal and ethical responsibility to safeguard the privacy of all patients and to protect the confidentiality of their PHI.

3. In the course of my training at the Facility, I may come into contact with the PHI of Facility clients. I agree that during the course of my training with the Facility and at all times thereafter:
   
   (a) I will maintain the confidentiality of the PHI of the Facility clients;

   (b) I will not view, access or otherwise use or disclose any PHI of clients provided services by the Facility except as is necessary to perform my training or as required by law after approval from the Facility; and

   (c) I will not discuss the Facility PHI where others may overhear the conversation (for example, in hallways, on elevators, at lunch, on public transportation, at social events, etc.).

4. I further agree that I will comply with all Facility policies and procedures that concern the security and privacy of the Facility PHI.

5. I acknowledge that I have received privacy training from the School and the Facility and that I have passed the initial privacy training.

6. I understand that my violation of this Agreement will result in my removal from the Nursing Program. I also understand that the Facility may, in its sole discretion, advise appropriate officials of any illegal violations on my part and that the Facility may take legal action of its own for any damages it suffers as a result of my violation of this Agreement.

7. I understand that I am a Student, and that the Facility has permitted me to enter its premises to benefit me and my educational endeavors, specifically to provide me with practicum training and/or experience as agreed between the Facility and my School.

8. I understand that nothing herein shall be construed to be an employment contract between the Facility and myself. Additionally, I understand that nothing in this Agreement is to be construed as conferring any employment rights on me or changing my status from that of a Student of the School.

9. In consideration for the Facility’s agreement to cooperate with my School and myself to further my practical experience and/or training, I hereby irrevocably and unconditionally release and forever
discharge the Facility, including its directors, officers, employees and agents, of and from any and all charges, claims, demands, damages, expenses, actions and causes of action of whatever kind and nature, which I may have or which may arise in the future with respect to my training at the Facility.

10. I agree that the provisions of this Agreement shall be governed in all respects by, and be construed in accordance with, the laws of the State of Wisconsin, without regard to its choice of law principles.

Name (printed): __________________________
Student ID: ______________________________
Name (signed): ____________________________
Date: ___________________________________

Witness (printed): _________________________
Witness (signed): __________________________
Date: ___________________________________
Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
Madison, WI 53708-8366
FAX #: (608) 266-3602
Phone #: (608) 266-2112
1400 E. Washington Avenue
Madison, WI 53708-8366
E-Mail: dspb@wisconsin.gov
Website: dspb.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

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

I. IDENTIFYING DATA

A. Name of facility: Manitowoc Public School District

   Address: 2902 Lindbergh Dr.

   Manitowoc, WI 54220

   Telephone: 920-686-4777

B. Type of facility: ☐ Hospital ☐ Nursing Home ☐ Community Health Agency

   ☐ Other: School District

C. Number of beds at facility:

D. Types of patients: Children PreK-12th grade

E. Administrator of facility: Joanne K. Metzen, Director of Pupil Services

F. Director of nursing service: Jennifer Hinz

G. School(s) of nursing utilizing the facility:

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Educational administrator of nursing school

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

#1004 (Rev. 11/14)
Wis. Admin Ch. N 1.08
Committed to Equal Opportunity in Employment and Licensing

Page 1 of 2

289
III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

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

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

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

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

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

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

Lakeland University
Nursing School
Kerry Hamm, MSN, RN
Educational Administrator
920-565-1000 ext. 2903
Telephone Number

RN to BSN Completion Program
Nursing Program(s) Utilizing Facility/Simulated Setting
Director of the Nursing Program
Title
Date
HammKL@lakeland.edu
Email Address

Richard N Haen
Telephone Number

Chief Operating Officer
Date
HaenRN@lakeland.edu

Page 2 of 2
MANITOWOC PUBLIC SCHOOL DISTRICT
JOB DESCRIPTION

SCHOOL NURSE

DEFINITION
The school nurse strengthens and facilitates the educational process by preventing, modifying, or removing health related barriers to learning in individual students and promotes an optimal level of wellness for students. The nurse assumes responsibility for appropriate assessment, planning, intervention, evaluation, management, and/or referral activities. She/he acts as a link between physicians, students, parents, staff and others concerning health related issues. The school nurse upholds professional standards, the State Nurse Practice Act as well as other state and local statutes and regulations applicable to school nursing practice. She/he adheres to district policies and administrative guidelines.

REPORTS TO: Director of Pupil Services

SUPERVISES:
- School Secretaries (health related responsibilities)
- Paraprofessionals (health related responsibilities)
- School Office Assistants/Health Aides (health related responsibilities)

QUALIFICATIONS:
1. BSN R.N.
2. Excellent communication and customer service skills
3. Ability to train and delegate duties to other staff members
4. Ability to multi-task and triage
5. Background in pediatrics is strongly preferred
6. Some knowledge of community resources such as the Public Health and Human Services Department

ESSENTIAL JOB FUNCTIONS include the following. Other duties may be assigned:

A. Maintain a comprehensive school health program through consultation with Pupil Services Director to establish, review, and revise policy and procedures related to:
   1. First aid and emergency procedures
   2. Dispensing medication
   3. Student health services
   4. Training of paraprofessionals and/or volunteers, extent of orientation and amount and type of supervision needed to comply with state nurse practice act and other legal considerations

B. Health Services
   1. Case Management
      a. Collects the information about the health and developmental status of the student in a systematic and continuous manner. (interpret medical diagnosis)
      b. Develops an IHP with specific goals and interventions
      c. Develops a 504 plan
      d. Attend IEP evaluation meetings
      e. Obtains orders from health care providers after assessing student’s need for technological assistance with skilled procedures during the school day
      f. MA billing
   2. Family Outreach
      a. Home visitations (Related to critical health needs)
      b. School-based services (i.e. dental clinic)
   3. Education
      a. Train, supervise and evaluate health care duty performance of paraprofessionals
      b. Train, supervise and evaluate health care duty performance of office assistants
c. Monthly supervision of medication administration and first aid provisions
   d. Blood borne pathogen in-service training for new staff
   e. In-service training for teachers and staff regarding individual health needs

4. Assessment
   a. Triage – assess, refer and treat illness and minor injuries (Office Assistant will take care of all routine health room needs even if nurse is in the building).
   b. Delegation of nursing responsibilities to appropriate staff
   c. 1:1 counseling of students regarding referral to a community agency for lifestyle choices
   d. Referrals to community agencies/medical facilities

5. Monitoring
   a. Assess student responses to IHP. Revise plans if required
   b. Assures appropriate exclusion from and re-entry into school
   c. Follow-up from vision screenings for 1st and 3rd graders. (Hearing and scoliosis screenings are no longer held based on recommendations from the state)

6. Data Collection
   a. Monitors compliance of students with current immunizations
   b. Maintains a recording system to provide for continuity and accountability
   c. Reporting communicable disease
   d. Compilation of specific health needs list for each building

7. Policies and Procedures
   a. Develops, revises and maintains safety, first aid and emergency care plans and policies
   b. Review of health policies

8. Collaboration with Other Professionals
   a. Involvement on district Wellness Committee
   b. Involvement on district Crisis Team
   c. Connect teachers with community resources for health education
   d. Liaison between hospital, doctors, community agencies and MPSD
   e. Involvement on community committees (i.e. Manitowoc County Abstinence Coalition, Head Start Advisory Council)
   f. Involvement on BCT on an as need basis only
   g. CPR, AED and First Aid Training will be accomplished by Holy Family
   h. Recertification of office assistants will be accomplished by the School Nurse in conjunction with Holy Family
   i. Family Planning/puberty education presentations will be accomplished through community agencies

9. Prevention
   a. Involvement on county Healthiest Manitowoc County 2010
MANITOWOC PUBLIC SCHOOL DISTRICT
JOB DESCRIPTION

SCHOOL NURSE

DEFINITION
The school nurse strengthens and facilitates the educational process by preventing, modifying, or removing health related barriers to learning in individual students and promotes an optimal level of wellness for students. The nurse assumes responsibility for appropriate assessment, planning, intervention, evaluation, management, and/or referral activities. She/he acts as a link between physicians, students, parents, staff and others concerning health related issues. The school nurse upholds professional standards, the State Nurse Practice Act as well as other state and local statutes and regulations applicable to school nursing practice. She/he adheres to district policies and administrative guidelines.

REPORTS TO: Director of Pupil Services

SUPERVISES:
- School Secretaries (health related responsibilities)
- Paraprofessionals (health related responsibilities)
- School Office Assistants/Health Aides (health related responsibilities)

QUALIFICATIONS:
1. BSN R.N.
2. Excellent communication and customer service skills
3. Ability to train and delegate duties to other staff members
4. Ability to multi-task and triage
5. Background in pediatrics is strongly preferred
6. Some knowledge of community resources such as the Public Health and Human Services Department

ESSENTIAL JOB FUNCTIONS Include the following. Other duties may be assigned:

A. Maintain a comprehensive school health program through consultation with Pupil Services Director to establish, review, and revise policy and procedures related to:
   1. First aid and emergency procedures
   2. Dispensing medication
   3. Student health services
   4. Training of paraprofessionals and/or volunteers, extent of orientation and amount and type of supervision needed to comply with state nurse practice act and other legal considerations

B. Health Services
   1. Case Management
      a. Collects the information about the health and developmental status of the student in a systematic and continuous manner. (interpret medical diagnosis).
      b. Develops an IHP with specific goals and interventions
      c. Develops a 504 plan
      d. Attend IEP evaluation meetings
      e. Obtains orders from health care providers after assessing student’s need for technological assistance with skilled procedures during the school day
      f. MA billing
   2. Family Outreach
      a. Home visitations (Related to critical health needs)
      b. School-based services (i.e. dental clinic)
   3. Education
      a. Train, supervise and evaluate health care duty performance of paraprofessionals
      b. Train, supervise and evaluate health care duty performance of office assistants
c. Monthly supervision of medication administration and first aid provisions
   d. Blood borne pathogen in-service training for new staff
   e. In-service training for teachers and staff regarding individual health needs

4. Assessment
   a. Triage – assess, refer and treat illness and minor injuries (Office Assistant will take care of all routine health room needs even if nurse is in the building).
   b. Delegation of nursing responsibilities to appropriate staff
   c. 1:1 counseling of students regarding referral to a community agency for lifestyle choices
   d. Referrals to community agencies/medical facilities

5. Monitoring
   a. Assess student responses to IHP. Revise plans if required
   b. Assures appropriate exclusion from and re-entry into school
   c. Follow-up from vision screenings for 1st and 3rd graders. (Hearing and scoliosis screenings are no longer held based on recommendations from the state)

6. Data Collection
   a. Monitors compliance of students with current immunizations
   b. Maintains a recording system to provide for continuity and accountability
   c. Reporting communicable disease
   d. Compilation of specific health needs list for each building

7. Policies and Procedures
   a. Develops, revises and maintains safety, first aid and emergency care plans and policies
   b. Review of health policies

8. Collaboration with Other Professionals
   a. Involvement on district Wellness Committee
   b. Involvement on district Crisis Team
   c. Connect teachers with community resources for health education
   d. Liaison between hospital, doctors, community agencies and MPSD
   e. Involvement on community committees (i.e. Manitowoc County Abstinence Coalition, Head Start Advisory Council)
   f. Involvement on BCT on an as need basis only
   g. CPR, AED and First Aid Training will be accomplished by Holy Family
   h. Recertification of office assistants will be accomplished by the School Nurse in conjunction with Holy Family
   i. Family Planning/ puberty education presentations will be accomplished through community agencies

9. Prevention
   a. Involvement on county Healthiest Manitowoc County 2010
WISCONSIN DEPARTMENT OF SAFETY AND PROFESSIONAL SERVICES

Mail To: P.O. Box 8366
1400 E. Washington Avenue
Madison, WI 53708-8366

Fax #: (608) 266-2602
E-Mail: dsps@wisconsin.gov

Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

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

I. IDENTIFYING DATA

A. Name of facility: ___St. Nicholas Hospital _________________________________

Address: _____3100 Superior Ave., Sheboygan, WI 53081_______________________

Telephone: ___ 920-459-8300 ____________________________________________

B. Type of facility: [] Hospital  [ ] Nursing Home  [ ] Community Health Agency

Other: ________________________________________________________________

C. Number of beds at facility: ___ staffed for 46 ____________________________

D. Types of patients: ___Medical-surgical, oncology, Critical Care, Emergency, Home Care, One Day Services, Intraoperative, Women's and Infants

E. Administrator of facility: ___Justin Selle _________________________________

F. Director of nursing service: ___Mary Martin, MSN, CNO ____________________

G. School(s) of nursing utilizing the facility: ___LakeShore Technical College, Marian University, Moraine Park Technical College ____________________________

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:

1. Administrator of facility
2. Educational administrator of nursing school

B. Copy of the position description for:

1. Registered Nurses
2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

#1004 (Rev. 11/14)
Wis. Admin Ch. N 1.08
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 school objectives been shared with the facility? ___ Yes ___ No
   Comments: ____________________________________________________________

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

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

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

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)
   ___ Yes ___ No
   Comments: We do not have LPN role currently __________________________________

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:
   Not applicable

Lakeland University ____________________________
Nursing School

Kerry Hamm MSN, RN ____________________________
Educational Administrator

Signature

920-565-1000 ext. 2903 ____________________________
Telephone Number

RN to BSN Completion Program
Nursing Program(s) Utilizing Facility/Simulated Setting

Director of the Nursing Program __________________
Title

1/31/19 ____________________________
Date

HammKL@lakeland.edu ____________________________
Email Address
FIRST AMENDMENT TO
CLINICAL AFFILIATION AGREEMENT

This FIRST AMENDMENT TO CLINICAL AFFILIATION AGREEMENT (the “Agreement”) is entered into by and between LAKELAND UNIVERSITY, INC. (the “School”) and ST. VINCENT HOSPITAL OF THE HOSPITAL SISTERS OF THE THIRD ORDER OF ST. FRANCIS (inclusive of St. Vincent Hospital d/b/a Prevea Health at clinic sites), a Wisconsin non-profit, non-stock corporation, (“St. Vincent”) ST. MARY’S HOSPITAL MEDICAL CENTER OF GREEN BAY, INC., a Wisconsin non-profit, non-stock corporation, (“St. Mary’s”), ST. NICHOLAS HOSPITAL OF THE HOSPITAL SISTERS OF THE THIRD ORDER OF ST. FRANCIS (inclusive of St. Nicholas Hospital d/b/a Prevea Health at clinic sites), a Wisconsin non-profit, non-stock corporation (“St. Nicholas”) and ST. CLARE MEMORIAL HOSPITAL, INC., a Wisconsin non-profit, non-stock corporation, (“St. Clare”) (St. Vincent, St. Mary’s, St. Nicholas and St. Clare are collectively referred to herein as the “Facilities”). The Facilities and the School may be referred to herein each as a “Party” and collectively as the “Parties.” This First Amendment shall be effective as of the date on which the last of the Parties has executed this First Amendment (the “First Amendment Effective Date”).

RECITALS

WHEREAS, the Parties entered into a Clinical Affiliation Agreement dated January 12, 2016 (the “Agreement”); and,

WHEREAS, the Parties desire to add the Prevea Health clinic sites as a party to this agreement, to add additional programs and, to reflect the School’s name change.

NOW, THEREFORE, in consideration of the above Recitals and the mutual covenants and conditions contained in this First Amendment, the Parties agree as follows:

1. Lakeland College has changed its name to Lakeland University, Inc. and Lakeland University, Inc. replaces Lakeland College as the “School” in the Agreement.

2. St. Vincent Hospital d/b/a Prevea Health and St. Nicholas Hospital d/b/a Prevea Health, (collectively “Prevea Health”) are added as named parties to the Agreement.

3. The term “Facilities” as used in the Agreement is hereby amended to include “Prevea Health.”

4. Exhibit A is hereby deleted in its entirety and replaced with the attached Exhibit A.

5. Exhibit B is hereby amended by adding the following:

“Prevea Health Clinic Sites – All sites may be utilized as well as sites where Prevea performs athletic training services”.

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6. Exhibit C to the Agreement is hereby amended by adding “Prevea Health” to “Facility” on said Exhibit.

7. Except as modified by this First Amendment, all terms and conditions of the Agreement remain unchanged and the Agreement shall remain in full force and effect. The Agreement, as amended by this First Amendment, is hereby ratified and confirmed by the Parties.

8. The Parties agree that this First Amendment may be executed in multiple originals, each of which shall be considered an original for all purposes and, collectively, shall be considered to constitute this First Amendment. The Parties further agree that signatures transmitted by facsimile or in Portable Document Format (pdf) may be considered an original for all purposes, including, without limitation, the execution of this First Amendment.

IN WITNESS WHEREOF, the Parties have executed this First Amendment on the dates indicated below.

ST. VINCENT HOSPITAL OF THE HOSPITAL SISTERS OF THE THIRD ORDER OF ST. FRANCIS, ST. MARY’S HOSPITAL MEDICAL CENTER OF GREEN BAY, INC. and, ST. CLARE MEMORIAL HOSPITAL, INC.

By: [Signature]
Name: Therese B. Pandl
Title: President and CEO
Date: 9/8/2017

LAKELAND UNIVERSITY, INC.

By: [Signature]
Name: Carole L. Robertson
Title: Vice President and CFO
Date: 9/17/2017

ST. NICHOLAS HOSPITAL OF THE HOSPITAL SISTERS OF THE THIRD ORDER OF ST. FRANCIS

By: [Signature]
Name: Andrew Bagnall
Title: President and CEO
Date: 9/8/2017

ST. VINCENT HOSPITAL D/B/A PREVEA HEALTH and ST. NICHOLAS HOSPITAL D/B/A PREVEA HEALTH

By: [Signature]
Name: Ashok N. Rai, M.D.
Title: President and CEO
Date: 9/8/2017
CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT (the “Agreement”) is entered into by and between LAKELAND COLLEGE (the “School”) and ST. VINCENT HOSPITAL OF THE HOSPITAL SISTERS OF THE THIRD ORDER OF ST. FRANCIS, a Wisconsin non-profit, non-stock corporation, (“St. Vincent”) ST. MARY’S HOSPITAL MEDICAL CENTER OF GREEN BAY, INC., a Wisconsin non-profit, non-stock corporation, (“St. Mary’s”), ST. NICHOLAS HOSPITAL OF THE HOSPITAL SISTERS OF THE THIRD ORDER OF ST. FRANCIS, a Wisconsin non-profit, non-stock corporation (“St. Nicholas”) and ST. CLARE MEMORIAL HOSPITAL, INC., a Wisconsin non-profit, non-stock corporation, (“St. Clare”) (St. Vincent, St. Mary’s, St. Nicholas and St. Clare are collectively referred to herein as the “Facilities”). The Facilities and the School may be referred to herein each as a “Party” and collectively as the “Parties.” This Agreement shall be effective as of the date on which the last of the Parties has executed this Agreement (“Effective Date”).

RECITALS

WHEREAS, St. Nicholas and School had entered into an Affiliation Agreement for Health Occupations on July 6, 2011; and

WHEREAS, School also desires to enter into an affiliation agreement with St. Vincent, St. Mary’s and St. Clare, the other Hospital Sisters Health System’s hospitals in its Eastern Wisconsin Division; and

WHEREAS, the Facilities are Wisconsin licensed acute care hospitals; and

WHEREAS, the School desires to provide educational experiences to the students (hereinafter each a "Student" or collectively "Students") enrolled in one of the School’s practical learning programs, as listed in Exhibit A, attached hereto and incorporated herein (hereinafter, each a "Program" or collectively the "Programs"); and

WHEREAS, Facilities are willing to make available certain Facilities’ sites, as listed in Exhibit B, attached hereto and incorporated herein, to the School, its employed faculty members, if applicable, and Students for the purpose of providing practical learning and clinical experiences through the Programs, which will necessarily include some activities and tasks performed by each Student; and

WHEREAS, requirements specific to each Program are set forth in Exhibit C.

NOW, THEREFORE, it is understood and agreed upon by the Parties hereto as follows:

1. SCHOOL RESPONSIBILITIES:

1.1. Provision of foundational curriculum to students. The School shall have the total responsibility for planning and determining the adequacy of the educational experience of Students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facilities only those Students who have
satisfactorily completed the prerequisite didactic portion of the School's Program curriculum.

1.2. School and Student liability insurance.

1.2.1. The School Liability Insurance. The School shall maintain, at no cost to the Facilities, general and professional liability insurance covering the School as an entity and each of its employees and agents against general and professional liability claims, in the minimum amount of one million dollars ($1,000,000) per occurrence and three million dollars ($3,000,000) aggregate per year. Evidence of such insurance shall be provided to the Facilities upon request.

1.2.2. Students Liability Insurance. Students shall maintain, at no cost to the School or Facilities, comprehensive health/medical insurance. In addition, the School shall ensure that each Student is covered, at no cost to the Facilities, under general and professional liability insurance covering the Student against professional liability claims in the minimum amount of one million dollars ($1,000,000) per occurrence and three million dollars ($3,000,000) aggregate per year. Evidence of such insurance shall be provided to the Facilities upon request.

1.2.3. Additional insurance coverage. Any additional applicable insurance coverage requirements shall be set out by the Parties in Exhibit C to this Agreement.

1.3. Designation of liaison to Facilities; communications relating to clinical placements. The School will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facilities. The assignments to be undertaken by the Students participating in the Programs will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical, and by letter or telephone in other instances. The School shall notify the Facilities in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facilities.

1.4. Evidence of student certifications, vaccinations, etc. Where applicable, the Student shall provide evidence that a Student has met all vaccination and certifications requirements, as required by law and Facilities' policies, which may include, without limitation, CPR certification, hepatitis B vaccination, and OSHA compliance for prevention of transmission of blood borne pathogens and TB, as described in further detail in Exhibit C.

1.5. Criminal background check. Where applicable, a criminal background check, as specified in Exhibit C, and as required by and acceptable to the Facilities, are required of each placed Student prior to participation in the clinical rotation. It is the School's responsibility to ensure that the background check has been completed and that Students with unaccepteable results will not participate at sites where Students with such results are forbidden by policy.
1.6. **School notices to students.** The School shall notify each Student prior to his/her arrival at the Facilities and shall ensure that he/she:

1.6.1. Follows the administrative policies, standards, and practices of the Facilities.
1.6.2. Obtains medical care at his/her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facilities.
1.6.3. Provides his/her own transportation and living arrangements.
1.6.4. Reports to the Facilities on time and follows all established regulations during the regularly scheduled operating hours of the Facilities.
1.6.5. Conforms to the standards and practices established by the School while functioning at the Facilities.
1.6.6. Obtains prior written approval of the Facilities and the School before publishing any material relating to the clinical learning experience.
1.6.7. Meets the personal, ethical and professional standards required of employees of the Facilities and consistent with the applicable professional code of ethics and the applicable standards of TJC and/or other relevant accrediting or regulatory bodies.

1.7. **Qualifications of School faculty.** The School represents and warrants that relevant faculty members are appropriately certified and/or licensed. The School will provide the Facilities with copies of evidence of certifications or licensures.

2. **FACILITIES RESPONSIBILITIES:**

2.1. **Provision of Facilities for supervised clinical experiences.** Subject to the provisions of Section 3.2 of this Agreement, the Facilities agree to make the appropriate facilities available to the School in order to provide supervised clinical experiences to Students. Such facilities shall include an environment conducive to the learning process of the Students as intended by the terms of this Agreement and conforming to customary procedures of the Facilities.

2.2. **Facilities' rules applicable to Students during clinical assignments.** Students are to remain subject to the authority, policies, and regulations imposed by the School and, during periods of clinical assignment, Students will be subject to all rules and regulations of the Facilities and imposed by the Facilities on its employees and agents with regard to following the administrative policies, standards, and practices of the Facilities.

2.3. **Patient care.** While at the Facilities, Students are not to replace the Facilities' staff, and are not to render services except as identified for educational value and delineated in the jointly planned educational experiences. Any such direct contact between a Student and a patient shall be under the supervision of a supervisor designated by the School. The Facilities shall at all times remain responsible for patient care. The School shall be responsible for ensuring each Student is adequately supervised at all times.
2.4. **Emergency treatment of Students.** Emergency outpatient treatment will be available to Students while in the Facilities’ hospitals for clinical training in case of accident or illness. In case of emergency at a non-hospital Facilities’ site, standard procedure will be followed. It is the Student’s responsibility to bear the cost of the emergency treatment.

2.5. **Designation of liaison to School; communications relating to clinical placements.** The Facilities shall designate a liaison responsible for coordinating the clinical placements. That person shall maintain contact with the School’s designated liaison person to assure mutual participation in and surveillance of the clinical Programs. The Facilities shall notify the School in writing of any change or proposed change of the person(s) responsible for coordinating the clinical placements.

2.6. **Identity and credentials of Facilities supervising personnel.** The Facilities shall designate and submit in writing to the School, the name and professional and academic credentials of the individual(s) overseeing Student(s) experiences.

2.7. **School tour of Facilities.** The Facilities shall, on reasonable request and subject to legal restrictions regarding patient health information, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the School and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

2.8. **Provision of relevant Facilities policies.** The Facilities shall provide Student(s) and the School with the Facilities’ administrative policies, standards and practices relevant to the clinical placement.

2.9. **FERPA compliance.** The Facilities shall comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the School’s Students who train at the Facilities pursuant to this Agreement.

3. **OTHER RESPONSIBILITIES:**

3.1. **Compliance with patient privacy laws.** The School agrees to abide by and require its faculty and Students abide by the Standards for Privacy of Individually Identifiable Health Information and all other regulations promulgated under Section 264 of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and other state or federal health information privacy and security laws (collectively, "Privacy Laws") in effect as of the Effective Date or as amended from time to time. Upon request, the Parties may amend the Agreement to conform with any new or revised Privacy Laws in order to ensure that Facilities are at all times in conformance with all Privacy Laws.
3.2. **Determination of instructional period.** The course of instruction will cover a period of time as arranged between the School and the Facilities. The beginning dates and length of experience shall be mutually agreed upon by the School and the Facilities.

3.3. **Determination of number of participating Students.** The number of Students eligible to participate in the clinical placement will be determined and may be changed by mutual agreement of the Parties. Notwithstanding the foregoing, the Facilities and the School agree and understand that the availability of clinical placements at Facilities during the term of this Agreement may periodically be affected by a variety of factors. In such event, Facilities may reduce the number of Students eligible to participate in the clinical education experience with prior notice to the School and adequate time for the School to reassign the Student(s) to another clinical site. The Facilities agree further to accommodate Students of the School who are similarly displaced from other clinical affiliates of the School to the extent that clinical space is available at the Facilities.

3.4. **Evaluation of Students' clinical experiences.** Evaluation of the clinical learning experiences of the Students will be accomplished jointly by the School and the Facilities. Appropriate staff of School and each of the Facilities will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to Students.

3.5. **Removal of students.**

3.5.1. The School has the right to remove a Student from a clinical education Program. The School shall notify the Facilities of such removal in writing.

3.5.2. Any of the Facilities, respectively, may immediately remove any Student participating in a clinical education experience from the Facilities' premises for behavior that the Facilities deem to be an immediate threat to the health or welfare of its patients, staff members, visitors, or operations. In such event, the Facilities shall notify the School in writing of its actions and the reasons for its actions as soon as practicable. If the Facilities desire to remove a Student for any other reason, it shall notify the School in writing of the reasons for the removal and shall consult with the School before removing the Student.

4. **TERM OF AGREEMENT:**

4.1 **Term.** The initial term of this Agreement shall be for a period of one (1) year, commencing on the Effective Date, and terminating one (1) year thereafter. Thereafter, this Agreement shall automatically renew for additional one (1) year terms until terminated in accordance with Section 4.2, below. In the event that this Agreement is not renewed for a subsequent term, Students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.
4.2 Termination. This Agreement may be terminated as follows:

4.2.1 Termination by Agreement. This Agreement may be terminated upon mutual written agreement of the Parties.

4.2.2 Early Termination. This Agreement may be terminated by either Party with or without cause or penalty by delivering a written notice of termination to the other Party at least ninety (90) days prior to such early termination.

4.2.3 For Cause. In the event School or Facilities fail in any substantial manner to perform as required herein, this Agreement may be terminated as described below:

(1) Either Party may terminate this Agreement at any time, upon material breach of any of its provisions by the other Party; provided, however, that not less than thirty (30) days prior to termination, written notice shall be given by the non-breaching Party to the breaching Party that states the intention of the non-breaching Party to terminate this Agreement, the nature of the material breach giving rise to termination, and shall permit the breaching Party reasonable opportunity to cure such material breach during said thirty (30) day period.

(2) If the material breach is not resolved to the satisfaction of the non-breaching Party during the thirty (30) day period as provided in 4.2.3 above, the non-breaching Party shall immediately give the breaching Party written notice of termination of the Agreement.

5. ADDITIONAL TERMS:

5.1 Ethical and Religious Directives. The Parties acknowledge that Facilities are operated in accordance with the Ethical and Religious Directives for Catholic Healthcare Services as promulgated, from time to time, by the United States Conference of Catholic Bishops, Washington, D.C., of the Roman Catholic Church ("Ethical and Religious Directives"), and that the principles and beliefs of the Roman Catholic Church are a matter of conscience to Facilities. It is the intent and agreement of the Parties that neither this Agreement nor any part hereof shall be construed to require Facilities to violate said Ethical and Religious Directives in its operation and all parts of this Agreement must be interpreted in a manner that is consistent with said Ethical and Religious Directives. The School shall ensure that Students act in accordance with the Ethical and Religious Directives when engaged in clinical educational experiences at Facilities.

5.2 Compliance with laws. The Parties believe and intend that this Agreement complies with all relevant federal and state laws as well as relevant regulations and accreditation standards, including but not limited to Federal Health Care Program (as defined under 42 U.S.C. § 1320a-7(b)(5)), fraud and abuse laws (including the Anti-Kickback Statute and the Stark Law), and all of the rules and regulations.
promulgated pursuant to, and all of the cases or opinions interpreting such statutes and laws (collectively, "Laws").

5.3. **System Responsibility Program.** Facilities have in place a System Responsibility Program (the "Responsibility Program") which has as its goal, to ensure that Facilities comply with Laws. The Responsibility Program focuses on risk management, the prevention of misconduct and the promotion of good corporate citizenship, including the commitment to uphold a high standard of ethical and legal business practices. The School acknowledges Facilities' commitment to the Responsibility Program and agrees to conduct all activities which occur pursuant to this Agreement in accordance with the underlying philosophy of the Responsibility Program.

5.4. **Warranty of non-exclusion.** Each Party represents and warrants to the other that it is not: excluded from participation in any Federal Health Care Program; debarred, suspended or otherwise excluded from participating in any other federal or state procurement or non-procurement program or activity; or designated a Specially Designated National or Blocked Person by the Office of Foreign Asset Control of the U.S. Department of Treasury. Each Party further represents and warrants to the other Party that to its knowledge, there are no pending or threatened governmental investigations that may lead to such exclusion. The School shall notify Facilities in writing upon the commencement of any such exclusion or investigation within seven (7) business days of receiving first notice of such exclusion or investigation. Facilities shall have the right to terminate this Agreement immediately upon learning of any such exclusion and shall be kept informed of the status of any such investigation.

5.5. **Indemnification.** Each Party agrees to indemnify and hold the other harmless from any and all claims, suits, damages, fines, penalties, judgments, liabilities and expenses (including reasonable attorney's fees and court costs) arising from (a) any negligent or willful act or omission of the Party, its agents, or employees, (b) breach of this Agreement or (c) violation of a Law; provided, however, that the School shall not be entitled to indemnification for any claims, liability, losses, or damages caused by the acts or omissions of any of its Students or faculty members assigned to Facility pursuant to this Agreement. Notwithstanding anything to the contrary in this Agreement, a Party's obligations with respect to indemnification for acts described in this Section shall not apply to the extent that such application would nullify any existing insurance coverage of such Party or as to that portion of any claim of loss in which an insurer is obligated to defend or satisfy. This Section 5.6 shall survive the expiration or earlier termination of this Agreement. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

5.6. **Independent Parties.** Except as set forth in this Agreement, no action taken by either Party, or its officers, employees or agents pursuant to this Agreement, shall be deemed to create any partnership, joint venture, association or syndicate between the Parties, nor shall any such action be deemed to confer upon either Party any express or implied right or authority to assume, or create any obligation or
responsibility on behalf of, or in the name of, the other Party. The Parties to this Agreement are independent entities, contracting with each other solely for the purpose of carrying out the terms and conditions of this Agreement. Facilities shall not be responsible for the payment of any federal, state or local taxes arising under or in connection with this Agreement, including, without limitation, the payment of actual and estimated tax liabilities, and Facilities shall be indemnified and held harmless from any loss, cost, or liability arising out of the School's failure to do so.

5.7. **Stipulations as to liability.** Subject to applicable state law, neither Party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other Party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

5.8. **Non-Discrimination.** The Parties hereto shall abide by the requirements of Executive Order 11246, 42 U.S.C. Section 2000d and the regulations thereto, as may be amended from time to time. There shall be no unlawful discrimination or treatment because of race, color, religion, sex, national origin, ancestry, military status, sexual orientation or handicap in the employment, training, or promotion of students or personnel engaged in the performance of this Agreement.

5.9. **Employment status.** No assigned Student or School faculty member under this Agreement shall in any way be considered an employee or agent of the Facilities nor shall any such Student or faculty member be entitled to any fringe benefits, Worker's Compensation, disability benefits or other rights normally afforded to employees of the Facilities.

5.10. **Amendments.** This Agreement may be amended only by an instrument in writing signed by the Parties.

5.11. **Assignment.** Neither Party may assign this Agreement or the rights or obligations hereunder without the specific written consent of the other Party, except that this Agreement may be assigned by Facilities without the prior written approval of the School to an affiliate of Facilities. For purposes of this Agreement, "Affiliate" shall mean any successor entity of Facilities, or any entity controlled directly or indirectly by Facilities or Hospital Sisters Health System.

5.12. **Books and records.** If this Agreement is a contract within the purview of Section 1861(v)(1)(l) of the Social Security Act (Section 952 of the Omnibus Reconciliation Act of 1980) and the regulations promulgated at 42 C.F.R. Part 420 in implementation thereof, the Parties agree to make available to the Comptroller General of the United States ("Comptroller General"), the Secretary of the Department of Health and Human Services ("Secretary") and their duly authorized representatives, for four (4) years after the latest furnishing of services pursuant to this Agreement, access to the books, documents and records and such other information as may be required by the Comptroller General or Secretary to verify the nature and extent of the costs of services provided by each Party, respectively. If either Party, upon the approval of the other Party, carries out the duties of this
Agreement through a subcontract worth $10,000.00 or more over a twelve (12) month period with a related organization, the subcontract will also contain an access clause to permit access by the Secretary, Comptroller General and their representatives to the related organization's books and records.

5.13. Corporate practice of medicine. Nothing contained herein shall be construed as allowing or authorizing Facilities to engage in the practice of medicine, either directly or through its agents or employees. It is the intent of the Parties that any actions performed pursuant to this Agreement which constitute acts of medicine are not acts of, or by, Facilities.

5.14. Counterparts; facsimile and pdf signatures. The Parties agree that this Agreement may be executed in multiple originals, each of which shall be considered an original for all purposes and, collectively, shall be considered to constitute this Agreement. The Parties further agree that signatures transmitted by facsimile or in Portable Document Format (pdf) may be considered an original for all purposes, including, without limitation, the execution of this Agreement and enforcement of this Agreement.

5.15. Entire agreement. This Agreement supersedes all previous contracts or agreements between the Parties for the same services, and constitutes the entire agreement between the Parties. Neither the School nor Facilities shall be entitled to benefits other than those specifically enumerated herein. St. Nicholas and School specifically revoke and terminate the Affiliation Agreement dated July 6, 2011 referenced in the Recitals above.

5.16. Governing law. This Agreement shall be construed and governed by the laws of the State of Wisconsin. Unless otherwise required by law, the Parties shall submit to the jurisdiction of the courts within Brown County, Wisconsin.

5.17. Headings. The headings and subheadings in this Agreement are inserted for convenience of reference only and shall not affect the meaning or interpretation of this Agreement.

5.18. Interpretation. The Parties hereto acknowledge that (i) each Party has reviewed the terms and provisions of this Agreement; (ii) the rule of construction to the effect that any ambiguities are resolved against the drafting Party shall not be employed in the interpretation of this Agreement; and (iii) the terms and provisions of this Agreement shall be construed fairly as to all Parties hereto and not in favor or against any Party, regardless of which Party was generally responsible for the preparation of this Agreement.

5.19. Notice. Notices or communications herein required or permitted shall be given to the respective Party by registered or certified mail (each notice being deemed given as of the date of mailing), electronic mail for which the sender has an electronic receipt, or by hand delivery at the address listed under the Party's signature to this Agreement unless either Party shall designate a new address by written notice. The notice shall be deemed to be received as follows: in case of actual delivery, on
the date of its receipt by the Party entitled to it; in the case of overnight courier service, on the next business day following mailing; and in the case of certified or registered mail, three (3) days after the date of its mailing.

5.20. **Severability.** If any term, covenant, or condition of this Agreement or the application thereof to any person or circumstance shall be invalid or unenforceable, then the remainder of this Agreement and the application of any term or provision to any person or circumstances, other than those to which it is held invalid or unenforceable, shall not be affected thereby and all other terms shall be valid and enforceable to the fullest extent permitted by law.

5.21. **Survival.** Any provision which expressly or by its context requires, after termination of this Agreement, action or places obligations on the Parties to this Agreement, shall so survive the termination of this Agreement.

5.22. **Third party rights.** Except as otherwise expressly stated herein, the Parties do not intend to create any enforceable rights in any third party under this Agreement and there are no third party beneficiaries to this Agreement.

5.23. **Waiver of breach.** The waiver by either Party of a breach or violation of any provision of this Agreement shall not operate as nor be construed to be a waiver of any subsequent breach hereof.

[Signature Page Follows]
IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the date as indicated below.

For and on behalf of:

**ST. VINCENT HOSPITAL OF THE HOSPITAL SISTERS OF THE THIRD ORDER OF ST. FRANCIS, ST. MARY’S HOSPITAL MEDICAL CENTER OF GREEN BAY, INC. AND ST. CLARE MEMORIAL HOSPITAL, INC.**

[Signature]

Printed Name: Therese B. Pandl
Title: President and CEO
Date: 1/11/2016
Address: 2710 Executive Drive
P.O. Box 19047
Green Bay, WI 54307-9047
Attn: Therese B. Pandl
President and CEO

**LAKELAND COLLEGE**

[Signature]

Printed Name: Carol L. Robertson
Title: Vice President & CFO
Date: 1/7/2014
Address: P.O. Box 359
Sheboygan, WI 53082
Attn: Carol L. Robertson
Vice President & CFO

**ST. NICHOLAS HOSPITAL OF THE HOSPITALS SISTERS OF THE THIRD ORDER OF ST. FRANCIS**

[Signature]

Printed Name: Andrew Bagnall
Title: President and CEO
Date: 1/11/16
Address: 3100 Superior Avenue
Sheboygan, WI 53085
Attn: Andrew Bagnall
EXHIBIT A

LIST OF PROGRAMS

Health Science Programs
EXHIBIT B

FACILITIES' SITE(S)

St. Vincent Hospital, 835 S. Van Buren Street, Green Bay, WI 54307
St. Mary's Hospital Medical Center, 1726 Shawano Avenue, Green Bay, WI 54303
St. Nicholas Hospital, 3100 Superior Avenue, Sheboygan, WI 53085
St. Clare Memorial Hospital, 855 S. Main Street, Oconto Falls, WI 54154
EXHIBIT C

PROGRAM SPECIFIC REQUIREMENTS
(Each program shall have its own program specific requirement checklist)

<table>
<thead>
<tr>
<th>Facility requires:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Proof of general and medical professional liability protection for its</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Students and faculty assigned to the Facilities in a minimum amount of $1 million per occurrence and $3 million aggregate per year for professional liability and $1 million per occurrence and $3 million aggregate per year for general liability insurance. (paragraph 1.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Verification that Students have met requirements for: (paragraph 1.4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) CPR certification</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>b) Immunizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Chickenpox (Varicella) - must have history of having Chickenpox disease, proof of immunity by titer or have received two doses of the varicella vaccine (Varivax) given one month apart.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>ii) Baseline TB screening using two-step TB skin test or single blood assay test (ex. Quantiferon). Annual single TB skin test or blood assay test thereafter. For known positive TB skin test or quantiferon gold, evidence of a negative baseline chest x-ray or within one year of starting their initial clinical experience is required AND an annual TB questionnaire.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>iii) Dates of 2 MMRs or Positive rubella titer, rubeola titer and mumps titer</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>iv) Hepatitis B vaccination series or signed declination or a positive Hepatitis B titer</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>v) Influenza vaccine required for the current flu season.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>vi) Adult Tetanus-Diphtheria (Td) vaccine or proof of 1-time dose of Adult Tetanus, Diphtheria &amp; Pertussis (Tdap) vaccine must be current within 10 years.</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>c) Compliance with OSHA requirements for prevention of transmission of bloodborne pathogens and TB</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>3) The Facilities, through the Employee Health Service, shall provide for post-exposure testing of source individual after all occupational blood/body fluid exposures which occur within the Facilities and are reported on Facilities' incident report forms. Beyond such testing, the School shall assume responsibility for its employees and Students as follow-up to reported exposures of any kind (including blood/body fluid and any other type of exposure to infectious disease and/or hazardous</td>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>
4) **Criminal background check (paragraph 1.5) effective**
   a) Pursuant to Section 50.065, et seq., Wis. Stats., Students involved in
   Program will be subject to a criminal background check, in
   accordance with Wisconsin Administrative Code HRS 12, which
   shall include (i) obtaining a completed State of Wisconsin
   "Background information Disclosure" form and (ii) performing a
   criminal records check. If the background check reveals a conviction
   or pending charges of a crime which is not a "permanent bar" or a
   "bar pending rehabilitation," Facilities, in its sole discretion, shall
   determine whether the condition or pending charge(s) are
   substantially related to the care of Facilities patients or clients.

5) **Drug screen (paragraph 1.5) effective**
   a) If yes, type of screening: 5 Panel (minimum)

6) **Evidence of relevant faculties' certifications or licensures (paragraph 1.7)**

7) **Student/Practitioner/contractor shall conduct his/her/its practice and
   professional activities (or duties and responsibilities pursuant to this
   contract) in accordance with the "Ethical and Religious Directives for
   Catholic Healthcare Services" published by the United States Conference
   of Catholic Bishops, and the Ethical Directives of the Hospital, or any
   succeeding documents which may be adopted by the USCCB or the
   Facilities or their successors.

### School requires:

1) **Copy of relevant Facilities policies (paragraph 2.8)**

2) **Evidence of academic credentials, certifications and licensures of
   individual(s) overseeing student(s) experiences (paragraph 2.6)**

3) **Other: Notification of Facilities' liaison for coordination clinical
   placements**
Position Description - Clinical

Position Title: RN
Job Code: 2410

Position Summary

Promotes and restores patients' health by completing the nursing process, collaborating with physicians and multidisciplinary team members, providing physical and psychological support to patients, friends, and families, and supervising assigned team members. Identifies patient care requirements by establishing personal rapport with potential and actual patients and other persons in a position to understand care requirements. Establishes a compassionate environment by providing emotional, psychological, and spiritual support to patients, friends, and families. Promotes patient's independence by establishing patient care goals, teaching patient, friends, and family to understand condition, medications, and self-care skills, and answering questions. Assures quality of care by adhering to therapeutic standards, measuring health outcomes against patient care goals and standards, making or recommending necessary adjustments, and following nursing philosophies and standards of care set by state board of nursing, state nurse practice act, and other governing agency regulations.

Core Values

Respect
Respect means the Franciscan respect for life from conception to death and for the dignity of each individual person. Respect is a commitment to freeing and empowering each person to develop to his or her full potential.

Care
Care embodies the concern, compassion, and sensitivity with which we care for patients as individuals on a one-to-one basis. It depicts our way of dealing with patients, clients and colleagues. Many times it is thought of as a bedside behavior, but it also belongs in business offices, cafeterias and boardrooms.

Competence
Competence means that our work is performed and our institutions are managed with the highest level of skill and ability. We are committed to recruiting and developing people who are competent in their work and whose values reflect our own. Our values are an integral part of our system's strategic plan, which provides the overall framework for local activities.

Joy
Joy is the manner in which our colleagues and all who join us in our ministry seek to perform their work – the internal fulfillment of caring for others. It is an essential ingredient in bringing a sense of hope to those who suffer.

Clinical Competencies

Emphasizes a holistic approach to patient care-attending to body, mind, and spirit
Involves patient and family in decisions about care
Maintains excellent interpersonal communication with the health care team colleagues
Promotes quality care by participating in organizational councils/committees and/or support of related process
Documents services provided to patients in the electronic medical record in accordance with policy and requirements
Reduces the risk of healthcare acquired infections through compliance with current CDC hand hygiene guidelines and facility policies

Utilizes standard precautions during patient contact and when handling contaminated materials

Demonstrates compliance with National Patient Safety Goals

Maintains ethical principles with patient care and all other aspects of work

Keeps all patient or colleague information confidential

Participates in continuing education opportunities and maintains certifications, licensure as appropriate

Attends required in-services and meetings

Completes required mandatory competencies by deadline

Possesses information, skill, and understanding of the work to be performed

Complies with all standards, policies and procedures including dress code, attendance and punctuality

**Essential Job Functions**

**Description**

Performs comprehensive initial patient assessment and reassessments.

Follows nursing process of assessment, planning, intervention and evaluation, incorporating physical as well as psychosocial needs of designated patient populations.

Identifies patient problems and develops them into an outcome and goal oriented plan of care.

Analyzes and interprets assessment data to identify desired patient outcomes and goals.

Determines nursing interventions to achieve those outcomes and goals.

Prioritizes patient care needs and activities.

Identifies and makes appropriate referrals for education/further assessment (e.g. nutritional services, spiritual care, diabetic educator, social services).

Collaborates with other health care disciplines to plan interventions, patient outcomes and goals.

Directs the implementation of the plan of care and is accountable for the quality of nursing care provided.

Assigns and coordinates patient care incorporating patient acuity and the knowledge, skills and abilities of the team members.

Organizes and prioritizes care for the patients within the team.

Delegates tasks appropriately to other team members.

Implements the plan of care including procedures, treatments, physician orders, nursing orders, education plan and medications.

Coordinates implementation of plan of care with the multidisciplinary team members.
Assists to decrease the patient’s length of stay by facilitating case management/care navigator communication related to discharge planning.

Uses nursing judgment to determine the appropriate frequency and components of reassessment.

Reassesses at regular intervals to determine patient response to interventions.

Focuses ongoing reassessment on actual and potential problems and needs of the patient including education and discharge needs.

Participates in development of discharge plan.

Documents discharge instructions for patient and/or significant other and/or care provider.

Provides nursing care to maximize patient safety and quality outcomes.

Provides age appropriate direct patient care, evaluates outcomes, and consults with other disciplines as needed with consideration of physical, psychological, social, cultural, spiritual, environmental, self care, education, and discharge planning factors.

Evaluates patient response to interventions.

Updates the problem list and outcomes/goals.

Evaluates each patient and his/her progress towards expected outcomes and updates the plan of care accordingly.

Demonstrates excellent communication, critical thinking, diplomacy and problem solving skills.

Communicates relevant clinical information to the team to optimize patient outcomes and goals.

Communicates relevant clinical information to the physicians regarding the patient’s condition.

Reports progress toward outcomes and goals and/or changes in condition to other health team members.

Maintains ongoing communication with multidisciplinary team members to reassess and prioritize needs of patients and unit.

Maintains communication with the manager, house supervisor or charge nurse regarding admissions, unit needs, acuity and significant events.

Documents completely, comprehensively and in accordance with policy.

Demonstrates competency in computer systems and applications required for the role.

Practices within scope and current standards of care.

Assures medication safety by following the “5 rights” of medication administration. (direct patient care roles)

Demonstrates ability to perform treatments, assist physicians with procedures and provide services within scope of practice.

Received, transcribes, processes and implements physician orders per policy including dating, timing and verifying accuracy.

Completes assigned shift duties and assures resolution of discrepancies.

Executes a plan for own professional development to expand competency in accordance with accepted professional standards.

Assists and supports nursing and other allied health students during their clinical rotations.
Willingly accepts other duties as assigned.

**Educational/Training Requirements**

<table>
<thead>
<tr>
<th>Degree/Diploma Obtained</th>
<th>Program of Study</th>
<th>Required/Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>Nursing</td>
<td>Preferred</td>
</tr>
</tbody>
</table>

Educational requirements apply to any new hire after 6/1/2014. Incumbents are held to the education standard at time of hire and will be exempt from the above requirement and given credit for experience as long as they are able to demonstrate knowledge and ability to perform job duties based on the local entity’s ongoing assessment of competency.

**Experience**

<table>
<thead>
<tr>
<th>Years</th>
<th>Type of Experience</th>
<th>Required/Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experience preferred.</td>
<td></td>
</tr>
</tbody>
</table>

**Certificates, Licenses & Registrations**

<table>
<thead>
<tr>
<th>Certificate, License or Registration</th>
<th>Required/Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed in the state of practice</td>
<td>Required</td>
</tr>
<tr>
<td>Basic Life Support (BLS)</td>
<td>Required</td>
</tr>
</tbody>
</table>

Certification in area of specialty preferred.

Certificate, license, and registration requirements apply to any new hire after 6/1/2014. Incumbents are held to the standard at time of hire and will be exempt from the above requirement.

**Physical and Mental Requirements**

Requires use of good body mechanics to provide patient care. Performance of duties requires standing and walking most of the shift. Must be able to lift, pull and push as needed when assisting with patient care and/or transfer, and during transfer of equipment. Analytical, interpretive, critical thinking, and supervisory skills. Working knowledge of state and federal standards.

**Environmental Requirements**

Occasional exposure to moderate environmental variations, above-normal noise levels, and/or unpleasant substances. May be exposed to hazardous or potentially injurious elements or conditions. During the course of duties may occasionally be at risk for occupational exposure to chemicals for example disinfectants and soaps.

**Colleague Statement of Understanding**

Note: This position description indicates the general nature and level of work performed by colleagues in this position. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities and qualifications of colleagues assigned to this position. Variances in job duties performed may exist between facilities, and colleagues may perform other related duties as assigned to meet the needs of the organization. By signing this document, I acknowledge that I have reviewed the position description for the above position. I understand the physical requirements and essential functions for this position in my facility.

I agree to comply with the System Responsibility Policies and all laws, rules, regulations and standards of conduct relating to my position. I understand my duty to report any suspected violations of the law or the standards of conduct to my leader.
I will strive to uphold the mission and vision of the organization. All colleagues are required to adhere to the values in all their interactions with patients, customers, and fellow colleagues.
Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366 1400 E. Washington Avenue Madison, WI 53708-8366
Madison, WI 53708-8366  FAX #: (608) 266-2602  E-Mail: dsp@wisconsin.gov
Phone #: (608) 266-2112  Website: dsp.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

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

I. IDENTIFYING DATA

A. Name of facility: ___St. Vincent Hospital__________________________
   Address: ___________________ 835 S Van Buren Street, Green Bay, WI 54307
   Telephone: __920-433-0111__________________________

B. Type of facility: [ ] Hospital  [ ] Nursing Home  [ ] Community Health Agency
   Other: ____________________________

C. Number of beds at facility: __staffed for 255 beds________________

D. Types of patients: ___Medical-surgical, oncology, Critical Care, Emergency, Home Care, One Day Services, Intraoperative, Pediatrics, Pediatric ICU, Libertas (adolescent behavioral health, Women's and Infants

E. Administrator of facility: ___Brian Charlier_________________________

F. Director of nursing service: ___Ken Nelson, DNP, CNO_____________________

G. School(s) of nursing utilizing the facility: ___Northeast WI Technical College, Bellin College, Marian University, Rasmussen College, UW-Oshkosh

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Educational administrator of nursing school

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

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

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

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

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

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)  
   ___ Yes  ___ No  
   Comments:  We do not have LPN role currently  

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:  
   ___ Not applicable  

Lakeland University  
Nursing School  

Kerry Hamm MSN, RN  
Educational Administrator  

Signature  

920-565-1000 ext. 2903  
Telephone Number  

RN to BSN Completion Program  
Nursing Program(s) Utilizing Facility/Simulated Setting  

Director of the Nursing Program  
Title  

1/31/19  
Date  

HammKL@lakeland.edu  
Email Address  

Page 2 of 2
FIRST AMENDMENT TO CLINICAL AFFILIATION AGREEMENT

This FIRST AMENDMENT TO CLINICAL AFFILIATION AGREEMENT (the "Agreement") is entered into by and between LAKELAND UNIVERSITY, INC. (the "School") and ST. VINCENT HOSPITAL OF THE HOSPITAL SISTERS OF THE THIRD ORDER OF ST. FRANCIS (inclusive of St. Vincent Hospital d/b/a Prevea Health at clinic sites), a Wisconsin non-profit, non-stock corporation, ("St. Vincent") ST. MARY’S HOSPITAL MEDICAL CENTER OF GREEN BAY, INC., a Wisconsin non-profit, non-stock corporation, ("St. Mary’s”), ST. NICHOLAS HOSPITAL OF THE HOSPITAL SISTERS OF THE THIRD ORDER OF ST. FRANCIS (inclusive of St. Nicholas Hospital d/b/a Prevea Health at clinic sites), a Wisconsin non-profit, non-stock corporation ("St. Nicholas”) and ST. CLARE MEMORIAL HOSPITAL, INC., a Wisconsin non-profit, non-stock corporation, ("St. Clare") (St. Vincent, St. Mary’s, St. Nicholas and St. Clare are collectively referred to herein as the “Facilities”). The Facilities and the School may be referred to herein each as a "Party" and collectively as the "Parties.” This First Amendment shall be effective as of the date on which the last of the Parties has executed this First Amendment (the "First Amendment Effective Date").

RECITALS

WHEREAS, the Parties entered into a Clinical Affiliation Agreement dated January 12, 2016 (the "Agreement"); and,

WHEREAS, the Parties desire to add the Prevea Health clinic sites as a party to this agreement, to add additional programs and, to reflect the School’s name change.

NOW, THEREFORE, in consideration of the above Recitals and the mutual covenants and conditions contained in this First Amendment, the Parties agree as follows:

1. Lakeland College has changed its name to Lakeland University, Inc. and Lakeland University, Inc. replaces Lakeland College as the “School” in the Agreement.

2. St. Vincent Hospital d/b/a Prevea Health and St. Nicholas Hospital d/b/a Prevea Health, (collectively “Prevea Health”) are added as named parties to the Agreement.

3. The term "Facilities" as used in the Agreement is hereby amended to include “Prevea Health.”

4. Exhibit A is hereby deleted in its entirety and replaced with the attached Exhibit A.

5. Exhibit B is hereby amended by adding the following:

“Prevea Health Clinic Sites – All sites may be utilized as well as sites where Prevea performs athletic training services”.

321
6. Exhibit C to the Agreement is hereby amended by adding "Prevea Health" to "Facility" on said Exhibit.

7. Except as modified by this First Amendment, all terms and conditions of the Agreement remain unchanged and the Agreement shall remain in full force and effect. The Agreement, as amended by this First Amendment, is hereby ratified and confirmed by the Parties.

8. The Parties agree that this First Amendment may be executed in multiple originals, each of which shall be considered an original for all purposes and, collectively, shall be considered to constitute this First Amendment. The Parties further agree that signatures transmitted by facsimile or in Portable Document Format (pdf) may be considered an original for all purposes, including, without limitation, the execution of this First Amendment.

IN WITNESS WHEREOF, the Parties have executed this First Amendment on the dates indicated below.

ST. VINCENT HOSPITAL OF THE HOSPITAL SISTERS OF THE THIRD ORDER OF ST. FRANCIS, ST. MARY'S HOSPITAL MEDICAL CENTER OF GREEN BAY, INC. and, ST. CLARE MEMORIAL HOSPITAL, INC.

By: Therese B. Pandl
Name: Therese B. Pandl
Title: President and CEO
Date: 9/8/2017

LAKELAND UNIVERSITY, INC.

By: Carole L. Robertson
Name: Carole L. Robertson
Title: Vice President and CFO
Date: 9/17/2017

ST. NICHOLAS HOSPITAL OF THE HOSPITAL SISTERS OF THE THIRD ORDER OF ST. FRANCIS

By: Andrew Bagnall
Name: Andrew Bagnall
Title: President and CEO
Date: 9/8/2017

ST. VINCENT HOSPITAL D/B/A PREVEA HEALTH and ST. NICHOLAS HOSPITAL D/B/A PREVEA HEALTH

By: Ashok N. Rai, M.D.
Name: Ashok N. Rai, M.D.
Title: President and CEO
Date: 9/8/2017
CLINICAL AFFILIATION AGREEMENT

THIS CLINICAL AFFILIATION AGREEMENT (the "Agreement") is entered into by and between LAKELAND COLLEGE (the "School") and ST. VINCENT HOSPITAL OF THE HOSPITAL SISTERS OF THE THIRD ORDER OF ST. FRANCIS, a Wisconsin non-profit, non-stock corporation, ("St. Vincent") ST. MARY'S HOSPITAL MEDICAL CENTER OF GREEN BAY, INC., a Wisconsin non-profit, non-stock corporation, ("St. Mary's"), ST. NICHOLAS HOSPITAL OF THE HOSPITAL SISTERS OF THE THIRD ORDER OF ST. FRANCIS, a Wisconsin non-profit, non-stock corporation ("St. Nicholas") and ST. CLARE MEMORIAL HOSPITAL, INC., a Wisconsin non-profit, non-stock corporation, ("St. Clare") (St. Vincent, St. Mary's, St. Nicholas and St. Clare are collectively referred to herein as the "Facilities"). The Facilities and the School may be referred to herein each as a "Party" and collectively as the "Parties." This Agreement shall be effective as of the date on which the last of the Parties has executed this Agreement ("Effective Date").

RECITALS

WHEREAS, St. Nicholas and School had entered into an Affiliation Agreement for Health Occupations on July 6, 2011; and

WHEREAS, School also desires to enter into an affiliation agreement with St. Vincent, St. Mary's and St. Clare, the other Hospital Sisters Health System's hospitals in its Eastern Wisconsin Division; and

WHEREAS, the Facilities are Wisconsin licensed acute care hospitals; and

WHEREAS, the School desires to provide educational experiences to the students (hereinafter each a "Student" or collectively "Students") enrolled in one of the School's practical learning programs, as listed in Exhibit A, attached hereto and incorporated herein (hereinafter, each a "Program" or collectively the "Programs"); and

WHEREAS, Facilities are willing to make available certain Facilities' sites, as listed in Exhibit B, attached hereto and incorporated herein, to the School, its employed faculty members, if applicable, and Students for the purpose of providing practical learning and clinical experiences through the Programs, which will necessarily include some activities and tasks performed by each Student; and

WHEREAS, requirements specific to each Program are set forth in Exhibit C.

NOW, THEREFORE, it is understood and agreed upon by the Parties hereto as follows:

1. SCHOOL RESPONSIBILITIES:

1.1. Provision of foundational curriculum to students. The School shall have the total responsibility for planning and determining the adequacy of the educational experience of Students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facilities only those Students who have
satisfactorily completed the prerequisite didactic portion of the School’s Program curriculum.

1.2. **School and Student liability insurance.**

1.2.1. **The School Liability Insurance.** The School shall maintain, at no cost to the Facilities, general and professional liability insurance covering the School as an entity and each of its employees and agents against general and professional liability claims, in the minimum amount of one million dollars ($1,000,000) per occurrence and three million dollars ($3,000,000) aggregate per year. Evidence of such insurance shall be provided to the Facilities upon request.

1.2.2. **Student Liability Insurance.** Students shall maintain, at no cost to the School or Facilities, comprehensive health/medical insurance. In addition, the School shall ensure that each Student is covered, at no cost to the Facilities, under general and professional liability insurance covering the Student against professional liability claims in the minimum amount of one million dollars ($1,000,000) per occurrence and three million dollars ($3,000,000) aggregate per year. Evidence of such insurance shall be provided to the Facilities upon request.

1.2.3. **Additional insurance coverage.** Any additional applicable insurance coverage requirements shall be set out by the Parties in Exhibit C to this Agreement.

1.3. **Designation of liaison to Facilities; communications relating to clinical placements.** The School will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facilities. The assignments to be undertaken by the Students participating in the Programs will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical, and by letter or telephone in other instances. The School shall notify the Facilities in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facilities.

1.4. **Evidence of student certifications, vaccinations, etc.** Where applicable, the Student shall provide evidence that a Student has met all vaccination and certifications requirements, as required by law and Facilities’ policies, which may include, without limitation, CPR certification, hepatitis B vaccination, and OSHA compliance for prevention of transmission of blood borne pathogens and TB, as described in further detail in Exhibit C.

1.5. **Criminal background check.** Where applicable, a criminal background check, as specified in Exhibit C, and as required by and acceptable to the Facilities, are required of each placed Student prior to participation in the clinical rotation. It is the School’s responsibility to ensure that the background check has been completed and that Students with unacceptable results will not participate at sites where Students with such results are forbidden by policy.
1.6. **School notices to students.** The School shall notify each Student prior to his/her arrival at the Facilities and shall ensure that he/she:

1.6.1. Follows the administrative policies, standards, and practices of the Facilities.
1.6.2. Obtains medical care at his/her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facilities.
1.6.3. Provides his/her own transportation and living arrangements.
1.6.4. Reports to the Facilities on time and follows all established regulations during the regularly scheduled operating hours of the Facilities.
1.6.5. Conforms to the standards and practices established by the School while functioning at the Facilities.
1.6.6. Obtains prior written approval of the Facilities and the School before publishing any material relating to the clinical learning experience.
1.6.7. Meets the personal, ethical and professional standards required of employees of the Facilities and consistent with the applicable professional code of ethics and the applicable standards of TJC and/or other relevant accrediting or regulatory bodies.

1.7. **Qualifications of School faculty.** The School represents and warrants that relevant faculty members are appropriately certified and/or licensed. The School will provide the Facilities with copies of evidence of certifications or licensures.

2. **FACILITIES RESPONSIBILITIES:**

2.1. **Provision of Facilities for supervised clinical experiences.** Subject to the provisions of Section 3.2 of this Agreement, the Facilities agree to make the appropriate facilities available to the School in order to provide supervised clinical experiences to Students. Such facilities shall include an environment conducive to the learning process of the Students as intended by the terms of this Agreement and conforming to customary procedures of the Facilities.

2.2. **Facilities’ rules applicable to Students during clinical assignments.** Students are to remain subject to the authority, policies, and regulations imposed by the School and, during periods of clinical assignment, Students will be subject to all rules and regulations of the Facilities and imposed by the Facilities on its employees and agents with regard to following the administrative policies, standards, and practices of the Facilities.

2.3. **Patient care.** While at the Facilities, Students are not to replace the Facilities’ staff, and are not to render services except as identified for educational value and delineated in the jointly planned educational experiences. Any such direct contact between a Student and a patient shall be under the supervision of a supervisor designated by the School. The Facilities shall at all times remain responsible for patient care. The School shall be responsible for ensuring each Student is adequately supervised at all times.
2.4. Emergency treatment of Students. Emergency outpatient treatment will be available to Students while in the Facilities' hospitals for clinical training in case of accident or illness. In case of emergency at a non-hospital Facilities' site, standard procedure will be followed. It is the Student's responsibility to bear the cost of the emergency treatment.

2.5. Designation of liaison to School; communications relating to clinical placements. The Facilities shall designate a liaison responsible for coordinating the clinical placements. That person shall maintain contact with the School's designated liaison person to assure mutual participation in and surveillance of the clinical Programs. The Facilities shall notify the School in writing of any change or proposed change of the person(s) responsible for coordinating the clinical placements.

2.6. Identity and credentials of Facilities supervising personnel. The Facilities shall designate and submit in writing to the School, the name and professional and academic credentials of the individual(s) overseeing Student(s) experiences.

2.7. School tour of Facilities. The Facilities shall, on reasonable request and subject to legal restrictions regarding patient health information, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the School and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

2.8. Provision of relevant Facilities policies. The Facilities shall provide Student(s) and the School with the Facilities' administrative policies, standards and practices relevant to the clinical placement.

2.9. FERPA compliance. The Facilities shall comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the School's Students who train at the Facilities pursuant to this Agreement.

3. OTHER RESPONSIBILITIES:

3.1. Compliance with patient privacy laws. The School agrees to abide by and require its faculty and Students abide by the Standards for Privacy of Individually Identifiable Health Information and all other regulations promulgated under Section 264 of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and other state or federal health information privacy and security laws (collectively, 'Privacy Laws') in effect as of the Effective Date or as amended from time to time. Upon request, the Parties may amend the Agreement to conform with any new or revised Privacy Laws in order to ensure that Facilities are at all times in conformance with all Privacy Laws.
3.2. Determination of instructional period. The course of instruction will cover a period of time as arranged between the School and the Facilities. The beginning dates and length of experience shall be mutually agreed upon by the School and the Facilities.

3.3. Determination of number of participating Students. The number of Students eligible to participate in the clinical placement will be determined and may be changed by mutual agreement of the Parties. Notwithstanding the foregoing, the Facilities and the School agree and understand that the availability of clinical placements at Facilities during the term of this Agreement may periodically be affected by a variety of factors. In such event, Facilities may reduce the number of Students eligible to participate in the clinical education experience with prior notice to the School and adequate time for the School to reassign the Student(s) to another clinical site. The Facilities agree further to accommodate Students of the School who are similarly displaced from other clinical affiliates of the School to the extent that clinical space is available at the Facilities.

3.4. Evaluation of Students' clinical experiences. Evaluation of the clinical learning experiences of the Students will be accomplished jointly by the School and the Facilities. Appropriate staff of School and each of the Facilities will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to Students.

3.5. Removal of students.

3.5.1. The School has the right to remove a Student from a clinical education Program. The School shall notify the Facilities of such removal in writing.

3.5.2. Any of the Facilities, respectively, may immediately remove any Student participating in a clinical education experience from the Facilities' premises for behavior that the Facilities deem to be an immediate threat to the health or welfare of its patients, staff members, visitors, or operations. In such event, the Facilities shall notify the School in writing of its actions and the reasons for its actions as soon as practicable. If the Facilities desire to remove a Student for any other reason, it shall notify the School in writing of the reasons for the removal and shall consult with the School before removing the Student.

4. TERM OF AGREEMENT:

4.1 Term. The initial term of this Agreement shall be for a period of one (1) year, commencing on the Effective Date, and terminating one (1) year thereafter. Thereafter, this Agreement shall automatically renew for additional one (1) year terms until terminated in accordance with Section 4.2, below. In the event that this Agreement is not renewed for a subsequent term, Students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.
4.2 Termination. This Agreement may be terminated as follows:

4.2.1 Termination by Agreement. This Agreement may be terminated upon mutual written agreement of the Parties.

4.2.2 Early Termination. This Agreement may be terminated by either Party with or without cause or penalty by delivering a written notice of termination to the other Party at least ninety (90) days prior to such early termination.

4.2.3 For Cause. In the event School or Facilities fail in any substantial manner to perform as required herein, this Agreement may be terminated as described below:

(1) Either Party may terminate this Agreement at any time, upon material breach of any of its provisions by the other Party; provided, however, that not less than thirty (30) days prior to termination, written notice shall be given by the non-breaching Party to the breaching Party that states the intention of the non-breaching Party to terminate this Agreement, the nature of the material breach giving rise to termination, and shall permit the breaching Party reasonable opportunity to cure such material breach during said thirty (30) day period.

(2) If the material breach is not resolved to the satisfaction of the non-breaching Party during the thirty (30) day period as provided in 4.2.3 above, the non-breaching Party shall immediately give the breaching Party written notice of termination of the Agreement.

5. ADDITIONAL TERMS:

5.1 Ethical and Religious Directives. The Parties acknowledge that Facilities are operated in accordance with the Ethical and Religious Directives for Catholic Healthcare Services as promulgated, from time to time, by the United States Conference of Catholic Bishops, Washington, D.C., of the Roman Catholic Church ("Ethical and Religious Directives"), and that the principles and beliefs of the Roman Catholic Church are a matter of conscience to Facilities. It is the intent and agreement of the Parties that neither this Agreement nor any part hereof shall be construed to require Facilities to violate said Ethical and Religious Directives in its operation and all parts of this Agreement must be interpreted in a manner that is consistent with said Ethical and Religious Directives. The School shall ensure that Students act in accordance with the Ethical and Religious Directives when engaged in clinical educational experiences at Facilities.

5.2 Compliance with laws. The Parties believe and intend that this Agreement complies with all relevant federal and state laws as well as relevant regulations and accreditation standards, including but not limited to Federal Health Care Program (as defined under 42 U.S.C. § 1320a-7b(f)), fraud and abuse laws (including the Anti-Kickback Statute and the Stark Law), and all of the rules and regulations...
promulgated pursuant to, and all of the cases or opinions interpreting such statutes and laws (collectively, "Laws").

5.3. **System Responsibility Program.** Facilities have in place a System Responsibility Program (the "Responsibility Program") which has as its goal, to ensure that Facilities comply with Laws. The Responsibility Program focuses on risk management, the prevention of misconduct and the promotion of good corporate citizenship, including the commitment to uphold a high standard of ethical and legal business practices. The School acknowledges Facilities' commitment to the Responsibility Program and agrees to conduct all activities which occur pursuant to this Agreement in accordance with the underlying philosophy of the Responsibility Program.

5.4. **Warranty of non-exclusion.** Each Party represents and warrants to the other that it is not: excluded from participation in any Federal Health Care Program; debarred, suspended or otherwise excluded from participating in any other federal or state procurement or non-procurement program or activity; or designated a Specially Designated National or Blocked Person by the Office of Foreign Asset Control of the U.S. Department of Treasury. Each Party further represents and warrants to the other Party that to its knowledge, there are no pending or threatened governmental investigations that may lead to such exclusion. The School shall notify Facilities in writing upon the commencement of any such exclusion or investigation within seven (7) business days of receiving first notice of such exclusion or investigation. Facilities shall have the right to terminate this Agreement immediately upon learning of any such exclusion and shall be kept informed of the status of any such investigation.

5.5. **Indemnification.** Each Party agrees to indemnify and hold the other harmless from any and all claims, suits, damages, fines, penalties, judgments, liabilities and expenses (including reasonable attorney's fees and court costs) arising from (a) any negligent or willful act or omission of the Party, its agents, or employees, (b) breach of this Agreement or (c) violation of a Law; provided, however, that the School shall not be entitled to indemnification for any claims, liability, losses, or damages caused by the acts or omissions of any of its Students or faculty members assigned to Facility pursuant to this Agreement. Notwithstanding anything to the contrary in this Agreement, a Party's obligations with respect to indemnification for acts described in this Section shall not apply to the extent that such application would nullify any existing insurance coverage of such Party or as to that portion of any claim of loss in which an insurer is obligated to defend or satisfy. This Section 5.5 shall survive the expiration or earlier termination of this Agreement. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

5.6. **Independent Parties.** Except as set forth in this Agreement, no action taken by either Party, or its officers, employees or agents pursuant to this Agreement, shall be deemed to create any partnership, joint venture, association or syndicate between the Parties, nor shall any such action be deemed to confer upon either Party any express or implied right or authority to assume, or create any obligation or
responsibility on behalf of, or in the name of, the other Party. The Parties to this Agreement are independent entities, contracting with each other solely for the purpose of carrying out the terms and conditions of this Agreement. Facilities shall not be responsible for the payment of any federal, state or local taxes arising under or in connection with this Agreement, including, without limitation, the payment of actual and estimated tax liabilities, and Facilities shall be indemnified and held harmless from any loss, cost, or liability arising out of the School's failure to do so.

5.7. **Stipulations as to liability.** Subject to applicable state law, neither Party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other Party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

5.8. **Non-Discrimination.** The Parties hereto shall abide by the requirements of Executive Order 11246, 42 U.S.C. Section 2000d and the regulations thereto, as may be amended from time to time. There shall be no unlawful discrimination or treatment because of race, color, religion, sex, national origin, ancestry, military status, sexual orientation or handicap in the employment, training, or promotion of students or personnel engaged in the performance of this Agreement.

5.9. **Employment status.** No assigned Student or School faculty member under this Agreement shall in any way be considered an employee or agent of the Facilities nor shall any such Student or faculty member be entitled to any fringe benefits, Worker's Compensation, disability benefits or other rights normally afforded to employees of the Facilities.

5.10. **Amendments.** This Agreement may be amended only by an instrument in writing signed by the Parties.

5.11. **Assignment.** Neither Party may assign this Agreement or the rights or obligations hereunder without the specific written consent of the other Party, except that this Agreement may be assigned by Facilities without the prior written approval of the School to an affiliate of Facilities. For purposes of this Agreement, "Affiliate" shall mean any successor entity of Facilities, or any entity controlled directly or indirectly by Facilities or Hospital Sisters Health System.

5.12. **Books and records.** If this Agreement is a contract within the purview of Section 1861(v)(1)(l) of the Social Security Act (Section 952 of the Omnibus Reconciliation Act of 1980) and the regulations promulgated at 42 C.F.R. Part 420 in implementation thereof, the Parties agree to make available to the Comptroller General of the United States ("Comptroller General"), the Secretary of the Department of Health and Human Services ("Secretary") and their duly authorized representatives, for four (4) years after the latest furnishing of services pursuant to this Agreement, access to the books, documents and records and such other information as may be required by the Comptroller General or Secretary to verify the nature and extent of the costs of services provided by each Party, respectively. If either Party, upon the approval of the other Party, carries out the duties of this
Agreement through a subcontract worth $10,000.00 or more over a twelve (12) month period with a related organization, the subcontract will also contain an access clause to permit access by the Secretary, Comptroller General and their representatives to the related organization's books and records.

5.13. Corporate practice of medicine. Nothing contained herein shall be construed as allowing or authorizing Facilities to engage in the practice of medicine, either directly or through its agents or employees. It is the intent of the Parties that any actions performed pursuant to this Agreement which constitute acts of medicine are not acts of, or by, Facilities.

5.14. Counterparts; facsimile and pdf signatures. The Parties agree that this Agreement may be executed in multiple originals, each of which shall be considered an original for all purposes and, collectively, shall be considered to constitute this Agreement. The Parties further agree that signatures transmitted by facsimile or in Portable Document Format (pdf) may be considered an original for all purposes, including, without limitation, the execution of this Agreement and enforcement of this Agreement.

5.15. Entire agreement. This Agreement supersedes all previous contracts or agreements between the Parties for the same services, and constitutes the entire agreement between the Parties. Neither the School nor Facilities shall be entitled to benefits other than those specifically enumerated herein. St. Nicholas and School specifically revoke and terminate the Affiliation Agreement dated July 6, 2011 referenced in the Recitals above.

5.16. Governing law. This Agreement shall be construed and governed by the laws of the State of Wisconsin. Unless otherwise required by law, the Parties shall submit to the jurisdiction of the courts within Brown County, Wisconsin.

5.17. Headings. The headings and subheadings in this Agreement are inserted for convenience of reference only and shall not affect the meaning or interpretation of this Agreement.

5.18. Interpretation. The Parties hereto acknowledge that (i) each Party has reviewed the terms and provisions of this Agreement; (ii) the rule of construction to the effect that any ambiguities are resolved against the drafting Party shall not be employed in the interpretation of this Agreement; and (iii) the terms and provisions of this Agreement shall be construed fairly as to all Parties hereto and not in favor or against any Party, regardless of which Party was generally responsible for the preparation of this Agreement.

5.19. Notice. Notices or communications herein required or permitted shall be given to the respective Party by registered or certified mail (each notice being deemed given as of the date of mailing), electronic mail for which the sender has an electronic receipt, or by hand delivery at the address listed under the Party's signature to this Agreement unless either Party shall designate a new address by written notice. The notice shall be deemed to be received as follows: in the case of actual delivery, on
the date of its receipt by the Party entitled to it; in the case of overnight courier service, on the next business day following mailing; and in the case of certified or registered mail, three (3) days after the date of its mailing.

5.20. **Severability.** If any term, covenant, or condition of this Agreement or the application thereof to any person or circumstance shall be invalid or unenforceable, then the remainder of this Agreement and the application of any term or provision to any person or circumstances, other than those to which it is held invalid or unenforceable, shall not be affected thereby and all other terms shall be valid and enforceable to the fullest extent permitted by law.

5.21. **Survival.** Any provision which expressly or by its context requires, after termination of this Agreement, action or places obligations on the Parties to this Agreement, shall so survive the termination of this Agreement.

5.22. **Third party rights.** Except as otherwise expressly stated herein, the Parties do not intend to create any enforceable rights in any third party under this Agreement and there are no third party beneficiaries to this Agreement.

5.23. **Waiver of breach.** The waiver by either Party of a breach or violation of any provision of this Agreement shall not operate as nor be construed to be a waiver of any subsequent breach hereof.

[Signature Page Follows]
IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the date as indicated below.

For and on behalf of:

ST. VINCENT HOSPITAL OF THE HOSPITAL SISTERS OF THE THIRD ORDER OF ST. FRANCIS, ST. MARY’S HOSPITAL MEDICAL CENTER OF GREEN BAY, INC. AND ST. CLARE MEMORIAL HOSPITAL, INC.

Printed Name: Therese B. Pandl
Title: President and CEO
Date: 1/11/2016
Address: 2710 Executive Drive
P.O. Box 19047
Green Bay, WI 54307-9047
Attn: Therese B. Pandl
President and CEO

LAKELAND COLLEGE

Printed Name: Carole L. Robertson
Title: Vice President & CFO
Date: 1/7/2014
Address: P.O. Box 359
Sheboygan, WI 53082
Attn: Carole L. Robertson
Vice President & CFO

ST. NICHOLAS HOSPITAL OF THE HOSPITALS SISTERS OF THE THIRD ORDER OF ST. FRANCIS

Printed Name: Andrew Bagnall
Title: President and CEO
Date: 1/16/16
Address: 3100 Superior Avenue
Sheboygan, WI 53085
Attn: Andrew Bagnall
EXHIBIT A

LIST OF PROGRAMS

Health Science Programs
EXHIBIT B

FACILITIES' SITE(S)

St. Vincent Hospital, 835 S. Van Buren Street, Green Bay, WI 54307
St. Mary's Hospital Medical Center, 1726 Shawano Avenue, Green Bay, WI 54303
St. Nicholas Hospital, 3100 Superior Avenue, Sheboygan, WI 53085
St. Clare Memorial Hospital, 855 S. Main Street, Oconto Falls, WI 54154
# EXHIBIT C

**PROGRAM SPECIFIC REQUIREMENTS**

(Each program shall have its own program specific requirement checklist)

- **Facility:** St. Vincent, St. Mary’s, St. Nicholas and St. Clare
- **School:** Lakeland College
- **Program:** Health Science Programs

<table>
<thead>
<tr>
<th>Facility requires:</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>1) Proof of general and medical professional liability protection for its Students and faculty assigned to the Facilities in a minimum amount of $1 million per occurrence and $3 million aggregate per year for professional liability and $1 million per occurrence and $3 million aggregate per year for general liability insurance. (paragraph 1.2)</td>
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<td>2) Verification that Students have met requirements for: (paragraph 1.4)</td>
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<td>a) CPR certification</td>
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<td>b) Immunizations</td>
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<td>i) Chickenpox (Varicella) - must have history of having Chickenpox disease, proof of immunity by titer or have received two doses of the varicella vaccine (Varivax) given one month apart.</td>
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<td>ii) Baseline TB screening using two-step TB skin test or single blood assay test (ex. QuantIFERON). Annual single TB skin test or blood assay test thereafter. For known positive TB skin test or quantiferon gold, evidence of a negative baseline chest x-ray at or within one year of starting their initial clinical experience is required AND an annual TB questionnaire.</td>
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<td>iii) Dates of 2 MMRs or Positive rubella titer, rubeola titer and mumps titer</td>
<td>✗</td>
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<tr>
<td>iv) Hepatitis B vaccination series or signed declination or a positive Hepatitis B titer</td>
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<tr>
<td>v) Influenza vaccine required for the current flu season.</td>
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<td>vi) Adult Tetanus-Diphtheria (Td) vaccine or proof of 1-time dose of Adult Tetanus, Diphtheria &amp; Pertussis (Tdap) vaccine must be current within 10 years.</td>
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<tr>
<td>o) Compliance with OSHA requirements for prevention of transmission of bloodborne pathogens and TB</td>
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3) The Facilities, through the Employee Health Service, shall provide for post-exposure testing of source individual after all occupational blood/body fluid exposures which occur within the Facilities and are reported on Facilities’ incident report forms. Beyond such testing, the School shall assume responsibility for its employees and Students as follow-up to reported exposures of any kind (including blood/body fluid and any other type of exposure to infectious disease and/or hazardous
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| 4) Criminal background check (paragraph 1.5) effective  
  a) Pursuant to Section 50.065, et seq., Wis. Stats., Students involved in Program will be subject to a criminal background check, in accordance with Wisconsin Administrative Code HRS 12, which shall include (i) obtaining a completed State of Wisconsin "Background information Disclosure" form and (ii) performing a criminal records check. If the background check reveals a conviction or pending charges of a crime which is not a "permanent bar" or a "bar pending rehabilitation," Facilities, in its sole discretion, shall determine whether the condition or pending charge(s) are substantially related to the care of Facilities patients or clients. | ☒ | ☐ |
| 5) Drug screen (paragraph 1.5) effective  
  a) If yes, type of screening: 5 Panel (minimum) | ☐ | ☒ |
| 6) Evidence of relevant facilities’ certifications or licensures (paragraph 1.7) | ☒ | ☐ |
| 7) Student/Practitioner/contractor shall conduct his/her/its practice and professional activities (or duties and responsibilities pursuant to this contract) in accordance with the "Ethical and Religious Directives for Catholic Healthcare Services" published by the United States Conference of Catholic Bishops, and the Ethical Directives of the Hospital, or any succeeding documents which may be adopted by the USCCB or the Facilities or their successors. | ☒ | ☐ |

**School requires:**

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<tr>
<td>1) Copy of relevant Facilities policies (paragraph 2.8)</td>
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<tr>
<td>2) Evidence of academic credentials, certifications and licensures of individual(s) overseeing Student(s) experiences (paragraph 2.6)</td>
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<tr>
<td>3) Other: Notification of Facilities’ liaison for coordination clinical placements</td>
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</table>
Position Description - Clinical

Position Title: RN

Job Code: 2410

Position Summary

Promotes and restores patients' health by completing the nursing process, collaborating with physicians and multidisciplinary team members, providing physical and psychological support to patients, friends, and families, and supervising assigned team members. Identifies patient care requirements by establishing personal rapport with potential and actual patients and other persons in a position to understand care requirements. Establishes a compassionate environment by providing emotional, psychological, and spiritual support to patients, friends, and families. Promotes patient's independence by establishing patient care goals, teaching patient, friends, and family to understand condition, medications, and self-care skills, and answering questions. Assures quality of care by adhering to therapeutic standards, measuring health outcomes against patient care goals and standards, making or recommending necessary adjustments, and following nursing philosophies and standards of care set by state board of nursing, state nurse practice act, and other governing agency regulations.

Core Values

Respect
Respect means the Franciscan respect for life from conception to death and for the dignity of each individual person. Respect is a commitment to freeing and empowering each person to develop to his or her full potential.

Care
Care embodies the concern, compassion, and sensitivity with which we care for patients as individuals on a one-to-one basis. It depicts our way of dealing with patients, clients and colleagues. Many times it is thought of as a bedside behavior, but it also belongs in business offices, cafeterias and boardrooms.

Competence
Competence means that our work is performed and our institutions are managed with the highest level of skill and ability. We are committed to recruiting and developing people who are competent in their work and whose values reflect our own. Our values are an integral part of our system's strategic plan, which provides the overall framework for local activities.

Joy
Joy is the manner in which our colleagues and all who join us in our ministry seek to perform their work – the internal fulfillment of caring for others. It is an essential ingredient in bringing a sense of hope to those who suffer.

Clinical Competencies

Emphasizes a holistic approach to patient care-attending to body, mind, and spirit

Involves patient and family in decisions about care

Maintains excellent interpersonal communication with the health care team colleagues

Promotes quality care by participating in organizational councils/committees and/or support of related process

Documents services provided to patients in the electronic medical record in accordance with policy and requirements
Reduces the risk of healthcare acquired infections through compliance with current CDC hand hygiene guidelines and facility policies

Utilizes standard precautions during patient contact and when handling contaminated materials

Demonstrates compliance with National Patient Safety Goals

Maintains ethical principles with patient care and all other aspects of work

Keeps all patient or colleague information confidential

Participates in continuing education opportunities and maintains certifications, licensure as appropriate

Attends required in-services and meetings

Completes required mandatory competencies by deadline

Possesses information, skill, and understanding of the work to be performed

Complies with all standards, policies and procedures including dress code, attendance and punctuality

## Essential Job Functions

### Description

Performs comprehensive initial patient assessment and reassessments.

Follows nursing process of assessment, planning, intervention and evaluation, incorporating physical as well as psychosocial needs of designated patient populations.

Identifies patient problems and develops them into an outcome and goal oriented plan of care.

Analyzes and interprets assessment data to identify desired patient outcomes and goals.

Determines nursing interventions to achieve those outcomes and goals.

Prioritizes patient care needs and activities.

Identifies and makes appropriate referrals for education/further assessment (ie nutritional services, spiritual care, diabetic educator, social services).

Collaborates with other health care disciplines to plan interventions, patient outcomes and goals.

Directs the implementation of the plan of care and is accountable for the quality of nursing care provided.

Assigns and coordinates patient care incorporating patient acuity and the knowledge, skills and abilities of the team members.

Organizes and prioritizes care for the patients within the team.

Delegates tasks appropriately to other team members.

Implements the plan of care including procedures, treatments, physician orders, nursing orders, education plan and medications.

Coordinates implementation of plan of care with the multidisciplinary team members.
Assists to decrease the patient’s length of stay by facilitating case management/care navigator communication related to discharge planning.

Uses nursing judgment to determine the appropriate frequency and components of reassessment.

Reassesses at regular intervals to determine patient response to interventions.

Focuses ongoing reassessment on actual and potential problems and needs of the patient including education and discharge needs.

Participates in development of discharge plan.

Documents discharge instructions for patient and/or significant other and/or care provider.

Provides nursing care to maximize patient safety and quality outcomes.

Provides age appropriate direct patient care, evaluates outcomes, and consults with other disciplines as needed with consideration of physical, psychological, social, cultural, spiritual, environmental, self care, education, and discharge planning factors.

Evaluates patient response to interventions.

Updates the problem list and outcomes/goals.

Evaluates each patient and his/her progress towards expected outcomes and updates the plan of care accordingly.

Demonstrates excellent communication, critical thinking, diplomacy and problem solving skills.

Communicates relevant clinical information to the team to optimize patient outcomes and goals.

Communicates relevant clinical information to the physicians regarding the patient’s condition.

Reports progress toward outcomes and goals and/or changes in condition to other health team members.

Maintains ongoing communication with multidisciplinary team members to reassess and prioritize needs of patients and unit.

Maintains communication with the manager, house supervisor or charge nurse regarding admissions, unit needs, acuity and significant events.

Documents completely, comprehensively and in accordance with policy.

 Demonstrates competency in computer systems and applications required for the role.

 Practices within scope and current standards of care.

 Assures medication safety by following the “5 rights” of medication administration. (direct patient care roles)

 Demonstrates ability to perform treatments, assist physicians with procedures and provide services within scope of practice.

 Received, transcribes, processes and implements physician orders per policy including dating, timing and verifying accuracy.

 Completes assigned shift duties and assures resolution of discrepancies.

 Executes a plan for own professional development to expand competency in accordance with accepted professional standards.

 Assists and supports nursing and other allied health students during their clinical rotations.
Willingly accepts other duties as assigned.

**Educational/Training Requirements**

<table>
<thead>
<tr>
<th>Degree/Diploma Obtained</th>
<th>Program of Study</th>
<th>Required/Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>Nursing</td>
<td>Preferred</td>
</tr>
</tbody>
</table>

Educational requirements apply to any new hire after 6/1/2014. Incumbents are held to the education standard at time of hire and will be exempt from the above requirement and given credit for experience as long as they are able to demonstrate knowledge and ability to perform job duties based on the local entity's ongoing assessment of competency.

**Experience**

<table>
<thead>
<tr>
<th>Years</th>
<th>Type of Experience</th>
<th>Required/Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experience preferred.</td>
<td></td>
</tr>
</tbody>
</table>

**Certificates, Licenses & Registrations**

<table>
<thead>
<tr>
<th>Certificate, License or Registration</th>
<th>Required/Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed in the state of practice</td>
<td>Required</td>
</tr>
<tr>
<td>Basic Life Support (BLS)</td>
<td>Required</td>
</tr>
</tbody>
</table>

Certificate, license, and registration requirements apply to any new hire after 6/1/2014. Incumbents are held to the standard at time of hire and will be exempt from the above requirement.

**Physical and Mental Requirements**

Requires use of good body mechanics to provide patient care. Performance of duties requires standing and walking most of the shift. Must be able to lift, pull and push as needed when assisting with patient care and/or transfer, and during transfer of equipment. Analytical, interpretive, critical thinking, and supervisory skills. Working knowledge of state and federal standards.

**Environmental Requirements**

Occasional exposure to moderate environmental variations, above-normal noise levels, and/or unpleasant substances. May be exposed to hazardous or potentially injurious elements or conditions. During the course of duties may occasionally be at risk for occupational exposure to chemicals for example disinfectants and soaps.

**Colleague Statement of Understanding**

Note: This position description indicates the general nature and level of work performed by colleagues in this position. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities and qualifications of colleagues assigned to this position. Variances in job duties performed may exist between facilities, and colleagues may perform other related duties as assigned to meet the needs of the organization. By signing this document, I acknowledge that I have reviewed the position description for the above position. I understand the physical requirements and essential functions for this position in my facility.

I agree to comply with the System Responsibility Policies and all laws, rules, regulations and standards of conduct relating to my position. I understand my duty to report any suspected violations of the law or the standards of conduct to my leader.
I will strive to uphold the mission and vision of the organization. All colleagues are required to adhere to the values in all their interactions with patients, customers, and fellow colleagues.
Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

A. Name of facility: Sheboygan County Health and Human Services - Division of Public Health
   Address: 1011 North 8th St. Sheboygan WI 53081
   Telephone: 920-459-3207

B. Type of facility:
   □ Hospital    □ Nursing Home    □ Community Health Agency
   □ Other: Division of Public Health

C. Number of beds at facility: N/A

D. Types of patients: Population Health

E. Administrator of facility: Diane Liebenthal - Health Officer

F. Director of nursing service: Starrlene Grossman - Program Supervisor

G. School(s) of nursing utilizing the facility: University of Wisconsin Green Bay,
   UW-Oshkosh, Concordia University

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Educational administrator of nursing school

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

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

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

C. Are there experiences in the facility available to students to meet clinical objectives?  
   
   X  Yes   ___ No
   Comments:  This facility clinical experience will center around population level interventions and community surveillance

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

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)  
   
   X  Yes   ___ No
   Comments:  In the state of Wisconsin all Public Health Nurses must hold a BSN

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:  
   
   Not applicable

Lakeland University
Nursing School
Kerry Hamm, MSN, RN  
Educational Administrator
Signature
920-565-1000 ext. 2903
Telephone Number

RN to BSN Completion Program
Nursing Program(s) Utilizing Facility/Simulated Setting
Director of the Nursing Program
Title
1/23/2019
Date
HammKL@lakeland.edu
Email Address
School Affiliation Agreement

between Sheboygan County Health and Human Services - Division of Public Health and Lakeland University, Inc.

THIS SCHOOL AFFILIATION AGREEMENT (the “Agreement”) is made this 30 day of January , by and between Sheboygan County, Division of Public Health (the “Facility”) and Lakeland University, Inc. (the “School”) for the provision of practicum experience to the Students (the “Student”) of the University’s Postlicensure Bachelor of Science in Nursing program (RN to BSN Completion Program – the “Nursing Program”). This Agreement shall be in effect for two (2) years from the date of its execution and shall be automatically renewed thereafter for successive two (2) year terms, unless terminated by either party as expressly provided herein.

WITNESSETH:

WHEREAS, the Facility is a Wisconsin (the “State”) licensed facility that provides health care services to clients, and is located at 1011 North 6th St, Sheboygan WI 53081; and

WHEREAS, the Facility and the School recognize the need for preparing the Students to meet the health care needs of the individual, community and population; and

WHEREAS, the Facility and the School are desirous of cooperating to provide clinical education to the Students with the understanding of each other’s primary obligations to service and education respectively, and agree on the common purpose of both; namely, the provision of high quality care for clients, the community, and populations.

THEREFORE, in consideration of the mutual promises, agreements, and covenants hereinafter set forth, the parties hereby agree as follows:

A. RESPONSIBILITIES OF THE SCHOOL

1. The School will assume overall academic responsibility for planning and determining the adequacy of the educational experience of Students in theoretical background, skills, professional ethics, attitude and behavior, and will assign to the Facility only those Students who have satisfactorily completed the prerequisite didactic portion of the Schools Nursing Program curriculum.

2. The School will plan and evaluate the Students’ practical experience.

3. The School will refer to the Facility only those Students who have obtained the prerequisite requirements or licenses, if applicable, and have been recommended by faculty for placement in the Nursing Program.

4. The School will refer to the Facility only those Students who have signed a copy of the attached Student Confidentiality Agreement and Release/Waiver (Exhibit A). The School must provide the Facility with the completed Student Confidentiality Agreement and Release/Waiver for any Student wishing to participate in the Nursing Program before his or her practical experience begins.

5. The School will ensure that Students have satisfied and passed any health screening or other health requirements imposed from time to time by the Facility, which may include, but are not limited to,
drug screening, proof of absence of TB, Hepatitis B vaccination (titer, or letter of declination), Tdap vaccination, Td booster, annual Influenza vaccination, Varicella, and Measles, Mumps, Rubella. Per the Sheboygan County Division of Public Health, the background check and drug testing will be completed no later than one month before the start of the student’s practicum experience. Drug testing will include the rapid controlled substance results of a 5 panel urine test which includes, at a minimum, amphetamines, cocaine, THC, Opiates, and PCP. Background check and drug testing results will be supplied to Sheboygan County Human Resources, 508 New York Avenue, Sheboygan WI 53081 or faxed to 920-459-4306, prior to the start of the practicum experience.

6. The School agrees to conduct criminal background checks for Students participating in a practicum experience at the Facility. School agrees to provide the Facility with completed copies of forms used for requesting background checks for each Student applying for practicum placement at the Facility. The School agrees to provide the Facility the results of the background check after it obtains results. The Facility shall make the final determination as to whether a Student may have regular, direct contact with the Facilities clients. The Facility will inform the School of decision to bar any Student from such contact.

7. The School will ensure Students have current training in Basic Life Support (BLS) for Healthcare Professionals from the American Heart Association, the confirmation of which will be available to the Facility upon request.

8. The School will ensure Students have current training in Bloodborne Pathogen Exposure Prevention, and HIPAA compliance, the confirmation of which will be available to the Facility upon request.

9. The School will appoint appropriate faculty members to coordinate the Nursing Program with the Facility. Facility providers shall have the authority to evaluate the Students’ practical experiences with School assigned representatives as it relates to the Nursing Program.

10. The School and Student, will notify the Facility in advance of a planned practicum experience, to include date of arrival, name of the Student. The acceptance of the practicum experience is subject to the Facilities approval.

11. The School will cooperate with Facility to arrive at a mutually beneficial schedule of Student assignments. The School will provide Facility with the names of assigned Students, the dates of planned affiliation, the level of academic and pre-clinical preparation, and any other information necessary to effectively coordinate an assignment schedule.

12. The School will make reasonable efforts to ensure its faculty and Students becoming familiar with and adhere to all applicable rules, regulations, policies, procedures, protocols, by-laws, etc., of the Facility.

13. The School will allow the Facility, without penalty, to unilaterally remove any Student from a practicum experience if that Student violates Facility policy, is not qualified for the experience, or is determined by the Facility to be otherwise unfit for participation. The School understands that the Facility is unilaterally empowered to remove, or to request that the School remove, any Student at any time for any reason.

14. The School will assume responsibility for ascertaining and assuring the Facility that all participating faculty members and Students have in force at the commencement of the program, health and
accident insurance policies of a scope and having reasonable policy limits mutually satisfactory to the School and Facility, or at a minimum, that such faculty members and Students have been informed that they will be responsible for the cost of any hospital or medical care required as a result of any illness or injury that might be sustained while a Student or faculty member is participating in the Nursing Program at the Facility.

15. The School shall maintain, or cause to be maintained, professional liability insurance in an amount not less than One Million Dollars ($1,000,000.00) per occurrence and Three Million Dollars ($3,000,000.00) annual aggregate. Such insurance shall insure the School, and its participating Students and faculty against any and all claims, actions, judgments, liabilities, losses, damages, costs, and obligations (including attorneys' fees) which are attributable to or which arise, directly or indirectly, out of any act or omission of the School, or its Students or faculty, in connection with the operation of the Nursing Program.

16. The School understands and agrees that neither the School, nor its faculty or Students shall be permitted to use any information pertaining to the Facility or the clients at the Facility, for the purpose of generating reports, publications or other materials without prior written authorization from the Facility. The School hereby acknowledges that during the term of this Agreement, its faculty and Students may have access to various trade secrets and confidential information, including, but not limited to patient information, financial information, operating practices and procedures and ideas and data developed by or on behalf of the Facility. The School further acknowledges that such trade secrets and confidential information are the exclusive property of the Facility and/or the Facility's clients, and as such, are confidential and proprietary and that disclosure or unauthorized use thereof will cause irreparable harm and loss to the Facility and/or the Facility clients. It is therefore understood and agreed that the School and its faculty and Students will refrain from using or disclosing any confidential or proprietary information during the term of this Agreement and thereafter. Upon termination of this Agreement, any confidential information, including documents, data and operating plans and procedures, pathways, protocols and policies and procedures, obtained or developed during the term of the affiliation with the Facility shall be promptly returned to the Facility. It is further understood that the School, its faculty, Students, employees and agents shall be bound by the terms of Exhibit A.

B. RESPONSIBILITIES OF THE FACILITY

1. The Facility agrees to accept from the School, for the purpose of providing Student learning experiences, a mutually agreed upon number of Students each academic semester.

2. The Facility will assume the ultimate responsibility for the care of clients.

3. The Facility will orient the faculty and Students to the Facility staff and the physical environment of the Facility. The Facility will also provide copies of all applicable rules, regulations, policies, and procedures of the Facility.

4. The Facility will designate a Nursing Student Program Coordinator/On-Site Supervisor to act as a supervisor and liaison with the School.

5. The Facility will advise the School (or faculty) as soon as possible of any performance problems, or rule or policy violations of any Student while participating in the Nursing Program at the Facility.
6. The Facility will advise the School (or faculty) as soon as possible of any changes in its operation, policies, or personnel which affect clinical education.

7. The Facility will meet as necessary with designated faculty members of the Nursing Program to discuss and evaluate the Students' performances.

8. The Facility will have the responsibility to notify patients and obtain their consent to the Students' activities.

C. GENERAL PROVISIONS

1. Students, including current Facility employees, who are assigned to the Nursing Program shall not receive any compensation from the Facility or the School for participation, and Students will not be deemed to be employees of Facility while participating in the Nursing Program as a subject of this Agreement, nor shall such Students be eligible for any employee benefits, including professional liability and general liability insurance and worker's compensation coverage, provided by the Facility. Students of the School that are current employees of the Facility understand and agree that participation in the Nursing Program will not take place during scheduled hours of employment unless stated otherwise. Students participating in the Nursing Program who may become injured while at the Facility shall not be employees for purposes of workmen's compensation benefits, disability benefits or any similar payments for such injuries. In addition, the parties agree that nothing in this Agreement nor any performance under this Agreement shall act to create an agency or employment relationship between the Facility, its employees or agents, and the School, its employees or agents. The relationship between the Facility and the School shall be that of independent contractor.

2. Each party agrees to defend, indemnify and hold the other harmless from any and all claims, suits, damages, fines, penalties, judgments, liabilities, and expenses (including reasonable attorney’s fees and court costs) arising from (a) any negligent or willful act or omission of the party or its employees, (b) breach of this Agreement or (c) violation of a law. Notwithstanding anything to the contrary in this Agreement, a party's obligations with respect to indemnification for acts described in this section shall not apply to the extent that such application would nullify any existing insurance coverage of such party or as to that portion of any claim of loss in which an insurer is obligated to defend or satisfy. This section shall survive the expiration or earlier termination of this Agreement.

3. The parties agree that there shall be no unlawful discrimination based on race, color, national origin, religion, handicap, age or sex in any of their policies, practices or procedures.

4. At any time during the term of this Agreement, either party hereto may notify the other party of its intent to terminate this Agreement, with or without cause, by providing notice to the other party in writing by guaranteed overnight delivery or by personal delivery. Such termination will be effective thirty (30) days after the giving of such notice to the non-terminating party. In addition, in the event of a breach of any of the material terms and conditions of this Agreement, the non-breaching party may terminate this Agreement immediately upon providing written notice to the breaching party.

5. This Agreement may be terminated by either party at any time with thirty (30) days written notice.
6. No modification or amendment to this Agreement shall be valid unless in writing and executed by both parties. No waiver of any breach or default hereunder shall be deemed to be a waiver of any subsequent breach or default of the same or similar nature. This Agreement constitutes the entire agreement of the parties and is intended as a complete agreement of the promises, representations, negotiations, discussions, and agreements that may have been made in connection with the subject matter hereof.

7. The School shall comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA), Public Law 104-191, and all applicable regulations promulgated thereunder.

8. It is understood and agreed that this Agreement shall be construed, governed, and interpreted under the laws of the state of Wisconsin, and if any provisions of this Agreement or parts thereof are held to be invalid under such laws, the other such provisions or parts thereof will nevertheless continue in full force and effect.

IN WITNESS WHEREOF, the parties hereto have entered into this Agreement as of the day, month and year first above written.

School: Lakeland University, Inc.  Facility: Sheboygan County Division of Public Health
Location: W3718 South Drive  Location: 1011 North 8th St, Sheboygan W53081
Plymouth, WI 53073

Name (printed): Kerry Hammo  Name (printed): Diane Libberton - Health Officer
Name (signed): [Signature]  Name (signed): [Signature]
Title: Director of the Nursing Program  Title: Health Officer - Division Manager
Date: 1/23/2019  Date: [Date]

Richard N. Itzen
Chief Operating Officer
2/4/2019
EXHIBIT A

STUDENT CONFIDENTIALITY AGREEMENT & RELEASE/WAIVER

Please read this document carefully and completely before signing it. This document is intended to waive and release ___________________________ (the “Facility”) from legal liability incurred in connection with your training at __Lakeland University___ (the “School”).

I, _____________________________, am a Student at __Lakeland University_ (the “School”) and am receiving clinical training (“training”) at the Facility. I acknowledge and agree as follows:

1. For purposes of this Student Confidentiality Agreement & Release/Waiver (this “Agreement”), the term “protected health information” (“PHI”) means any information, whether oral or recorded, in any form or medium: (i) that relates to the past, present or future physical or mental condition of an individual; the provision of health care to an individual; or the past, present or future payment for the provision of health care to an individual, and (ii) that identifies the individual or with respect to which there is a reasonable basis to believe the information can be used to identify the individual.

2. I understand that the Facility clients have a reasonable expectation of and a legal right to privacy concerning their PHI. I further understand that both the Facility and I have a legal and ethical responsibility to safeguard the privacy of all patients and to protect the confidentiality of their PHI.

3. In the course of my training at the Facility, I may come into contact with the PHI of Facility clients. I agree that during the course of my training with the Facility and at all times thereafter:

   (a) I will maintain the confidentiality of the PHI of the Facility clients;

   (b) I will not view, access or otherwise use or disclose any PHI of clients provided services by the Facility except as is necessary to perform my training or as required by law after approval from the Facility; and

   (c) I will not discuss the Facility PHI where others may overhear the conversation (for example, in hallways, on elevators, at lunch, on public transportation, at social events, etc.).

4. I further agree that I will comply with all Facility policies and procedures that concern the security and privacy of the Facility PHI.

5. I acknowledge that I have received privacy training from the School and the Facility and that I have passed the initial privacy training.

6. I understand that my violation of this Agreement will result in my removal from the Nursing Program. I also understand that the Facility may, in its sole discretion, advise appropriate officials of any illegal violations on my part and that the Facility may take legal action of its own for any damages it suffers as a result of my violation of this Agreement.

7. I understand that I am a Student, and that the Facility has permitted me to enter its premises to benefit me and my educational endeavors, specifically to provide me with practicum training and/or experience as agreed between the Facility and my School.

8. I understand that nothing herein shall be construed to be an employment contract between the Facility and myself. Additionally, I understand that nothing in this Agreement is to be construed as conferring any employment rights on me or changing my status from that of a Student of the School.

9. In consideration for the Facility’s agreement to cooperate with my School and myself to further my practical experience and/or training, I hereby irrevocably and unconditionally release and forever
discharge the Facility, including its directors, officers, employees and agents, of and from any and all charges, claims, demands, damages, expenses, actions and causes of action of whatever kind and nature, which I may have or which may arise in the future with respect to my training at the Facility.

10. I agree that the provisions of this Agreement shall be governed in all respects by, and be construed in accordance with, the laws of the State of Wisconsin, without regard to its choice of law principles.

Name (printed): ___________________________  Witness (printed): ___________________________
Student ID: ________________________________
Name (signed): ____________________________  Witness (signed): ____________________________
Date: ____________________________________  Date: _______________________________
SHEBOYGAN COUNTY
POSITION DESCRIPTION

Class Title: Public Health Professional
Working Title: Public Health Nurse
Department: Health & Human Services
Reports to: Health & Human Services Manager

Location: H&HS
DBM: C43
Effective: July 2014

I. PURPOSE AND SUMMARY
The Public Health Nurse provides public health nursing services to individuals, families, and population groups. Nursing actions are directed toward the goals of prevention, assessment, risk reduction, and health status improvement for individuals, families and communities. Nursing activities include, but are not limited to, systematic analysis of health data, care plan development, health education and advocacy, coalition building, and collaborating with community partners to promote the health of a population. Public Health Nurses often collaborate and consult within multidisciplinary and multi-agency teams in order to achieve desirable outcomes.

II. ESSENTIAL DUTIES
Under general supervision and/or as part of various workgroups and teams, the Public Health Nurse performs the following essential functions within the framework of the core functions and essential services of public health:

Public Health Sciences
1. Performs comprehensive individual and family assessments which include health history, physical assessment, growth monitoring, developmental assessment, psycho-social assessment, assessment of family functioning, assessment for substance abuse or domestic violence issues, and assessment of basic needs including food, housing, income, resources and supports, and access to health care.
2. Provides care coordination, referral and follow-up to individuals and families who are members of a vulnerable population and/or high-risk groups. Evaluates outcomes, effectiveness of plans, and makes changes as necessary.
3. Collaborates in development and delivery of programs and activities for individuals, families and population groups that promote health and prevent disease, in settings including, but not limited to all designated homes, community organizations and businesses, schools, and the community in general.
4. Participates in response teams to prevent, minimize, and contain adverse health events and conditions resulting from communicable diseases; food, water, and vector-borne outbreaks; chronic diseases, environmental hazards, injuries, and health disparities.

Community Dimensions of Practice
5. Collaborates in Sheboygan County Division of Public Health’s community health assessment and health improvement planning and intervention activities, acting as a liaison with other community agencies and professionals in efforts to address community health priorities.

Analysis and Assessment
6. Participates in the analysis of data to identify trends, health problems, environmental health hazards, and social and economic conditions that adversely affect the public’s health.
Leadership and Systems Thinking
7. Demonstrates knowledge of applicable state professional practice guidelines for registered professional nurses, the American Nurses Association Scope and Standards of Practice for Public Health Nursing and any other Federal and State laws and regulations applicable to practice as a public health nursing professional.
8. Responsible for using quality improvement (QI) and performance management (PM) processes and/or techniques to improve the effectiveness of the respective public health program. This includes, but is not limited to: creating, implementing, and evaluating performance standards and identifying, implementing, and assessing program quality improvement processes.

Policy Development and Program Planning
9. Collaborates in the development of evidence-based public health nursing practices and programs with universities, other nursing agencies, businesses, trade associations, other staff and the public.

Communication and Cultural Competency
10. Delivers targeted, culturally-appropriate information to help individuals and groups understand local environmental public health policies, regulations and code, utilizing appropriate methods for interacting effectively and professionally with persons of all ages and from diverse cultural, socioeconomic, educational, racial, and ethnic backgrounds, sexual orientations, lifestyles and physical abilities.

Financial Planning and Management
11. Contributes to the development and preparation of proposals for funding from external resources for health promotion and disease prevention initiatives and programs.

Other
12. Performs public health emergency response duties as assigned and consistent with job classification and training provided, in response to threats to the public’s health.
13. Performs other duties as assigned consistent with job classification.

BEHAVIOR EXPECTATIONS:
Treats others with courtesy and respect in all interactions.

III. QUALIFICATIONS
Education, Licensure, Certifications, Experience
- A public health nurse, in addition to being licensed as a registered nurse under ch. 441, Stats., shall have one of the following:
  (1) A bachelor’s degree from a nursing program approved by the board of nursing under s. 441.01 (3), Stats., and ch. N 1, or accredited by the national professional nursing education accrediting organization. The program shall include preparation in public health nursing or community health nursing.
  (2) A master’s degree from a nursing program accredited by the national professional nursing education accrediting organization. The program shall include preparation in public health nursing or community health nursing.
- Two (2) years of public health nursing experience preferred.
- National Incident Management System (NIMS)/Incident Command System (ICS) 100, 200 certification within four (4) months of employment.
- CPR certification within four (4) months of employment.
- Valid Wisconsin driver’s license, current certificate of vehicle insurance, and access to reliable transportation to all assigned work locations.
Due to the need for all Division of Public Health personnel to respond to public health emergencies, the employee must be assessed for his/her ability to meet the physical demands of performing the following activities:

- Must be able to be fitted and wear appropriate respiratory protection.
- Engage in the following movements: climbing, balancing, stooping, kneeling, crouching, reaching, standing, walking, lifting, fingerling, grasping, feeling and writing and repetitive motions.
- Exert up to 30 pounds of force occasionally, and/or a negligible amount of force constantly to move objects.
- Hearing ability sufficient enough to communicate with others effectively in person and over the phone.
- Visual ability must be sufficient enough to read typewritten documents, computer screen and drive a car.

If unable to demonstrate these abilities based upon a standardized, objective assessment performed by external occupational health professionals, all reasonable accommodations will be made, in compliance with the Americans with Disabilities Act and any other applicable Federal and Wisconsin law.

IV. WORKING RELATIONSHIPS

Reports to Human Services Manager. Works with Public Health Professionals (Nutritionists, Sanitarians, Public Health Educator, Public Health Nurses), Human Services Assistants (Public Health Aide, Public Health Technician, WIC Assistant). Frequent contact with co-workers, consumers, members of the public, and representatives of other agencies.

V. WORK ENVIRONMENT AND PHYSICAL STANDARDS

General office setting in public health facilities, as well as community sites including clients' homes and workplaces.

Work performed in the community is sometimes subject to conditions that range from inclement weather to dangerous conditions such as snow/ice, cold, heat, noise, wetness/humidity, vibration, sudden temperature changes, and poor illumination at the job site or due to travel on the job. Travel to and from field locations may subject worker to increased risk of driving hazards. Community locations may subject worker to communicable diseases, insects and other disease vectors, toxins, hazardous materials, chemicals and animals.

In all settings, employees in this classification may occasionally need to relate to members of the public who exhibit challenging, atypical or hostile behaviors and/or communication.

Risk of blood-borne pathogen exposure is considered high.

Management Approval ____________________________

Human Resources Approval ____________________________
Employee signature below constitutes employee's understanding of the requirements, essential functions and responsibilities of the position.

Employee __________________________________________ Date __________
Wisconsin Department of Safety and Professional Services

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

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

I. IDENTIFYING DATA

A. Name of facility: Taycheedah Correctional Institution

B. Type of facility: Prison

C. Number of beds at facility: 950

D. Types of patients: Clinic setting and infirmary (chronic care, acute injuries, pregnancies, etc.)

E. Administrator of facility: Warden Sarah Cooper

F. Name of nursing service: Lisa Albright, Health Service Manager

G. School(s) of nursing utilizing the facility: FVTC, Moraine Park TC, UW Oshkosh, Marian University

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Educational administrator of nursing-school

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

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

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

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

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

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

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:
   Not Applicable

Lakeland University
Nursing School
Kerry Hamm, MSN, RN
Educational Administrator
Signature
920-566-1000 ext. 2903
Telephone Number

RN to BSN Completion Program
Nursing Program(s) Utilizing Facility/Simulated Setting
Director of the Nursing Program
Title
1/23/2019
Date
HammKL@lakeland.edu
Email Address
MEMORANDUM OF UNDERSTANDING

BETWEEN

Lakeland University, Inc. and

WISCONSIN DEPARTMENT OF CORRECTIONS

41008-M19-ELB7090. NPT-04

PART I – Parties to the Memorandum of Understanding

A. This Memorandum of Understanding ("MOU") is by and between the State of Wisconsin Department of Corrections, whose principal business address is 3099 East Washington Ave., P.O. Box 7925, Madison, WI 53707-7925, (the "Department"), and, Lakeland University, Inc., whose principle business address is W3718 South Drive, Plymouth, WI 53073-4878 (the "School").

B. The Department employee responsible for administration of this MOU will be Scott Noreuil as the "Contract Administrator" whose principal business address is 3099 E. Washington Ave, Madison WI 53704. In the event that the Contract Administrator is unable to administer this MOU, the Department will contact the School and designate a new Department Contract Administrator.

C. The School employee responsible for administration of this MOU will be the Chief Operating Officer ("COO") as the "Contract Administrator" whose principal business address is, W3718 South Drive, Plymouth, WI 53073-4878. In the event that the COO is unable to administer this MOU, the School will contact the Department’s Contract Administrator and designate a new School Contract Administrator.

PART II – Department MOU Authority

This MOU is entered under the authority of Wis. Stats. 16.75 and WI Administrative Code Chapter Administration 10.

PART III – Basis and Purpose of the Memorandum of Understanding

Whereas,

The School and the Department of Corrections (the Department) acknowledge a public obligation to contribute to education for professional nursing for the benefit of students, the Department, and the community;

The School has established a professional Bachelor of Nursing (BSN) program which requires clinical facilities of community and home health agencies for clinical practice;

The Department has health facilities suitable for the educational needs of the professional BSN program; and it is to the mutual benefit of both the School and Department that the students have opportunities in the community for purposes of clinical practice;
Now Therefore.

The School and the Department enter into this MOU to provide practical learning and clinical experiences for the School's students and to establish and operate a Clinical Education Program at the Department.

PART IV – Responsibilities and Privileges of the School and Students

The School shall offer an educational program, which is approved by the Wisconsin Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN) or Commission on Collegiate Nursing Education (CCNE). In addition, the School, and where applicable students, will be responsible for ensuring and providing the following:

A. The School will provide the necessary faculty for the program in professional BSN who are both qualified teachers and competent clinical instructors.

B. Nursing faculty will plan, develop, implement and be responsible for all clinical instruction and evaluation of students with the assistance and cooperation of the Department staff to which students are assigned.

C. The School will develop a "Clinical Instruction Plan" that defines what the student is expected to learn during the clinical rotation. This plan will be made available to the Department at a mutually agreed upon time prior to the beginning of the school year and subject to revision in instances where conflicts with patient care responsibilities may exist.

D. Nursing faculty will be responsible for learning and observing the policies and regulations of both School and Department as they apply to the circumstances of clinical teaching.

E. Nursing faculty shall have reasonable opportunity to serve as resource persons at Department meetings when policies to be discussed will affect or are related to the professional BSN program.

F. The School will assure that students assigned to the Department for learning experiences meet both School and Department standards of health and have the academic ability to profit from the experience.

G. Students and the School will ensure that all information concerning patients shall be kept confidential in accordance with all State and Federal laws and Department rules and guidelines. The students shall be responsible for providing their own transportation to and from the Department's facilities and shall at no time be authorized by the Department to transport patients.

H. Students shall be informed by the School that neither the Department, nor the School is in any way responsible for automobile insurance coverage.

I. The School agrees that its faculty, students, and other employees or agents shall comply with State and Federal constitutions, laws, rules, and regulations applicable to the MOU including, without limitation, those set forth in and pertaining to the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and any revisions/amendments thereto, as implemented by 45 C.F.R. Parts 160, 162 and 164, and federal regulations under 42 C.F.R. Part 2 governing records relating to alcohol and drug abuse, and Wisconsin Statutes governing confidentiality, including but not limited to, Chapter 146, Chapter 51, and Chapter 252.
J. The School will designate a specific faculty member designated as the responsible party for evaluation.

K. Students are subject to the authority, policies, and regulations of the School and Department. They are also subject, during clinical assignment, to the same standards as are set for Department employees in matters relating to the operation of the Department’s institution. Students will comply with all institution policies and rules and any student who presents a potential security problem may be excluded from participation in this clinical program.

L. The School has the privilege of meeting with Department staff, including both selected staff and administrative level representatives, for the purpose of interpreting, discussing and evaluating the educational program in professional BSN nursing.

M. The School shall require that staff and students respect patients’ rights to refuse to have School staff and students present during a health interaction.

N. The School shall have designated faculty for clinical rotation experiences to ensure students are informed of their obligations to complete the Department’s Confidentiality of Health Information training and sign acknowledgement form, DOC-3492 as well as other pertinent Department required documents. A copy will be provided to the School.

O. The School shall ensure any faculty and students participating under this MOU are not on active probation, parole, extended supervision, lifetime supervision or supervised by the Intensive Sanctions program.

P. The School shall implement policies and procedures to ensure that any employees or staff providing services under this MOU have undergone criminal background checks and have been properly cleared prior to the delivery of such services. In hiring and retention decisions, the School may consider records of pending criminal charges and convictions when it can be demonstrated that the circumstances of the offense substantially relate to the circumstances of the job or licensed activity. The School shall immediately inform the Department upon discovery of any criminal charge pending or conviction for any employee or staff providing services under this MOU and the DOC retains the right to bar that person’s entry into its facilities and or access to DOC records. DOC reserves the right to request reassignment of any existing staff/employee of the School meeting any of the above qualifications so that they are not providing direct services to DOC offenders and or having direct access to DOC records.

Q. The School may disclose information from a participating student’s educational record, as appropriate, to personnel of the Department who have a legitimate need to know in accordance with the Family Educational Rights and Privacy Act of 1974, as amended (20 U.S.C. 1232g; 34 CFR Part 99).

R. Students will have the status of learners and will not replace Department staff and will not give service to patients except in an educational context and based on clinical competency.

S. Clinical practice times will be assigned in accordance with the School calendar and agreed by the Department.

T. The School shall notify the Department as soon as possible and not less than four months in advance of a clinical site rotation request. The Department will make efforts to accommodate the request but will reserve the right to decline the rotation.
PART V – Responsibilities and Privileges of the Department

A. General Responsibilities

1. The Department will follow recognized standards/quality compliance in the specialty area.

2. The Department has the ultimate responsibility for the care of patients and the supervision of student care of patients.

3. The Department will permit the faculty and students of the School to use its facilities for clinical education. Details of such educational use are described in the “Clinical Instruction Plan” submitted to the Department’s Nursing Director and reviewed prior to the arrival of students. This plan shall be mutually satisfactory to both to meet the educational goals of the School and the standards of the Department.

4. The Department will notify the designated faculty or School in case of serious illness with the student. If a medical emergency and/or hospital care is necessary, provision will be made for emergency transportation by calling 911. The student shall be responsible for all charges incurred.

5. The Department shall respect the patients’ rights to refuse to have School staff and students present during a health interaction.

6. The Department will provide an orientation period during which nurse faculty can become familiar with Department policies, practices and facilities before students begin clinical practice.

Facilities and Supplies. The Department will:

1. When possible make available for educational purposes, rooms or areas where students may conference and exchange information with School faculty.

2. Permit the educational use of such supplies and equipment as are commonly available for nursing care.

3. Provide access to sources of information for educational purposes:
   a. charts and records
   b. procedure guides and policy manuals
   c. standard clinical references such as information on diagnostic tests, drugs, and standard references suitable to the practice area and care program.

Staff Participation in Education Progress

1. The Department will designate a staff member who will serve as facilitator and contact person for all educational use of facilities.

2. The Health Service Unit (HSU) Manager at any given site location shall be the designated Department representative and work with the School’s faculty to determine the students Registered Nurse as determined by the Department.
3. The Department agrees that its personnel will use disclosed information from a participating student's educational record only in furtherance of the clinical education program for the student. The information will not be disclosed to any other party without written notice to the School and with the student's prior written consent.

4. Advanced Practice Nursing (NP) students will work under the general supervision of a physician and/or Master's or Doctoral prepared Nurse Practitioner. The Advanced Practice Nursing student is expected to work within the scope of their license and educational preparation as a practitioner student.

Department Privileges

1. The DOC may refuse educational access to any of its facilities to any School personnel including, without limitation, students and faculty, who do not meet its Employee Standards for safety, health or ethical behavior.

2. The DOC may resolve any problem situation in favor of the patient's welfare and restrict the student involved to the observer role until the staff in charge and the instructor can resolve the incident.

3. The Department has final approval of students who participate in the course.

4. The Department may exclude any student from any of its institutions if the Department, in its sole judgment, determines that the students may compromise the security of the institution.

PART VI - Liability Status of the Parties

A. The parties hereto agree that School, its students, faculty, officers, agents, and employees, in the performance of this MOU are not officers, employees, or agents of the Department. The School agrees to take such steps as may be necessary to ensure that each of its students, faculty, officers, agents, and employees will not be considered or permitted to be an agent, servant, joint venturer, or partner of the Department. Furthermore, neither the Department nor the School will represent itself as the agent or legal representative of the other or as partner or joint venturers for any purpose whatsoever, and neither shall have any right to create or assume any obligations of any kind, express or implied, for or on behalf of the other in any way whatsoever. Nothing in this MOU is intended to create an employer/employee relationship or a joint venture relationship. Further, it is mutually understood and agreed that students assigned to the clinical experience are students of School and not employees of Department. As such, the students shall not receive compensation nor be eligible for any Department employee benefits.

B. To the extent authorized by Wisconsin law and subject to the limitations of ss. 893.82 and 895.46, Wis. Stats., each Party to the MOU agrees that it shall be responsible for any loss or expense (including costs and attorney fees) arising out of any claim for bodily injury or property damage brought by a third party to the extent caused by the negligent act or omission of its respective officers, officials, agents, or employees in performing work under this MOU. The School shall be responsible for any loss or expense (including costs and attorney fees) arising out of any claim for bodily injury or property damage brought by a participant student by virtue of participation in the practicum under this MOU.

C. The School shall either maintain itself, or require students participating in the Program to maintain and, the SCHOOL shall provide proof to the DOC upon request of, a general liability insurance policy of at least One Million Dollars ($1,000,000.00) per occurrence or claim and Three Million Dollars
($3,000,000.00) in the aggregate; and general liability coverage of at least One Million Dollars ($1,000,000) per occurrence or claim and Two Million Dollars ($2,000,000) in the aggregate covering the acts of such student while participating in the Program.

PART VII - Nondiscrimination Policy

In connection with participation in the practicum under this MOU, the School agrees not to discriminate against any employee or applicant for employment because of age, race, religion, color, handicap, sex, physical condition, developmental disability as defined in s. 51.01(5), Wis. Stats. sexual orientation as defined in s. 111.32(13m), Wis. Stats., or national origin. This provision shall include, but not be limited to, the following: employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. Except with respect to sexual orientation, the School further agrees to take affirmative action to ensure equal employment opportunities. The School agrees to post in conspicuous, available for employees and applicants for employment, notices to be provided by the Department setting forth the provisions of the nondiscrimination clause.

PART VIII - Cancellation

The Department reserves the right to cancel the MOU in whole or in part without penalty due to failure of the School to comply with the terms, conditions, and specifications of this MOU.

PART IX - General

A. No monetary exchange will take place between the School and Department or Student for these services.

B. This agreement shall be for an indefinite term, commencing as of the date of the last signature. Either party may terminate the MOU with a sixty (60) day notice to the other party.

C. This agreement shall be construed and governed by the laws of the State of Wisconsin. In the event of any dispute arising from this Agreement, the parties agree to submit to the exclusive jurisdiction of the Circuit Court for Dane County, Wisconsin, or the federal court sitting in Madison, Wisconsin.

D. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

E. This Agreement shall inure exclusively to the benefit of and be binding upon the Parties hereto and their respective successors, assigns, executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the Parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

F. The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

G. If any part of this Agreement should be held to be void or unenforceable, such part will be treated as severable, leaving valid the remainder of this Agreement notwithstanding the part or parts found void or unenforceable. In such event, the Parties agree that the court or other authorized entity in the proceeding in which any such provision hereof is determined to be void or unenforceable shall reform
the offending provision in such a manner as to cause it, if at all possible, to be valid and enforceable while at the same time accomplishing, as nearly as possible, the Parties' original intent in including such provision in this Agreement.

PART X – Prison Rape Elimination Act (PREA)

A. All School staff shall prevent, detect and respond to sexual abuse and sexual harassment in accordance with the Federal Prison Rape Elimination Act of 2003 and the DOC’s Executive Directive 72 [Sexual Abuse and Sexual Harassment in Confinement (PREA)].

B. The DOC shall provide training to the Students, in accordance with the type of service and level of contact they have with offenders or juveniles, on the DOC’s zero-tolerance policy as it relates to the sexual abuse and sexual harassment. The DOC shall, additionally, provide training to the School staff or faculty participating in the program described in this MOU on their responsibilities under DOC’s sexual abuse and sexual harassment prevention, detection and response policies and procedures. The Students and staff or faculty shall acknowledge and certify to the DOC through signature or electronic verification that they understand the training they received. See 28 C.F.R. §§ 115.32 and 115.332.

C. If a Student is the first to respond to an allegation of sexual abuse, the responder shall request that the alleged victim not take any actions that could destroy physical evidence, and then notify DOC security staff. See 28 C.F.R. §§ 115.64 and 115.364.

D. Any and all Students shall notify the DOC immediately of any knowledge, suspicion or information regarding an incident of sexual abuse or sexual harassment that occurred in a facility, whether or not it is part of DOC; any incidents of retaliation against offenders, juveniles or a Student who reported such an incident; and/or any Student neglect or violation of responsibilities that may have contributed to an incident or retaliation. The Student shall report this information immediately to a DOC supervisory staff member who is not the subject of the allegation, unless reporting to such a person compromises the safety of the alleged victim, witness (es) and/or reporter. In those instances the Student shall report this information immediately via email to DOCSECOSOPREAIInvestigations@wisconsin.gov and follow-up with a phone call to the DOC PREA Office at (608)240-5113. See 28 C.F.R. §§ 115.61 and 115.361.

E. All Students shall comply with any applicable mandatory child abuse or vulnerable adult reporting laws. See 28 C.F.R. §§ 115.61 and 115.361.

F. The Student shall not reveal any information related to a sexual abuse or sexual harassment report to anyone other than to the DOC supervisor, investigators and designated officials. Such information shall be limited to information necessary to make treatment, investigation and other security and management decisions. Medical and mental health practitioners shall be required to report sexual abuse and to inform offenders or juveniles of the practitioner’s duty to report, and the limitations of confidentiality, at the initiation of services. See 28 C.F.R. §§ 115.61 and 115.361.

G. If the DOC has reason to believe that a sexual abuse or sexual harassment incident as defined by PREA has occurred or to ensure compliance with PREA standards, it shall have immediate access to the relevant SCHOOL records as defined by DOC.
II. If a Student is the alleged perpetrator of sexual abuse, the SCHOOL and/or DOC shall immediately remove that individual from any position that has offender or juvenile contact within DOC-funded operations pending an investigation. The individual may not return to any position that has offender or juvenile contact within DOC-funded operations until DOC has reviewed investigation materials and authorized return to work. A Student who engages in sexual abuse shall be prohibited from contact with offenders and juveniles; they shall be reported to law enforcement agencies, unless the activity was clearly not criminal, and to relevant licensing bodies. In the case of any other violation of DOC sexual abuse or sexual harassment policy by a Student, DOC shall take appropriate remedial measures, and shall consider whether to prohibit the Student's further contact with offenders or juveniles. See 28 C.F.R. §§ 115.77 and 115.377.

In addition to the student’s obligation above to report, the School is also obligated to report. The School shall notify the DOC within 24 hours if it receives any report of any sexual abuse or sexual harassment allegations as defined by PREA. The Agency contact for this purpose shall be:
DOCSECOSOPREAIInvestigations@wisconsin.gov

PART XI - Records

The School shall maintain a record for each employee and student that includes:

A. A criminal background check
B. Fraternization policy acknowledgement
C. PREA zero tolerance policy acknowledgment
D. Concealed weapon policy acknowledgement
E. Protective Health Information Acknowledgement Form DOC-3492

Note: Forms will be attached to this MOU.

PART XII - Carrying a Concealed Weapon

A. The School agrees to have a written policy addressing the concealed carry law which prohibits the possession of any weapon by School’s employees and students while participating in field experience in a Department institution. The policy must be substantially equivalent to the Department’s policy as expressed in Executive Directive 80, signed October 31, 2011. A copy of the Executive Directive 80 may be obtained from the Department.

B. The School must maintain a copy of the signed employee statement on concealed carry in each employee’s personnel file and student’s file.

PART XIII - Fraternization

The School agrees to have a written policy on fraternization which includes the following:

A. Prohibiting the forming of improper relationships between School’s employees and offenders and between students and offenders. This must also be substantially equivalent to DOC’s policy as expressed in Executive Directive 16, May 1991 - Revised January 1997, Further Revised August 2004. A copy of Executive Directive 16 may be obtained from the Contract Administrator.

B. Definitions for Employees, Students, and Offenders must be consistent with DOC’s definition of employee Relationship.

C. A statement detailing prohibited relationships

D. The duty of an employee and students to inform School of unplanned contacts with offenders
E. A statement that School-directed contacts or those which are part of the employee's job or student practicum are exempt from the policy.

F. An exception procedure/policy and approval process to be carried out by School.

G. Prohibiting School's employees and students from engaging in any sexual contact or sexual intercourse with offenders under the custody and control of the Department of Corrections. The policy must be substantially equivalent to the Department of Corrections' policy as expressed in Executive Directive 16-A, August 2006. A copy of Executive Directive 16-A may also be obtained from the School Administrator.

H. A provision requiring that a signed standard statement is kept in the personnel file for every School employee and for every student who participates in the program outlined in this MOU. The statement attests that the employee or student has read and received a copy of the School's policy on fraternization.

I. DOC may request copies of or to inspect the original signed employee statements of a School employee or student upon request.

PART XIV- Confidentiality

A. All confidential health, mental health, drug and alcohol information or educational information reviewed and collected in connection with this MOU shall be handled by the School and by students in a manner consistent with the applicable state and federal confidentiality laws.

B. School acknowledges that some of the data and documentation it may become privy to in the performance of this MOU is of a confidential nature. School shall make all reasonable efforts to ensure that it or its students do not disseminate such confidential information without the Department's prior permission and in a manner that complies with all applicable confidentiality laws and requirements.

C. School or its students may have direct or indirect contact with offenders, staff, or other parties. All services provided to offenders are confidential in nature. School shall make all reasonable efforts to ensure that it or its students do not disseminate such confidential information, including but not limited to identity of offenders or services being received. School must have a policy regarding ethics and confidentiality for their staff to follow.

D. School agrees to observe complete confidentiality with respect to all aspects of any confidential information, proprietary data and/or trade secrets and any parts thereof, whether such contents are the State's or the manufacturer's, proposer's, or distributor's whereby School or any School's personnel may gain access while engaged by the State or while on State premises.

E. The restrictions herein shall survive the termination of this MOU for any reason and shall continue in full force and effect and shall be binding upon the School or students or any party claiming an interest in this MOU on behalf of or under the rights of School following any termination. School shall advise all School's students which are engaged by the State of the restrictions, present and continuing, set forth herein. School shall defend and incur all costs, if any, for actions that arise as a result of noncompliance by School, its students regarding the confidentiality restrictions herein.

WHEREFORE, IN WITNESS WHEREOF, the parties have executed this Memorandum of Understanding by their duly authorized representatives, all necessary approvals of each institution having been obtained.
WISCONSIN DEPARTMENT OF CORRECTIONS

By: ___________________________ Date: 2/19/2019
Kevin A. Carr
Secretary
Wisconsin Department of Corrections

SCHOOL

By: ___________________________ Date: 2/4/2019
Richard N. Haen
Chief Operating Officer
Lakeland University, Inc.

Kerry Hamm  2/4/19
Kerry Hamm MSN, RN
Director of the Nursing Program
Lakeland University, Inc.
### POSITION DESCRIPTION

**DOA-15302 (C07/2015)**  
PREVIOUSLY OSER-DMRS-10  
State of Wisconsin  
Department of Administration/Division of Personnel Management

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<td>314765</td>
<td>3009011</td>
<td>410</td>
</tr>
</tbody>
</table>

5. **DEPARTMENT, UNIT, WORK ADDRESS**  
   Department of Corrections  
   Bureau of Health Services  
   Taycheedah Correctional Institutions  
   751 Cty Rd. K  
   Fond du Lac, WI 54936

6. **CLASSIFICATION TITLE OF POSITION**  
   Nurse Clinician 2

7. **CLASS TITLE OPTION (to be filled out by Human Resources Office)**

8. **NAME AND CLASS OF FORMER INCUMBENT**

9. **AGENCY WORKING TITLE OF POSITION**  
   Nurse Clinician 2

10. **NAME & CLASS OF EMPLOYEES PERFORMING SIMILAR DUTIES**

11. **NAME AND CLASS OF FIRST-LINE SUPERVISOR**  
    Nicole Walker, Nursing Supervisor

12. **FROM APPROXIMATELY WHAT DATE HAS THE EMPLOYEE PERFORMED THE WORK DESCRIBED BELOW?**

13. **DOES THIS POSITION SUPERVISE SUBORDINATE EMPLOYEES IN PERMANENT POSITIONS?**  
    Yes ☐  No ☒  
    If yes, complete and attach a supervisor exclusion analysis form.

14. **POSITION SUMMARY – PLEASE DESCRIBE BELOW THE MAJOR GOALS OF THIS POSITION:**

15. **DESCRIBE THE GOALS AND WORKER ACTIVITIES OF THIS POSITION (Please see sample format and instructions on Page 3.)**

   — GOALS: Describe the major achievements, outputs, or results. List them in descending order of importance.
   — WORKER ACTIVITIES: Under each goal, list the worker activities performed to meet that goal.
   — TIME %: Include for goals and major worker activities.

<table>
<thead>
<tr>
<th>TIME %</th>
<th>GOALS AND WORKER ACTIVITIES</th>
</tr>
</thead>
</table>

(Continue on attached sheets)

16. **SUPERVISORY SECTION - TO BE COMPLETED BY THE FIRST LINE SUPERVISOR OF THIS POSITION (See Instructions on Page 2)**

a. The supervision, direction, and review given to the work of this position is [ ] close [ ] limited [X] general.

b. The statements and time estimates above and on attachments accurately describe the work assigned to the position.  
   (Please initial and date attachments.)

Signature of first-line supervisor: ____________________________  
Date: ____________________________

17. **EMPLOYEE SECTION - TO BE COMPLETED BY THE INCUMBENT OF THIS POSITION**

I have read and understand that the statements and time estimates above and on attachments are a description of the functions assigned my position.  
(Please initial and date attachments.)

Signature of employee: ____________________________  
Date: ____________________________

18. Signature of Human Resources Manager: ____________________________  
Date: ____________________________

DISTRIBUTE COPIES OF SIGNED FORM TO:  
[ ] P-FILE  [ ] SUPERVISOR  [ ] EMPLOYEE  [ ] CERT REQUEST COPY
Nurse Clinician 2  
Position Description

POSITION SUMMARY

Under the general supervision of the Health Services Nursing Supervisor, the Nurse Clinician 2 is responsible for providing skilled nursing care to patients in the state correctional facilities. This may include both ambulatory and infirmary settings. These skilled nursing duties include patient assessment and treatment, assisting the physician in providing medical services, management of medications, provision of emergency care, and maintenance of medical records. In addition, the Nurse Clinician 2 is expected to participate in educational programs for staff and inmates and participate in activities to maintain her/his nursing skill level.

The Nurse Clinician 2 shall comply with the Department’s administrative rules and the agency’s policies and procedures including those related to the Department’s overall Reentry philosophy of using evidence-based strategies, practices and programs which target an inmate’s individual criminogenic needs and risk level.

<table>
<thead>
<tr>
<th>TIME %</th>
<th>GOALS AND WORKER ACTIVITIES</th>
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<tbody>
<tr>
<td>40%</td>
<td>A. Assurance of quality health care through provision of skilled nursing care to incarcerated individuals in infirmary and ambulatory care.</td>
</tr>
<tr>
<td></td>
<td>A1. Assess the physical and mental health status of the individual through history taking and thorough physical assessment at time of incarceration and at periodic intervals thereafter.</td>
</tr>
<tr>
<td></td>
<td>A2. Do complete documentation of findings in electronic health record.</td>
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<td></td>
<td>A3. Develop and implement nursing care plans to assure appropriate management of chronic diseases and continuity of care.</td>
</tr>
<tr>
<td></td>
<td>A4. Assess signs and symptoms of those reporting to sick call, make appropriate referrals to Advanced Care Providers, Clinical Services, optometrist, and supervisor reporting reactions to treatments, drugs and changes in inmate’s physical or emotional condition.</td>
</tr>
<tr>
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<td>A5. Carry out appropriate preventive screening and diagnostic procedures in compliance with Advanced Care Providers orders, protocols and Bureau policies and procedures.</td>
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<td>A6. Participate in provision of nursing coverage for all shifts scheduled at assigned Health Service Unit.</td>
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<td></td>
<td>A7. Function as nursing team leader in both infirmary and ambulatory settings if Licensed Practical Nurse and/or Nursing Assistants are employed.</td>
</tr>
<tr>
<td></td>
<td>A8. Provide relevant instruction, counseling and guidance to inmates to promote and maintain positive health practices.</td>
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<td></td>
<td>A9. Accept temporary assignments in other correctional institutions to help cover for staff shortages due to vacancies, leaves of absence or in emergency situations where more staff is required.</td>
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<td>A10. Assist in maintaining a clean, safe, hazard-free environment in the Health Service Unit and in identifying health hazards in other areas of the institution.</td>
</tr>
<tr>
<td></td>
<td>A11. Perform other duties as assigned.</td>
</tr>
</tbody>
</table>
30% B. Provision of assistance to the physician in providing medical services for the entire inmate population by chart review and health assessments in order to arrange appointments according to individual needs.

B1. Screen inmates at sick call and refer to Advanced Care Providers on a priority basis.

B2. Check all physician orders for medications and periodic follow-up. This includes psychiatric and consultant's recommendations.

B3. Arrange for further diagnostic evaluations, treatments and referrals, including transfer for secondary care.

B4. Assist with minor surgical procedures as performed by the physician onsite.

B5. Maintain sterile instruments, supplies and technique.

B6. Follow up medical classification, document restrictions due to health or physical conditions for DOC staff and recommendations for appropriate transfer for continuity of care.

10% C. Responsible for medication management according to Bureau, pharmaceutical and HSU policy and procedure.

C1. Correctly interpret Advanced Care Providers orders for medications.

C2. Order correct medications from pharmacy to fill prescriptions and assure adequate stock supply in HSU.

C3. Carefully check all prescriptions and other medications received from pharmacy and brought in with inmates to assure that they are correctly labeled and are the correct medications.

C4. Monitor and/or package medications to be delivered to housing units to assure correct medications are delivered to inmate for whom they are prescribed.

C5. Monitor medication administration and returned medications to assure compliance with therapeutic regimen.

C6. Administer medications which are to be given intravenously, intramuscularly or subcutaneously by injection.

C7. Document, in electronic medical record, effectiveness of medication and whether side effects are noted.

C8. Inform inmate of reasons for medication and instructions for taking it.

C9. Appropriately dispose of unused and expired medications.
Nurse Clinician 2
Position Description

5%  D. Provision of emergency care for major and minor conditions to prevent untimely illness or death.
   D1. Maintain CPR certification and perform CPR and/or first aid to prevent loss of life and relieve suffering until appropriate care arrives.
   D2. Respond to emergencies in all areas of the institution including tiers in cellblocks, housing units, recreation and work areas, both indoors and outdoors.
   D3. Transport emergency equipment such as stretcher, medication box, and first aid supplies, for use at the site of the emergency and replenishes all stock upon return to Health Service Unit.
   D4. Perform first aid or palliative treatment for conditions not requiring the attention of a physician and which will enable the inmate to complete current work, recreation or education assignment.

5%  E. Preparation and maintenance of health records in accordance with Bureau policies.
   E1. Complete clinical records, charting pertinent information for every encounter with an inmate receiving services.
   E2. Maintain confidentiality of health records according to Bureau policy.
   E3. Give reports to HSU staff through use of written and verbal reports to assure continuity of care.

5%  F. Participation in individual and group education of inmates and DOC staff.
   F1. Act as liaison to DOC staff in coordinating health education programs on communicable diseases for staff and inmates.
   F2. Participate in health education programs for inmates on individual and group basis, utilizing materials as available, topics dependent on needs, interest and expertise of RN. Educate correctional staff as appropriate.

5%  G. Participation in self-appraisal and in continuous self-development to remain proficient in the delivery of health services in correctional settings.
   G1. Participate in in-service and education programs offered by the Bureau and DOC.
   G2. Remain current in nursing theory and practice.
   G3. Complete 12 hours of continuing education as required per NCCHC accreditation.
Nurse Clinician 2
Position Description

KNOWLEDGE, SKILLS AND ABILITIES

1. Considerable knowledge of current professional nursing theory and practice.

2. Considerable knowledge of administrative policies and procedures relative to security and other regulations in a correctional setting.

3. Skill in the application of nursing practice in meeting specific needs of adults, including emergency care, in various areas of the institution.

4. Ability to work effectively with incarcerated adults and other disciplines in a team relationship.

5. Ability to work productively in an independent setting under general supervision.

6. Ability to maintain a helpful and understanding attitude toward the incarcerated adult exhibiting hostile or other negative behavioral traits.

7. Ability to work with a multi-ethnic, multi-cultural population.

8. Knowledge of Wisconsin State Statutes 51; Administrative Code for Nursing; DOC/BHS Healthcare policies and procedures; OSHA guidelines.

SPECIAL REQUIREMENTS

Registration or eligibility for registration as a professional nurse in the State of Wisconsin.

Must have the ability to work up to 16 hours per day and more than 40 hours per week on any shift based on daily operational needs. This may include weekends, holidays, and on-call hours.

Skill and ability to maintain CPR certification and to perform CPR or other lifesaving procedures in an emergency.
### PHYSICAL REQUIREMENTS

<table>
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### MINIMAL WEIGHT REQUIREMENTS

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Any employee, or applicant for employment, including those with a disability as defined by the Americans with Disabilities Act, must be able to perform the essential functions outlined herein with or without reasonable accommodations.
### State of Wisconsin
#### Department of Safety & Professional Services

**AGENDA REQUEST FORM**

<table>
<thead>
<tr>
<th>1) Name and Title of Person Submitting the Request:</th>
<th>2) Date When Request Submitted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan Gage</td>
<td>2/27/19</td>
</tr>
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</table>

*Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting.*

<table>
<thead>
<tr>
<th>3) Name of Board, Committee, Council, Sections:</th>
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<tr>
<td>Board of Nursing</td>
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<table>
<thead>
<tr>
<th>4) Meeting Date:</th>
<th>5) Attachments:</th>
<th>6) How should the item be titled on the agenda page?</th>
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<tr>
<td>3/14/2019</td>
<td>☒ Yes</td>
<td>Madison College – Authorization to Admit Students to a Practical Nursing School</td>
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<td></td>
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<th>7) Place Item in:</th>
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<tr>
<td>☒ Open Session</td>
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<td>☐ Closed Session</td>
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<th>8) Is an appearance before the Board being scheduled?</th>
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<tr>
<td>☐ No</td>
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<th>9) Name of Case Advisor(s), if required:</th>
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<th>10) Describe the issue and action that should be addressed:</th>
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<td>Board consideration.</td>
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<th>11) Authorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of person making this request</td>
</tr>
</tbody>
</table>

| Supervisor (if required) | Date |

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

**Directions for including supporting documents:**

1. This form should be attached to any documents submitted to the agenda.
2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director.
3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of the meeting.
REQUEST FOR AUTHORIZATION TO ADMIT STUDENTS TO A NURSING SCHOOL

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

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

(2) Evidence of faculty meeting the qualifications in N 1.08(3) including the following:

A) For Professional Nursing Faculty:
- Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered
- Graduate degree with a major in nursing; interprofessional faculty teaching non-clinical nursing courses must have advanced preparation appropriate for the content being taught.

B) For Practical Nursing Faculty:
- Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
- Baccalaureate degree with a major in nursing.

(3) School’s philosophy and objectives

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

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

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

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

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

To apply for authorization to admit students, submit the following required items to dspsexaminationsoffice@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: Madison Area Technical College

Address: 1701 Wright Street

Madison, WI 53704

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

Dr. Lisa Marie Greenwood

Nursing Educational Administrator

Signature

608-616-1058

Telephone Number

Associate Dean-Nursing

Title

02.01.19

Date

lgreenwood@madisoncollege.edu

Email Address
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Dr. Lisa Marie Greenwood
Nursing Educational Administrator

Signature

608-616-1058
Telephone Number

Associate Dean-Nursing
Title
02.01.19
Date
lgreenwood@madisoncollege.edu
Email Address
MADISON COLLEGE
GOODMAN SOUTH CAMPUS
PRACTICAL NURSING:

REQUEST FOR AUTHORIZATION TO ADMIT STUDENTS TO A NURSING SCHOOL
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Executive Summary
The School of Health Education is planning to open a stand-alone Practical Nursing program at the Madison College Goodman South Campus effective for the 2019-2020 school year. This plan is based on a multitude of factors including labor market data derived from the Madison College Academic Strategy & Analysis (ASA) team illustrating high demand for LPNs, particularly in the Dane County area, an aging workforce and established career pathway for formal career advancement. These factors along with a strategic plan regarding program specifics, which encompassed student enrollment, faculty recruitment, program costs, program requirements, and accreditation were outlined in the proposal accompanying the “Application for Authorization to Plan a School of Nursing”. This proposal was sent to the State Board of Nursing (SBON) on May 21, 2018 as a part of the application process. That proposal and application was reviewed by the Board, and unanimously approved on June 14, 2018 (Appendix A). The proposal below includes information for next steps needed to request authorization to admit students to a nursing school.

School Philosophy and Objectives

Madison College Mission, Vision and Values

- Madison Area Technical College (Madison College) has clearly identified mission, vision and values statements. These statements are listed, below and are available for public view on the Madison College website, https://madisoncollege.edu/mission-vision-values.

Mission
Madison College provides open access to quality higher education that fosters lifelong learning and success within our communities.

Vision
To be the leader in accessible affordable education that meets the evolving needs of our diverse communities.

Values
Excellence
Respect
Commitment to students and diverse communities
Making higher education available to all

- The Practical Nursing program at Madison College is part of the WTCS statewide nursing curriculum. As such, the Practical Nursing program philosophy, mission, and values are the same as the WTCS statewide nursing programs philosophy, mission and vision.
- Mission and vision statements for the Practical Nursing program are listed, below.
- The philosophy of the WTCS statewide nursing programs is reflected in the schematic conceptual frame, illustrated, below. A description of the WTCS statewide nursing program conceptual framework is enclosed in the proposal as Appendix B.
- The mission and vision of the Practical Nursing program is congruent with the mission, vision and values of Madison College.
WTCS Statewide Nursing Programs Philosophy, Mission and Vision.

Mission Statement
The nursing programs within the Wisconsin Technical College System (WTCS) are committed to educational excellence. We prepare nurses with the knowledge, skills and attitude to enhance and restore the well-being of individuals, families, and the community by using the nursing process.

We value:
- Diversity
- Evidence-based practice
- Holistic, patient-centered care
- Honesty, integrity and fairness
- Life-long learning
- Safe and cooperative work environments
- Partnerships with students, businesses, government, educational systems, and communities
- Wise use of technology and resources entrusted to us

Vision Statement:
The Wisconsin Technical College nursing programs provide a quality, dynamic learning environment which prepares a diverse workforce of nurses to meet community needs.

Nursing Conceptual Framework
The conceptual framework of the Associate Degree State Nursing Curriculum is derived from the mission and philosophy of the nursing program. This conceptual model is a visualization of the interrelationships between the nursing students, the values of the program, and main concepts that are threaded throughout the program outcomes and competencies.

Overview of Curriculum
- The stand-alone Practical Nursing program at Madison College is a part of the WTCS statewide nursing programs curriculum.
- The WTCS nursing programs curriculum is linked to several external standards to ensure curriculum is high quality and reflects contemporary nursing practice. Each of these external standards is described and cross-referenced to where they are reflected in Practical Nursing program curriculum (Appendix C).
- It should be noted that the Practical Nursing core curriculum is identical to the first year, core curriculum in the Associate Degree Nursing program. The difference is that stand-alone PN
students receive double the instructor contact time for theory classes and have fewer, lower level general course requirements.

- Below is a listing of the content and sequencing of all required courses necessary for graduation from the Practical Nursing program.

**General Course Requirements**

- Nursing Assistant (543-300) (3 credits)
  
  **OR**

- Proof of certification as a Nursing Assistant submitted to EnrollmentServices@madisoncollege.edu

- Human Growth and Development (543-356) (2 credits)
- Body Structure & Function (501-153) (3 credits)
- English 1 (801-201) (3 credits)

  **OR**

- Written Communications (801-195) (3 credits)
- Fundamentals of Speech (810-201) (3 credits)

  **OR**

- Speech (801-198) (3 credits)

  **OR**

- Oral & Interpersonal Communications (801-196) (3 credits)

- Total prerequisite courses = 11-14 credits

**Practical Nursing Program Sequencing of Core Nursing Courses**

**Semester 1**

- Nursing Fundamentals (543-301) (2 credits)
- Nursing Skills (543-302) (3 credits)
- Nursing Pharmacology (543-303) (2 credits)
- Nursing: Introduction to Clinical Practice (543-304) (2 credits)

**Semester 2**

- Nursing Health Alterations (543-305) (3 credits)
- Nursing Health Promotion (543-306) (3 credits)
- Nursing: Clinical Care Across the Lifespan (543-307) (2 credits)
- Nursing: Introduction to Clinical Care Management (543-308) (2 credits)

- Total Practical Nursing courses = 19 credits

- Total program courses = 30-33 credits

**Course Descriptions**

- There are eight courses in the core Practical Nursing program. Course descriptions, and pre/co-requisite coursework is outlined in the table, below.
- As part of the WTCS statewide curriculum, all first semester courses are prerequisites to all second semester courses. As such, successful completion of all first semester courses must occur for students to progress within the Practical Nursing program to the second semester.
- Syllabi for each course listed below is located in Appendix D. Clinical facility forms #1004 and supporting documents for clinical facilities providing educational clinical experiences are submitted as accompanying documents to this proposal.
<table>
<thead>
<tr>
<th>Course Title &amp; Number</th>
<th>Sem.</th>
<th>Description</th>
<th>Pre/ Co-Requisites</th>
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<tbody>
<tr>
<td>Nursing Fundamentals</td>
<td>1</td>
<td>This course focuses on basic nursing concepts to provide evidenced-based care to diverse patient populations across the lifespan. Current and historical issues impacting nursing will be explored within the scope of nursing practice. The nursing process will be introduced as a framework for organizing the care of patients.</td>
<td>Admission to nursing program General Anatomy and Physiology or Anatomy and Physiology I. For stand alone PN programs, Body, Structure, and Function may also be substituted</td>
</tr>
<tr>
<td>Nursing Skills</td>
<td>1</td>
<td>This course focuses on development of evidence-based clinical skills and physical assessment across the lifespan. Content includes mathematical calculations and conversions related to clinical skills. In addition the course includes techniques related to obtaining a health history and basic physical assessment skills using a body systems approach.</td>
<td>Admission to nursing program General Anatomy and Physiology or Anatomy and Physiology I. For stand alone PN programs, Body, Structure, and Function may also be substituted</td>
</tr>
<tr>
<td>Nursing Pharmacology</td>
<td>1</td>
<td>This course introduces the principles of pharmacology, including drug classifications and their effects on the body. Emphasis is on the use of the components of the nursing process when administering medications.</td>
<td>Admission to the nursing program General Anatomy and Physiology or Anatomy and Physiology I. For stand alone PN programs, Body, Structure, and Function may also be substituted</td>
</tr>
<tr>
<td>Nsg: Intro Clinical Practice</td>
<td>1</td>
<td>This introductory clinical course emphasizes basic nursing skills and application of the nursing process in meeting the needs of diverse clients across the lifespan. Emphasis is placed on performing basic nursing skills, the formation of nurse-client relationships, communication, data collection, documentation, and medication administration.</td>
<td>Nursing Fundamentals General Anatomy and Physiology or Anatomy and Physiology I. For stand alone PN programs, Body, Structure, and Function may also be substituted Nursing Skills Nursing Pharmacology</td>
</tr>
<tr>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
<td>Prerequisites</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Nursing Health Alterations</td>
<td>2</td>
<td>This course elaborates upon the basic concepts of health and illness as presented in Nursing Fundamentals. It applies theories of nursing in the care of patients through the lifespan, utilizing problem solving and critical thinking. This course will provide an opportunity to study conditions affecting different body systems and apply evidence-based nursing interventions. It will also introduce concepts of leadership and management.</td>
<td>Nursing Fundamentals&lt;br&gt;Nursing Skills&lt;br&gt;Nursing Pharmacology&lt;br&gt;Nursing: Introduction to Clinical Practice&lt;br&gt;General Anatomy and Physiology or Anatomy and Physiology I. For stand-alone PN programs, Body, Structure, and Function may also be substituted.</td>
</tr>
<tr>
<td>Nursing Health Promotion</td>
<td>2</td>
<td>This course focuses on topics related to health promotion for individuals and families throughout the lifespan. We will cover nursing care of the developing family, which includes reproductive issues, pregnancy, labor and delivery, post-partum, the newborn, and the child. Recognizing the spectrum of healthy families we will discern patterns associated with adaptive and maladaptive behaviors applying mental health principles. An emphasis is placed on teaching and supporting healthy lifestyles choices for individuals of all ages. Nutrition, exercise, stress management, empowerment, and risk reduction practices are highlighted. Study of the family will cover dynamics, functions, discipline styles, and stages of development.</td>
<td>Nursing Fundamentals&lt;br&gt;Nursing Skills&lt;br&gt;Nursing Pharmacology&lt;br&gt;Nursing: Introduction to Clinical Practice&lt;br&gt;Developmental Psychology. For stand-alone PN programs, Growth and Development may also be substituted. General Anatomy and Physiology or Anatomy and Physiology I. For stand-alone PN programs, Body, Structure, and Function may also be substituted.</td>
</tr>
<tr>
<td>Nursing Clinical Care Across the Lifespan</td>
<td>2</td>
<td>This clinical experience applies nursing concepts and therapeutic interventions to patients across the lifespan. It also provides an introduction to concepts of teaching and learning. Extending care to include the family is emphasized.</td>
<td>Nursing Health Promotion</td>
</tr>
</tbody>
</table>
Program Evaluation

- Program evaluation in the Practical Nursing program occurs in several ways, including state program accreditation, national program accreditation, evaluation end of program student learning outcomes, evaluation of end of program outcomes, and advisory board and student feedback.
- National accreditation is required for the Practical Nursing program as of summer 2017.
- The Accreditation Commission for Education in Nursing (ACEN) is the accrediting agency for the Practical Nursing program at Madison College. The ACEN Candidacy process is outlined in Appendix E.

End of Program Student Learning Outcomes

- There are seven end of program student learning outcomes in the Practical Nursing program, as part of the WTCS statewide nursing curriculum. A description of the end of program student learning outcomes is outlined in Appendix F.
- End of program student learning outcomes are infused throughout the Practical Nursing curriculum. (Appendix F). Students demonstrate the attainment of end of program student learning outcomes through learning activities, formative and summative assessments assigned in each course.

End of Program Outcomes

- End of program student learning outcomes utilized to evaluate the Practical Nursing program include annual NCLEX-PN pass rates, student graduation rate, graduate employment, and student satisfaction with the Practical Nursing program
- NCLEX data is reported to the Practical Nursing program educational administrator on an annual basis. Data findings are analyzed to guide program evaluation and curricular decision-making.
- The Practical Nursing program will receive Mountain Measure reporting data to receive bi-annual data regarding student achievement of NCLEX categories. Data findings are analyzed to guide program evaluation and curricular decision-making.
- Madison College Institutional Research and Effectiveness (IRE) department generates and disseminates a biannual graduate survey sent to students six months post-graduation, and an employer survey, annually. Survey elements include employment in the field of study, student and employer perceptions related to their educational preparation at Madison College. Survey findings are analyzed to guide program evaluation and decision-making.
- Appendices G and H include examples of an employer survey and graduate survey sent to nursing graduates. These same surveys will be sent to Practical Nursing program graduates and employers.

Advisory Board and Student Feedback

- The Practical Nursing program will have an advisory board consisting of clinical facilities, employers and former students.
• This board will meet on an annual basis, every spring semester.
• Information gathered from this network of board members will enhance curriculum review and revision.
• Students receive course surveys following each course within the program to provide feedback regarding course materials, learning and curricular elements. Survey findings are analyzed to guide program evaluation and decision-making.

Verification of Establishment of Student Policies for Admission, Progression, Retention and Graduation

Admission Policies
• The Practical Nursing program adheres to both Madison College and the WTCS statewide nursing programs policies regarding student admission, progression, retention and graduation.

• Entry into the stand-alone, Practical Nursing program is a two-step process at Madison College. The first step is admission as a pre-practical nursing student and the second step is the petitioning to the core Practical Nursing courses. This process is similar to the associate degree nursing and allied health technical and associate degree programs at Madison College. A description of this two-step process is outlined on the Madison College website, https://madisoncollege.edu/practical-nursing-admission and in Appendix I.

• For the Practical Nursing program, Madison College has pursued a special circumstances priority petition allocation under TCS 10.07 for Caminos graduates who are otherwise eligible and qualified for entry into the core Practical Nursing program. This request was approved by the Madison College Board at the November, 2018 board meeting, and by the WTCS Board at the January, 2019 board meeting (Appendix J).

Progression Policies
• The Practical Nursing program adheres to the course progression policies set forth by the WTCS statewide nursing programs.
• All first semester courses are prerequisites to all second semester courses. Students may not progress to any second semester courses until all first semester coursework has been successfully completed.
• A listing of Practical Nursing program coursework, pre and co-requisite course is listed in the “Course Descriptions” section of this proposal.

Retention Policies
In adherence with the Madison College Strategic Plan https://madisoncollege.edu/strategic-plan several program-based systems are in place to support student retention. Examples include the following:
• Utilization of the Early Alert System, https://madisoncollege.edu/retention to connect student with Retention Advisors and College Resources.
• Practical Nursing faculty serve as advisors to students throughout the program. Faculty counsel students regarding successful completion of student and program outcomes, application for NCLEX preparation and testing.
• Mandatory Practical Nursing program orientation: a three-day orientation to the Practical Nursing program prior to the beginning of class for students to become acclimated to the program, campus, faculty, and student peers.
**Graduation Policies**

The Practical Nursing program adheres to the Madison College graduation policies [https://madisoncollege.edu/graduation-resources](https://madisoncollege.edu/graduation-resources). These policies include requirements to obtain a degree and graduation steps.

---

**Program Implementation: Updated Timeline**

**February 2019-September 2019**

**February:**
- Submit Form 3027 “Request for Authorization to Admit Students to a Nursing School”
- Submit Form 1004, “Clinical Facility and Simulated Settings Experiences”
- Submit Form 1114 Faculty/Educational Administrator Qualification Record for Education Administrator and Faculty
- Complete ACEN Candidacy request
- Begin review of textbook and supplemental educational resource adoptions
- Complete academic year 2019/20 course scheduling of program courses

**March:**
- Clinical site requests submitted to clinical affiliates for academic 2019/2020 year
- Continue review of textbook and supplemental educational resource adoptions
- Begin Blackboard LMS set up of program courses
- Work on student handbook and policies
- Position posting for practical nursing lab coordinator position

**April:**
- Textbook adoptions due to bookstore
- Complete uniform selection
- Prospective students petition for entry to practical nursing program
- Continue to work on Blackboard LMS set up of program courses
- Work on faculty policies
- Begin Practical Nursing Faculty LMS portfolio

**May:**
- Continue to work on Blackboard LMS set up of program courses
- Work on faculty policies
- Continue to work on Practical Nursing Faculty LMS portfolio

**June:**
- Petition award letters sent to students
- Continue to work on Practical Nursing Faculty LMS portfolio
- Offer Growth and Development course over summer

**July:**

**August:**
- Transition from existing South Annex campus to new South Campus location building
- New Practical Nursing student orientation

**September:**
- Beginning of fall term at South campus for practical nursing
Appendix A

Request for Authorization to Plan a Practical Nursing School Approval & Meeting Minutes
BOARD OF NURSING MEETING MINUTES June 14, 2018

PRESENT: Paul Abegglen (via GoToMeeting), Jennifer Eklof, Elizabeth Smith-Houskamp (excused at 11:47 a.m.), Peter Kallio, Sheryl Krause, Lillian Nolan, Luann Skarlupka (arrived at 12:22 p.m./via GoToMeeting), Pamela White

EXCUSED: Cheryl Streeter

STAFF: Dan Williams, Executive Director; Colleen Meloy, Legal Counsel; Sharon Henes, Administrative Rules Coordinator; Pete Anderson, Bureau Assistant.; and other DSPS Staff

CALL TO ORDER

Sheryl Krause, Chair, called the meeting to order at 9:08 a.m. A quorum of (7) members was confirmed.

ADOPTION OF THE AGENDA

Amendments to the Agenda
Open Session – Change item to read as follows “D. Education and Examination Matters – Discussion and Consideration; 2. Safe and Student Report Study from NCSBN”
Open Session – Change item to read as follows “E. Credentialing Matters – Discussion and Consideration”
Closed Session – Under item “P. Deliberation of Items Added After Preparation of the Agenda; 2. Credentialing Matters” ADD:
- Consideration of a Renewal License for T.A.B., Number 112605-30
- Consideration of a Renewal License for C.M.B., Number. 218497-30
- Consideration of a Renewal License for A.J.G., Number 232648-30
- Consideration of a Renewal License for S.R., Number 185660-30
Closed Session – Monitoring – Julie Harley change to LPN
MOTION: Peter Kallio moved, seconded by Paul Abegglen, to adopt the agenda as amended. Motion carried unanimously.

APPROVAL OF MINUTES OF MAY 10, 2018

Amendments to the Minutes

MOTION: Peter Kallio moved, seconded by Pamela White, to approve the minutes of May 10, 2018 as published/amended. Motion carried unanimously.
EDUCATION AND EXAMINATION MATTERS

**Madison College - Request for Authorization to Plan a Licensed Practical Nursing School**

**MOTION:** Peter Kallio moved, seconded by Jennifer Eklof, to approve the request of Madison College for authorization to plan a licensed practical nursing school. Motion carried unanimously.

**MOTION:** Pamela White moved, seconded by Peter Kallio, to acknowledge and thank Kerri Kliminski, EdD, MSN, RN, Ernise Williams, PhD, RN and Lisa Marie Greenwood, EdD, MSN, RN, CWOCN, CNS from Madison College for their appearance before the Board. Motion carried unanimously.

SPEAKING ENGAGEMENTS, TRAVEL, OR PUBLIC RELATIONS REQUESTS

**2018 NCSBN Annual Meeting on August 15-17, 2018 in Minneapolis, MN**

**MOTION:** Peter Kallio moved, seconded by Elizabeth Smith Houskamp, to designate Dan Williams and Pamela White as the Board’s delegates and Luann Skarlupka as alternate at the 2018 NCSBN Annual Meeting on August 15-17, 2018 in Minneapolis, MN, and to authorize travel. Motion carried unanimously.

**MOTION:** Peter Kallio moved, seconded by Jennifer Eklof, to designate Dan Williams to attend the 2018 NCSBN Annual Meeting and eNLC Meeting on August 14-17, 2018 in Minneapolis, MN, and to authorize travel. Motion carried unanimously.

CLOSED SESSION

**MOTION:** Peter Kallio moved, seconded by Jennifer Eklof, to convene to closed session to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85 (1)(b), Stats.); to consider closing disciplinary investigation with administrative 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; Jennifer Eklof-yes; Peter Kallio-yes; Sheryl Krause-yes; Lillian Nolan-yes; Elizabeth Smith-Houskamp-yes; and Pamela White-yes. Motion carried unanimously.

The Board convened into Closed Session at 10:22 a.m.
Nursing Conceptual Framework

The conceptual framework of the Associate Degree State Nursing Curriculum is derived from the mission and philosophy of the nursing program. This conceptual model is a visualization of the interrelationships between the nursing students, the values of the program, and main concepts that are threaded throughout the program outcomes and competencies.

The compass symbolizes the direction of the student’s growth throughout the program as well as their future endeavors. The star focuses on the program itself, the customers and student resources.

- Eight core values defined in the mission are noted in the inner circle.
- The middle circle describes the threads of the nursing program, necessary for growth and direction for the student.
- The threads add structure to the content and attainment of program outcomes.
- The outer circle depicts the environment where nursing care is provided and student learning develops.

Three major concepts are integrated into this conceptual framework.

- The first concept is the tradition of nursing care in a holistic, patient-centered environment.
- The second concept is the Nursing Process and the integration of the process into every nursing course.
- The third concept is the outcomes that are woven throughout the program, which help to organize the course content.

The program outcomes are also the framework for evaluation of student progress, direction and performance. All of the concepts utilize evidenced-based practice and information from the sciences, technology, and humanities.

WTCS Nursing Conceptual Framework Explanation

- The student is in the middle as the key figure/driving force.
- Our two nursing programs and faculty/staff make up the darker blue tips of the star/compass illustrating direction.
- The tips of the light blue start/compass contain the four major categories of the philosophy.
- The outer dark blue circle contain our customers
• The light green circle contains our eight values
• The light grey circle contains our curriculum’s main concepts
External Standard Descriptions

**Title:** Healthy People 2020

**Sponsoring Organization:** The Joint Commission

**Description:** The purpose of the National Patient Safety Goals is to improve patient safety. The goals focus on problems in health care safety and how to solve them.

**Title:** National Patient Safety Goals

**Sponsoring Organization:** The Joint Commission

**Description:** The NCLEX® examination assesses the knowledge, skills and abilities that are essential for the entry-level nurse to use in order to meet the needs of clients requiring the promotion, maintenance or restoration of health.

**Title:** NCLEX Test Plan

**Sponsoring Organization:** National Council Licensure Examination for Registered Nurses

**Description:** The NCLEX® examination assesses the knowledge, skills and abilities that are essential for the entry-level nurse to use in order to meet the needs of clients requiring the promotion, maintenance or restoration of health.

**Title:** NLN Competencies for Graduates of Nursing Programs

**Sponsoring Organization:** National League for Nursing

**Description:** Addressing nursing programs across the academic spectrum and reflecting the NLN's core values, NLN competencies guide nurse educators in designing curricula that position graduates for practice in a dynamic health care arena: practice that is informed by a body of knowledge and that ensures that all members of the public receive safe, quality care.

**Title:** Nursing Practice Standards for the Licensed Practical Vocational Nurse

**Sponsoring Organization:** National Federation of Licensed Practical Nurses, Inc.

**Description:** The Standards were developed and adopted by NFLPN to provide a basic model whereby the quality of health service and nursing service and nursing care given by LP/VNs may be measured and evaluated. These nursing practice standards are applicable in any practice setting. The degree to which individual standards are applied will vary according to the individual needs of the patient, the type of health care agency or services and the community resources.
QSEN: Quality and Safety Education for Nurses

Sponsoring Organization: QSEN Institute

Description
QSEN faculty have defined pre-licensure and graduate quality and safety competencies for nursing and proposed targets for the knowledge, skills, and attitudes to be developed in nursing pre-licensure programs. Led by a national advisory board and distinguished faculty, QSEN pursues strategies to assure that future graduates develop competencies in patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics.

Standards of Practice and Educational Competencies for Graduates of Practical Nursing Programs

Sponsoring Organization: National Association for Practical Nurse Education and Service, Inc.

Description
These standards and competencies are intended to better define the range of capabilities, responsibilities, rights and relationship to other health care providers for scope and content of practical/vocational nursing education programs.

The Tiger Initiative

Description:
The TIGER Initiative, an acronym for Technology Informatics Guiding Education Reform, was formed in 2004 to develop a shared vision, strategies, and specific actions for improving nursing practice, education, and the delivery of patient care through the use of health information technology (HIT).

Wisconsin Administrative Code

Sponsoring Organization: Wisconsin State Legislature

Description:
The Wisconsin Administrative Code governs the Registered Nursing profession in Wisconsin.

External Standards Course Assignment Matrices

Healthy People 2020

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**National Patient Safety Goals**

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**NCLEX Test Plan**

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### External Standards

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#### NCLEX: Safe and Effective Care Environment: Safety and Infection Control: Accident/Error/Injury Prevention

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#### NCLEX: Physiological Integrity: Reduction of Risk Potential - reducing the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures.

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### NLN Competencies for Graduates of Nursing Programs

Legend: X(Linked), (A)Assessed, (P)Practiced, (I)Introduced

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#### NLN Core Value: Ethics

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#### NLN Core Value: Patient Centeredness

| X | X | X | X | X | X | X | X | X |

#### NLN Core Value: Integrity

| X | X | X | X | X | X | X | X | X |

#### NLN Integrating Concept: Professional identity

| X | X | X | X | X | X | X | X | X |

#### NLN Integrating Concept: Human flourishing

| X | X | X | X | X | X | X | X | X |

#### NLN Integrating Concept: Knowledge and science

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#### NLN Integrating Concept: Nursing judgment

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#### NLN Integrating Concept: Quality and safety

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### Nursing Practice Standards for the Licensed Practical Vocational Nurse

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<td>2. Shall function within the limits of educational preparation and experience as related to the assigned duties.</td>
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<td>3. Shall function with other members of the health care team in promoting and maintaining health, preventing disease and disability, caring for and rehabilitating individuals who are experiencing an altered health state, and contributing to the ultimate quality of life until death.</td>
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<td>4. Shall know and utilize the nursing process in planning, implementing, and evaluating health services and nursing care for the individual patient or group.</td>
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NLM Integrating Concept: Spirit of Inquiry

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<td>4a2) reporting information gained from assessment/data collection</td>
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<td>4a3) the identification of health goals.</td>
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<td>4b. Implementation: The plan for nursing care is put into practice to achieve the stated goals and includes:</td>
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<td>4b1) observing, recording and reporting significant changes which require intervention or different goals</td>
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<td>4b2) applying nursing knowledge and skills to promote and maintain health, to prevent disease and disability and to optimize functional capabilities of an individual patient</td>
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<td>4b3) assisting the patient and family with activities of daily living and encouraging self-care as appropriate</td>
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<td>4b4) carrying out therapeutic regimens and protocols prescribed by personnel pursuant to authorized state law.</td>
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<td>4c. Evaluations: The plan for nursing care and its implementations are evaluated to measure the progress toward the stated goals and will include appropriate person and/or groups to determine:</td>
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<td>4c1) the relevancy of current goals in relation to the progress of the individual patient</td>
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<td>4c2) the involvement of the recipients of care in the evaluation process</td>
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<td>4c3) the quality of the nursing action in the implementation of the plan</td>
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<td>4c4) a re-ordering of priorities or new goal setting in the care plan.</td>
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<td>5. Shall participate in peer review and other evaluation processes.</td>
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<td>6. Shall participate in the development of policies concerning the health and nursing needs of society and in the roles and functions of the LP/VN.</td>
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**QSEN: Quality and Safety Education for Nurses**

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<td>QSEN: Patient-Centered Care</td>
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<td>QSEN: Teamwork &amp; Collaboration</td>
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<td>QSEN: Evidence Based Practice</td>
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<td>QSEN: Quality Improvement</td>
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<td>QSEN: Safety</td>
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<td>QSEN: Informatics</td>
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## Standards of Practice and Educational Competencies for Graduates of Practical Nursing Programs

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<td>A. Professional Behaviors</td>
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<td>A.1. Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical/vocational nurse.</td>
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<td>B. Communication</td>
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<td>B.1. Effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills.</td>
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<td>C. Assessment</td>
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<td>C.1. Collect holistic assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.</td>
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<td>D. Planning</td>
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<td>D.1. Collaborate with the registered nurse or other members’ of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data.</td>
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<td>E. Caring Interventions</td>
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### The Tiger Initiative

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<td><strong>E.1</strong> Demonstrate a caring and empathic approach to the safe, therapeutic, and individualized care of each client.</td>
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<td><strong>F. Managing</strong></td>
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<td><strong>F.1. Implement</strong> patient care, at the direction of a registered nurse, licensed physician or dentist through performance of nursing interventions or directing aspects of care, as appropriate, to unlicensed assistive personnel (UAP).</td>
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### Wisconsin Administrative Code

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Appendix D:
Practical Nursing Program Syllabi

- This appendix contains a draft of each course syllabi for the entire year of the Practical Nursing Program. Courses are listed in numerical order, using the WTCS course number series for Practical Nursing.
- There is one syllabi for all three clinical courses in the Practical Nursing program

NURSING FUNDAMENTALS
(DRAFT SYLLABUS)
Course Competencies

Competency 1: Differentiate scopes of practice within the nursing profession

Competency 2: Maintain a safe, effective care environment

Competency 3: Use appropriate communication technique

Competency 4: Use the nursing process

Competency 5: Adapt nursing practice to meet the needs of diverse clients in a variety of settings

Competency 6: Provide nursing care for clients with sleep/rest/mobility alterations

Competency 7: Provide nursing care for clients with comfort alterations

Competency 8: Provide nursing care for clients with nutritional, fluid and electrolyte disturbances

Competency 9: Provide nursing care for clients with commonly occurring alterations in elimination patterns

Competency 10: Provide nursing care for clients with integumentary disorders

Competency 11: Provide nursing care for clients with infections

Competency 12: Provide nursing care for clients with cognitive and sensory impairments

Competency 13: Provide nursing care for clients and families experiencing grief and loss

Competency 14: Provide nursing care for clients with alterations in oxygenation

Course Evaluation Tool

Course Title: Nursing 31-543-101: Nursing Fundamentals

Credits: 2 Credits
Prerequisites:

Admission to the Practical Nursing Program
Nursing Assistant (30-543-300)
Written Communication (10-801-195) OR English Comp 1 (20-801-201)
Body, Structure, and Function (501-153) or
General Anatomy & Physiology

Course Description:

This course focuses on basic nursing concepts that the beginning nurse will need to provide care to diverse patient populations. Current and historical issues impacting nursing will be explored within the scope of nursing practice. The nursing process will be introduced as a framework for organizing the care of patients with alterations in cognition, elimination, comfort, grief/loss, mobility, integument, and fluid/electrolyte balance.

Required Instructional Materials:

Syllabus and Program Documents

- Nursing 31-543-101: Nursing Fundamentals Syllabus
- Practical Nursing Programs Student Handbook 2019-2020

Textbooks Required:


Textbooks Recommended:

- ATI Fundamentals for Nursing, edition 9.0 (this is available online through individual student accounts at [www.atitesting.com](http://www.atitesting.com)]
Course Requirements:

1. Completion of Course Assignments and Examinations

   Successful participation in this course involves completion of a variety of required course assignments and all examinations. Course assignments may or may not be given points toward the final course grade. Assignments are to be completed by instructor assigned due dates. Students who are unable to meet a due date must notify the instructor. Course instructors will consider student’s needs on an individual basis.

2. Exam Average of “80%” or Better

   An exam average of 80.0% or better is required. The total exam points achieved during the semester are averaged. If an exam average of 80.0% is not achieved, the student will fail the course. Once an exam average of 80.0% is achieved, the remaining activity points are added to the total to determine the final grade. Exam scores are not rounded.

3. Course Grade of 80% or Better

   A final course grade of 80% or better is required. The total points students achieve during the semester will be converted to a letter grade at the end of the semester. Information identifying the points for each activity, course points distribution and the course grading scale will be distributed to each student at the start of the course. Final scores are not rounded.

Student-Teachers Conferences:

Conferences may be initiated by either students or instructors as deems necessary. Students are encouraged to initiate conferences with nursing faculty. Faculty office hours are posted and available for students in course materials and/ or outside faculty office.

General Policies:

All policies identified in the Madison College Practical Nursing Programs Student Handbook and the Practical Nursing Program Website are adhered to in this course.

American Disabilities Act Information:

Madison College welcomes students with disabilities into the College’s educational programs. Every Madison College campus has Disability Resource Services(DRS) available for students with disabilities. The Disability Resource Services website provides specific information related to accommodation for disability related barriers. For further information, please visit the https://madisoncollege.edu/disability-resource-services website or call 608-246-6716 (students who are deaf should use relay) or email DRStransition@madisoncollege.edu
In order to receive consideration for reasonable accommodations for your disability, you must contact DRS office at the campus where you are officially enrolled. If approved for accommodations, DRS will provide you with an accommodation plan. All requests will be held in confidence. Students with accommodation cards issued by Disability Resources Services (DRS) must present these accommodation requests (along with a copy) to the course instructors as per DRS policy. To promote your academic success, requests must be received no later than the end of the second week of the course.

**Academic Integrity:**

Adherence to the standards of academic honesty and integrity are an absolute expectation in the nursing program and this course. It is therefore important that students are familiar with the rules and consequences of academic misconduct. Please refer to the Madison College website (Student Rights and Responsibilities – Academic Integrity) [http://madisoncollege.edu/academic-integrity](http://madisoncollege.edu/academic-integrity) for an outline of what constitutes academic misconduct and its consequences. In addition, please ask nursing instructors if you have any questions concerning the standards of academic honesty and integrity.

**College Resources**

Services and Resources available to all students are listed and explained at [http://libguides.madisoncollege.edu/technology/blackboard/college-resources](http://libguides.madisoncollege.edu/technology/blackboard/college-resources). A link to this page is also provided in Blackboard as a College Resources Tab.
Overview

To enter the profession of nursing, one must understand the many dimensions of nursing practice. These dimensions include: the definition of nursing; moral, ethical and legal boundaries; the role of professional organizations; as well as roles and functions of other members of the healthcare team in a variety of healthcare settings. The nurse also needs to practice within the boundaries of regulatory and reimbursement agencies and understand their influence upon health care. Students will learn how to protect client’s medical information by studying the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Performance Standards

You will demonstrate your competence:

- In an oral or written response

Your performance will be successful when:

- Distinguish among the different levels of nursing education
- Specify the ethical and legal boundaries of the student nurse as presented in the Code of Ethics and the Nurse Practice Act
- Detail responsibility for maintaining patient confidentiality
- Compare various settings in which nurses work
- Detail the role of nursing organizations
- Describe the contribution of all members of the healthcare team
- Outline the standards of regulatory and reimbursement agencies
- Examine the role of evidence-based practice in nursing
- Examine the concept of quality in patient care

Learning Objectives

a) Contrast different educational levels of nursing practice.

b) Describe the primary aims and competencies of nursing practice

c) List the roles of nurses across various care settings

d) Discuss how guidelines for nursing practice (ANA Standards of Nursing Practice, Nurse Practice Acts, ANA Code of Ethics, Nursing Process) impact nursing as a profession.

e) Investigate local, state and national professional nursing organizations.
f) Distinguish between professional values (altruism, autonomy, human dignity, integrity, social justice) essential to nursing practice.

g) Define principles of bioethics (autonomy, nonmaleficence, beneficence, justice, fidelity, veracity, accountability, privacy and confidentiality) that the nurse implements to guide practice.

h) Summarize common ethical issues that nurses may encounter in practice

i) Relate the nursing process to ethical decision making

j) Examine the legal and professional regulation of nursing practice

k) Describe the purpose of credentialing and the processes involved with credentialing of nurses

l) Define legal terms (assault and battery, defamation, invasion of privacy, false imprisonment and negligence) that impact nursing practice

m) Identify areas of potential liability in nursing

n) Describe existing legal safeguards to protect nurses from exposure to legal risks

o) Explain the legal and ethical role responsibilities of the student nurse.

p) Identify members of the multi-disciplinary health care that the nurse collaborates with to provide team-based care.

q) Describe three key elements of a well-functioning health care system

r) Analyze four basic ways in which health care is paid for

s) Outline the steps to implement evidence based practice

t) Explain the components of PICO when formulating a clinical question.

Learning Activities (assigned per Instructor):

Read:
Taylor:
Chapter 1, Introduction to Nursing
Chapter 2, Theory, Research and Evidence-Based Practice
Chapter 6, Values, Ethics and Advocacy
Chapter 7, Legal Implications of Nursing
Chapter 8, Healthcare Delivery Systems

Optional: ATI:
Chapter 1: Health Care Delivery Systems
Chapter 2: The Interprofessional Team
Chapter 3: Ethical Responsibilities
Chapter 4: Legal Responsibilities
Evidence-based Practice:
Evidence-based Practice Article/Activity/Activity

View:
Weblink:

1. Wisconsin Nurse Practice Act
2. NSNA Code of Ethics and Interpretive Statements (Also in Student Handbook)
3. ANA Professional Standards
4. ANA Social Policy Statement
5. Nursing World for Student Nurses - ANA respects the insight of student nurses as the nurse leaders of tomorrow, and will support you in your career, every step of the way. There’s no need to wait for licensure to start benefiting from ANA – as an ANA Student Subscriber, you’re ahead of the game.
6. National Student Nurses Association - NSNA’s mission is to mentor students preparing for initial licensure as nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession.
7. National Council of State Boards of Nursing: National Council of State Boards of Nursing (NCSBN) is an independent, not-for-profit organization through which boards of nursing act and counsel together on matters of common interest and concern affecting public health, safety and welfare, including the development of nursing licensure examinations.

Complete:

Complete any other learning activities as assigned per instructor.
Overview

A major concern of nursing is maintaining a safe care environment for the client, be that at home or within a healthcare institution. In this competency, students begin to identify clients at risk for injury and learn basic strategies to prevent injury. Issues related to restraint use are also discussed.

Performance Standards

You will demonstrate your competence:

- In a written or oral response.

Your performance will be successful when:

- Indicate correct identification of patient prior to performing any patient care measures
- Identify safety considerations for adults of all ages
- Include industry standards and regulations regarding microbiological, physical, and environmental safety
- Apply decision making related to measures to minimize use of restraints
- Identify evidence-based practices

Learning Objectives

a) Provide the rationale for types and purpose of patient identifiers.

b) Assess safety considerations among patients across the lifespan.

c) List interventions to ensure a safe environment related to situations: such as Latex sensitization, burns (fires), electrical shock, poisoning, falls, infections, etc.

d) Examine nursing responsibilities when a safety incident occurs.

e) Identify the role of safety regulating agencies (CDC, WHO, OSHA, and IOM).

f) Describe the purpose and intent of Quality and Safety Education for nurses (QSEN)

g) State the nursing care and legal implications associated with using restraints.

h) Explain the difference between physical and chemical restraints.

i) Identify the nursing diagnoses related to safety.

j) Explain the following nursing diagnoses:
   - Risk for Falls
Risk for Injury

k) Discuss examples of evidence-based nursing practice related to maintaining a safe, effective care environment for adults.

**Learning Activities** (assigned per Instructor):

**Read:**

- **Taylor:**
  - Chapter 26, Safety, Security, and Emergency Preparedness,

- **Ackley** (Nursing Diagnoses):
  - Risk for Falls
  - Risk for Injury

- **ATI:**
  - Chapter 12 Client Safety
  - Chapter 13, Home Safety

**Evidence-based Practice:**

Evidence-based Practice Article/Activity

**View:**

**Weblink:**

1. [The Joint Commission National Safety Goals](#) :
   - Peruse links within boxes labeled “2018 NPSG Program Links”

**Complete:**

Complete any other learning activities as assigned per instructor.
COMPETENCY 3
Use Appropriate Communication Technique

Overview

Communication is an essential skillset for every nurse. This competency will provide the building blocks to establish professional relationships: nurse-client, nurse-nurse, and nurse-physician. The focus of this competency is to assist the student to develop beginning therapeutic relationships. The competency will also develop the nurse’s role in health care documentation, reporting, and conferencing.

Performance Standards

You will demonstrate your competence:

- Through simulations and/or role-plays
- By preparing written materials in response to case study situations

Your performance will be successful when:

- Analyze how your own personal factors influence your ability to communicate effectively
- Use therapeutic communication techniques
- Apply principles of distance and space
- Demonstrate assertive and professional communication
- Use the steps of the interview process
- Adapt your communication to the level of the patient or the audience
- Verbalize strategies for maintaining confidentiality
- Use technology to access current and reliable information
- Use correct medical terminology and abbreviations
- Report significant patient information orally and in writing
- Document according to legal guidelines
- Use correct grammar and spelling

Learning Objectives

a) Review the process of communication and factors that influence it.

b) Evaluate how verbal and nonverbal communication cues and body language influence communication.

c) Contrast social and therapeutic relationships.

d) List characteristics of each phase of the therapeutic relationship and the nurse’s role in each phase.

e) Summarize therapeutic communication skills the nurse uses when caring for patients.

f) Provide examples of common communication blocks the nurse should avoid.
g) Differentiate between passive, assertive and aggressive communication styles.

h) Incorporate strategies for communication based on cultural, cognitive and developmental factors.

i) Relate the impact of social media with in healthcare today.

j) Implement correct medical terminology, acceptable abbreviation use, grammar and spelling.

k) Identify the purposes of healthcare records.

l) Explain five key guidelines for effective and legal documentation.

m) Describe various types of nursing documentation: electronic health records; personal health records; source and problem-oriented records.

n) Examine various forms of charting: narrative charting, SOAP charting, focus charting, charting by exception, computer assisted charting, care plans, and critical/collaborative pathways.

o) Explain the key components of SBAR communication when reporting care.

p) Determine situations in which the nurse will be required to provide a report of patient care.

q) Examine the nurse’s role in communicating and collaborating with multidisciplinary healthcare team members across care settings.

Learning Activities (assigned per Instructor):

Read:

Taylor:
Chapter 16: Documenting, Reporting  Conferring, and Using Informatics
Chapter 20: Communicator

ATI:
Chapter 9: Admissions and Discharges
Chapter 32: Therapeutic Communication

Evidence-based Practice:
Evidence-based Practice Article/Activity

View:

Weblinks:

1. ANA Social Networking Principles Toolkit:

2. NCSBN Social Media Guidelines
3. ISMP’s List of Error-Prone Abbreviations, Symbols, and Dose Designations
4. Official Do Not Use Abbreviation List by The Joint Commission

**Complete:**

Complete any other learning activities as assigned per instructor.
Overview

The nursing process is introduced as an organizing framework for professional nursing practice. Components of the process include performing a nursing assessment, making nursing diagnoses, planning, writing outcome statements, determining appropriate nursing interventions, implementing care, and evaluating the nursing care that has been provided. The nursing process is introduced as the vehicle for critical thinking, reasoning, and problem solving in nursing practice.

Performance Standards

You will demonstrate your competence:

In an oral or written response to case studies/scenarios

Your performance will be successful when:

- Follow the steps in the nursing process in the correct order
- Outline the data resources needed to complete a patient database
- Identify nursing diagnoses from a designated source
- Include suggestions for the development of a care plan
- Reflect priorities of patient care
- Contribute to the evaluation of patient outcomes
- Documentation of each phase of the nursing process
- Differentiate between the role of the PN and RN in the nursing process

Learning Objectives

a) Identify characteristics and purpose of the nursing process.

b) Describe the use of critical thinking and clinical judgment in the nursing process.

c) Identify the steps of the nursing process and the role of the nurse in each step.

d) Identify resources to obtain patient data (patient, chart, family members, etc.).

e) Differentiate between a nursing and medical diagnosis.

f) Select appropriate nursing diagnoses from an approved list.

g) Contrast two part nursing diagnoses from three part nursing diagnoses.

h) Write a nursing diagnosis including the 3 parts: NANDA diagnosis, “related to”, and “as evidenced by”.

i) Develops a care plan with appropriate nursing interventions, including rationale.

j) Develops a care plan with appropriate outcomes.

k) Demonstrates use of a prioritization.

l) Describe the process of evaluation.

m) Document a care plan.

n) Identify the component of the nursing process that the LPN may assist the nurse with.

**Learning Activities** (assigned per Instructor):

**Read:**

**Taylor:**

Chapter 11, Assessing,
Chapter 12, Diagnosing,
Chapter 13, Outcome Identification and Planning,
Chapter 14, Implementing
Chapter 15, Evaluating

**Ackley:**

Section 1, Part A: The Nursing Process Using Clinical Reasoning Skills to Determine Nursing Diagnoses and Plan Care.

**ATI:** Chapter 7, Nursing Process
Chapter 8, Critical Thinking and Clinical Judgment

**Evidence-based Practice:**
Evidence-based Practice Article/Activity

**Complete:**

Complete any other learning activities as assigned by instructor.
COMPETENCY 5
Adapt Nursing Practice to Meet the Needs of Diverse Clients in a Variety of Settings

Overview

Culture is a set of values, beliefs, and traditions that are handed down from generation to generation. In order to provide healthcare to people from diverse cultural backgrounds nurses must be sensitive to cultural needs, characteristics and values of individuals and families. This competency provides an overview of the concepts of culture and ethnicity in relationship to providing health care and also discusses the culture of the health care system.

Performance Standards
You will demonstrate your competence:

In a written or oral response to case studies/scenarios.

Your performance will be successful when:

- Consider all aspects of diversity including age, gender, culture, socioeconomic status, disability and sexual orientation
- Demonstrate principles of holism by assessing the impact of developmental, emotional, cultural, religious, and spiritual influences on the patient's health status
- Protect patient dignity
- Demonstrate principles of holism by incorporating developmental, emotional, cultural, religious and spiritual influences on patient health
- Demonstrate principles of patient-centered care (i.e. patient values, customs, culture, and/or habits)
- Detail specific adaptations in patient care to accommodate the needs of diverse populations
- Adaptations are reasonable, legal, and ethical
- Adhere to the Patient Bill of Rights
- Identify strategies to advocate for patients
- Identify evidence-based practices

a) Learning Objectives

b) Define cultural diversity.

c) Examine factors that impact the nurse’s sensitivity to caring for a diverse population.

d) Explore how the concepts of birth, death, pain, gender roles, nutrition, health beliefs and communication are influenced by culture.

e) Describe elements of cultural competence the nurse incorporates when providing care to all patients.

f) Examine essential components of a cultural assessment.

g) Contrast how nonverbal communication (eye contact, tone of voice, touch and use of space) is interpreted within diverse cultures.
h) Identify common physiological health conditions of specific patient populations.

i) Discuss adaptations that are reasonable, legal, ethical, and adhere to the Patient Bill of Rights.

j) Identify strategies to advocate for patients using culturally competent care.

k) Identify the nursing diagnoses associated with cultural diversity.

l) Discuss examples of Evidence-based Practice related to adapting nursing practice to meet the needs of diverse patients in a variety of settings.

Learning Activities (assigned per Instructor):

Read:

Taylor:
Chapter 5: Cultural Diversity,
Chapter 6: Review Values, Ethics and Advocacy

ATI: Chapter 35: Cultural and Spiritual Nursing Care

Evidence-based Practice:
Evidence-based Practice Article/Activity

View:

Weblinks:

1. Transcultural Nursing. This link provides insight and resources for the learner
   http://www.tcns.org/ On the left hand sidebar, scroll down to the heading “Position Statement” and “Standards of Practice. This will open up a variety of information for the learner to peruse regarding cultural diversity and the society.

2. Cultural Clues serves to increase awareness and cultural diversity
   http://depts.washington.edu/pfes/CultureClues.htm

Complete:

Complete any other learning activities as assigned by instructor.
COMPETENCY 6
Provide Nursing Care for Clients with
Sleep/Rest/Mobility Alterations

Overview

Sleep and activity both play critical roles in the ability of a client to maintain optimal health. In this competency, students examine the concept of mobility and how variations of mobility affect major body systems. Also included in this competency, are concepts related to sleep and the effect of sleep on functioning.

Performance Standards

You will demonstrate your competence:

● In a written or oral response to case studies/scenarios

Your performance will be successful when:

● Assess factors that put patients at risk for problems with mobility and sleep
● Identify factors related to sleep/rest/mobility across the lifespan
● Recognize characteristics of sleep deprivation
● Consider the use of non-pharmacological measures to promote sleep and rest
● Assess the effects of immobility on body systems
● Detail the nursing measures to prevent complications of immobility
● Promote the use of effective techniques of body mechanics among caregivers, patients, and significant others
● Identify evidence-based practices

Learning Objectives

a) Identify factors that indicate risks for problems with, mobility and sleep across the lifespan.

b) Discuss the functions of sleep.

c) Explain the components of a healthy sleep cycle.

d) Explain factors that affect sleep.

e) Identify characteristics of sleep deprivation.

f) Describe non-pharmacological and pharmacological measures to promote sleep and rest.

g) Identify factors that decrease patient mobility.

h) Analyze the health problems of immobility on major body systems.

i) Identify nursing interventions to prevent and/or minimize the problems associated with impaired mobility.

j) Discuss general principles of correct body mechanics in care of patients.
k) Identify the nursing diagnoses related to mobility.

l) Explain the following nursing diagnoses:

- Sleep deprivation
- Disturbed Sleep pattern
- Impaired bed Mobility
- Impaired physical Mobility
- Impaired wheelchair Mobility.

m) Discuss examples of Evidence-based Practice related to providing nursing care for patients with sleep/rest/mobility alterations.

**Learning Activities (assigned per Instructor):**

**Read:**

**Taylor:**

Chapter 33, Rest and Sleep
Chapter 32, Activity,

**Ackley (Nursing Diagnoses):**

Sleep deprivation
Disturbed Sleep pattern
Impaired bed Mobility
Impaired physical Mobility
Impaired wheelchair Mobility

**ATI:** Chapter 14, Ergonomic Principles
Chapter 38, Rest and Sleep
Chapter 40, Mobility and Immobility

**Evidence-based Practice:**

Evidence-based Practice Article/Activity

**Complete:**

Complete other learning activities as assigned per instructor.
Overview

The pain experience is complex, requiring knowledge of the mechanisms of pain and pain control, as well as the holistic assessment of the client in pain. Management of pain demands that the nurse use a variety of treatment modalities in collaborating with the health care team. This competency provides an overview of the role of the nurse in caring for clients with pain.

Performance Standards

You will demonstrate your competence:

In a written or oral response to case studies/scenarios

Your performance will be successful when:
Assess patients for subjective and objective manifestations of alterations in comfort
Identify factors related to comfort across the lifespan
Adhere to standards of care for the patient experiencing pain
  ● Identify non-pharmacologic measures to minimize pain and discomfort (nausea, pruritis)
  ● Outline the plan for monitoring the patient response to the interventions for pain and discomfort
  ● Identify evidence-based practices

Learning Objectives

  a) Perform a pain assessment.
  b) Examine ethical issues and misconceptions surrounding pain management.
  c) Outline potential cultural issues impacting pain management.
  d) Describe general principles of pain management.
  e) Implement nursing interventions that promote comfort to include non-pharmacological and pharmacological methods.
  f) Compare and contrast the use of heat and cold application.
  g) Develops a nursing care plan for a patient with a pain diagnosis.
  h) Identify the nursing diagnoses related to pain.
i) Explain the following nursing diagnoses:

- Acute Pain
- Chronic Pain

j) Discuss examples of Evidence-based Practice related to providing nursing care for patients with comfort alterations.

**Learning Activities** (assigned per Instructor):

**Read:**

- **Taylor:**
  Chapter 34: Comfort and Pain Management

- **Ackley:** (Nursing Diagnoses):
  Acute Pain  
  Chronic Pain

- **ATI:**
  Chapter 41: Pain Management  
  Chapter 42: Complementary and Alternative Therapies

**Evidence-based Practice:**

Evidence-based Practice Article/Activity

**View:**

**Weblinks:**

1. American Society for Pain Management Nursing – this takes the student directly to the educational link that outlines goal, mission and educational information for the learner to explore further.
   
   http://www.aspmn.org/Pages/default.aspx

   If a password box appears select cancel. The page will populate

2. American Society for Pain Management Nursing Position Statements  
   (This particular link provides a listing of Position Statements regarding pain medications and treatment modalities.
   
   http://www.aspmn.org/Pages/positionpapers.aspx

   
   http://newsinhealth.nih.gov/issue/Mar2012/Feature1

4. **AJN March 2017** has an entire supplement on multimodal pain management. We could consider some of these articles for readings.

**Complete:**

Complete any other learning activities as assigned by instructor.
Overview

Fluid and electrolyte balance contributes to health and homeostasis. Illness has the potential for causing changes and imbalances in a client’s fluid and electrolyte status. This competency provides a review of the normal physiologic mechanisms controlling fluid and electrolyte balance. Nursing assessment of the etiologic and defining characteristics of common disturbances is emphasized. The defining characteristics, outcomes and nursing interventions for the nursing diagnoses fluid volume excess, fluid volume deficit and at risk for fluid volume deficit are studied.

Performance Standards

**You will demonstrate your competence:**

In a written or oral response to case studies/scenarios

**Your performance will be successful when:**

- Describe variables that influence nutrition, fluid and electrolyte balance
- Identify factors related to nutrition, and fluid/electrolyte balance across the lifespan
- Assess a patient’s nutritional and fluid/electrolyte status
- Outline specific nursing interventions to promote nutrition and fluid and electrolyte balance
- Base your decisions on the signs and symptoms of fluid volume excess and fluid volume deficit
- Base your decisions on the action of nutrients, signs of excess and deficiency, and specific foods associated with each nutrient
- Base your decisions on the interpretation of diagnostic tests and lab values indicative of a disturbance in nutrition and fluid and electrolyte balance
- Give examples of appropriate vitamin use across the lifespan
- Identify evidence-based practices

Learning Objectives

a) Describe how vitamins, minerals and body fluid impact patient health status across the life span.

b) List various types of diets: therapeutic (Consistent carbohydrate, fat restricted, high/low fiber, sodium restriction, renal, NPO), consistency (clear liquid, full liquid, pureed, and mechanically altered) and nutritional supplementation (i.e. TPN).

c) Examine the distribution of fluids in the body.

d) Describe how body water volume varies with age.

e) Identify reasons for intravenous fluid therapy.
f) Define isotonic, hypotonic, hypertonic IV solutions.

g) Explain the functions of the following electrolytes (sodium, potassium, calcium, magnesium, chloride).

h) Identify normal lab values. (potassium, sodium, calcium, hemoglobin, hematocrit).

i) Perform an assessment of a patient’s fluid status.

j) Discuss nursing management and treatment of patient experiencing a fluid imbalance.

k) Identify the related nursing diagnoses.

l) Explain the following nursing diagnoses:
   - Deficient Fluid volume
   - Risk for Excess Fluid volume
   - Risk for deficient Fluid volume
   - Risk for imbalanced Fluid volume

m) Provide an example of Evidence-based Practice related to providing nursing care for patients with nutritional, fluid, and electrolytes disturbances.

Learning Activities (assigned per Instructor):

Read:

Taylor:
   Chapter 35, Nutrition
   Chapter 39, Fluid, Electrolyte, and Acid-Base Balance

ATI:
   Chapter 39, Nutrition and Oral Hydration
   Chapter 57, Fluid and Electrolyte Imbalances

Ackley: (Nursing Diagnoses):
   Deficient Fluid volume
   Excess Fluid volume
   Risk for deficient Fluid volume
   Risk for imbalanced Fluid volume

Evidence-based Practice:
   Evidence-based Practice Article/Activity

Complete:

Complete any other learning activities as assigned by instructor.
COMPETENCY 9
Provide Nursing Care for Clients with Commonly Occurring Alterations in Elimination Patterns

Overview

The physiological function of eliminating waste from the body may be altered by illness or disease treatment. In this competency, students utilize the nursing process to assist clients with maintenance of optimal elimination patterns.

Performance Standards

You will demonstrate your competence:
• In a written or oral response to case studies/scenarios

Your performance will be successful when:

• Assess factors that put a patient at risk for alterations in urinary and bowel elimination
• Identify factors related to alterations in elimination across the lifespan
• Outline the data that must be collected for identification of alterations in bowel/urine elimination
• Base your decisions on the interpretation of basic diagnostic tests of urinary and bowel elimination: urinalysis and occult blood
• Detail the non-pharmacologic measures to promote urinary and bowel elimination
• Identify evidence-based practices

Learning Objectives

a) Identify factors that influence bowel elimination across the lifespan.

b) Describe alterations in normal bowel elimination (incontinence, constipation, fecal impaction, diarrhea, surgical diversion).

c) Analyze assessment, diagnostic and laboratory findings associated with bowel elimination.

d) Identify common nursing interventions when providing nursing care for the patient experience an alteration in bowel elimination.

e) Outline pharmacological and nonpharmacological measures that promote and maintain bowel elimination.

f) Identify factors that influence urinary elimination across the lifespan.

g) Describe alterations in normal patterns of urinary elimination (incontinence, retention, surgical diversion).

h) Analyze assessment, diagnostic and laboratory findings associated with urinary elimination (BUN, creatinine, urinalysis, specific gravity).

i) Identify common nursing interventions when providing nursing care for the patient experience an alteration in urinary elimination.
j) Outline pharmacological and nonpharmacological measures which promote urinary elimination.

k) Explain the following nursing diagnoses:

- Impaired Urinary elimination
- Urinary retention
- Functional urinary Incontinence
- Reflex urinary Incontinence
- Stress urinary Incontinence
- Urge urinary Incontinence
- Risk for urge urinary Incontinence
- Constipation
- Perceived Constipation
- Risk for Constipation
- Bowel Incontinence

l) Discuss examples of Evidence-based Practice related to providing nursing care for patients with commonly occurring alterations in elimination.

**Learning Activities** (assigned per Instructor):

**Read:**

*Taylor:*
  Chapter 36: Urinary Elimination
  Chapter 37, Bowel Elimination,

*Ackley (Nursing Diagnoses):*
  Impaired urinary elimination
  Urinary retention
  Functional urinary Incontinence
  Reflex urinary Incontinence
  Stress urinary Incontinence
  Total Urinary Incontinence
  Urge urinary Incontinence
  Risk for urge urinary Incontinence
  Constipation
  Perceived constipation
  Risk for constipation
  Bowel incontinence

*ATI:*
  Chapter 43: Bowel Elimination
  Chapter 44: Urinary Elimination

**Evidence-based Practice:**
  Evidence-based Practice Article/Activity

**Complete:**
  Complete any other learning activities as assigned by instructor.
COMPETENCY 10
Provide Nursing Care for Clients with Integumentary Disorders

Overview

The skin is the body’s first line of defense against infection. The nurse plays a major role in maintaining the client’s skin integrity. This competency examines disruptions in skin and tissue integrity, including wounds and pressure ulcers, interventions to prevent or reduce risk for impaired skin integrity, and care of specific wounds, when breaks in skin integrity occur.

Performance Standards

You will demonstrate your competence:
● In a written or oral response to case studies/scenarios

Your performance will be successful when:

● Identify the patients at risk for impaired skin integrity
● Identify factors related to alterations in integumentary system across the lifespan
● Assess a patient’s skin integrity
● Note normal from abnormal findings
● Assess the characteristics of the wound
● Apply correct terminology in the description of wounds
● Adapt care based on integumentary assessment data gathered
● Identify evidence-based practices

Learning Objectives

a) Identify risk factors that contribute to impaired skin integrity.

b) Describe the phases of wound healing.

c) Examine potential factors that affect wound healing.

d) Analyze wound drainage and its significance.

e) Discuss nursing interventions that promote wound healing.

f) Identify nursing interventions to prevent pressure ulcer formation.

g) Describe the pressure ulcers staging system.

h) Summarize the components of the Braden Scale for Predicting Pressure Sore Risk.

i) Explain the following nursing diagnoses:
● Impaired skin integrity
● Impaired tissue integrity
● Risk for impaired skin integrity.
● Risk impaired tissue integrity

j) Discuss examples of Evidence-based Practice related to providing nursing care for patients with integumentary disorders.

Learning Activities (assigned per Instructor):

Read:

 Taylor:  
Chapter 31, Skin Integrity and Wound Care

 Ackley (Nursing Diagnoses):  
Impaired skin integrity  
Risk for impaired skin integrity  
Impaired Tissue Integrity  
Risk for impaired tissue integrity

 ATI: Chapter 55 Pressure ulcers, wounds and Wound Management  
Chapter 30 Integumentary and Peripheral Vascular Systems

Evidence-based Practice: 
Evidence-based Practice Article/Activity

View:

Weblinks:

1. National Pressure Ulcer Advisory Panel (NPUAP)  
   Updated Staging System  
   http://www.npuap.org/pr2.htm

2. Pressure Ulcer Scale for Healing (PUSH): PUSH Tool 3.0  
   http://www.npuap.org/PDF/push3.pdf

3. Agency for Healthcare Research and Quality (AHRQ)  
   Clinical Practice Guidelines  
   http://www.ncbi.nlm.nih.gov/books/NBK63854/

4. National Database of Nursing Quality Indicators  
   Pressure Ulcer Training Modules (4)  
   https://members.nursingquality.org/ndnqiPressureUlcerTraining/

   “Click” on Pressure Ulcer Training on left hand side of the screen

Complete:  
Complete any other learning activities as assigned by instructor.
Overview

The prevention and/or the treatment of infection is a constant challenge for nurses. Basic aseptic nursing practice is essential in preventing infection or in breaking the cycle of infection. Nurses’ practice includes understanding CDC guidelines, assessment of signs and symptoms of infection, recognition of abnormal diagnostic test values, pharmacologic therapy, and nursing interventions to support or minimize the effects of infection.

Performance Standards

You will demonstrate your competence:

- In a written or oral response to case studies/scenarios

Your performance will be successful when:

- Outline the factors that put patients at risk for infection
- Identify factors related to infection across the lifespan
- Outline the dress code and personal practices that reduce the risk of infection transmission
- Base your decision on the signs and symptoms of infection
- Base your response on an interpretation of the diagnostic tests related to patient’s infectious process
- Detail the nursing interventions to support or minimize the physical and psychological effects of the infectious process
- Demonstrate the ability to correlate nursing interventions to methods used to prevent or disrupt the chain of infection
- Follow industry standards for isolation procedures
- Identify evidence-based practices

Learning Objectives

a) Identify risk factors for infection in patients across the lifespan.

b) Differentiate between signs and symptoms of inflammation and signs and symptoms of infection (local and systemic).

c) Describe the laboratory and diagnostic testing used to determine an infectious process (lab – WBC, lumbar puncture, etc.).

d) Summarize nursing interventions when caring for a patient with a suspected or known infection (chain of infection, patient physical health, and patient psycho-social well-being).

e) Evaluate methods of preventing and controlling transmission of healthcare facility-acquired and communicable infections (PPE).

f) Explain the following nursing diagnoses:
● Risk for infection
● Hyperthermia
● Ineffective protection
● Impaired social interaction
● Deficient diversional activity

g) Provide an example of Evidence-based Practice related to providing nursing care for patients with infection.

Learning Activities (assigned per Instructor):

Read:
Taylor:
Chapter 23, Asepsis and Infection Control

Ackley (Nursing Diagnoses):
Risk for Infection
Hyperthermia
Ineffective Protection

ATI:
Chapter 10, Medical and Surgical Asepsis
Chapter 11, Infection Control

Evidence-based Practice:
Evidence-based Practice Article/Activity

View:
Weblinks:
1. The Joint Commission: Hand Hygiene
2. Centers for Disease Control and Prevention (CDC): Hand Hygiene
3. Joint Commission Infection Control HAI Prevention

Complete:
Complete any other learning activities as assigned by instructor.
COMPETENCY 12
Provide Nursing Care for Clients with Cognitive and Sensory Impairments

Overview

This competency includes nursing care for clients with cognitive and sensory impairments. The role of the nurse in sensory and cognitive alterations, factors affecting sensory stimulation, and safety and environmental concerns will be explored. Community and respite resources will be identified for clients with cognition or sensory impairment.

Performance Standards

You will demonstrate your competence:
• In a written or oral response to case studies/scenarios

Your performance will be successful when:
• Collect data to identify patients experiencing alterations in cognition or sensory perception
• Identify factors related to cognitive and sensory impairments across the lifespan.
• Demonstrate respect for the dignity of the patient with cognitive or sensory impairment
• Detail support for family/significant others caring for patients with cognitive or sensory impairment
• Include community resources available for patients and families with a cognitive or sensory impairment
• Include adaptations to the environment to maintain safety for the patient with impaired cognition or sensory impairment
• Incorporate nursing strategies to maximize cognitive functioning and sensory perception
• Outline nursing interventions for specific cognitive and sensory disorders
• Identify evidence-based practices

Learning Objectives

a) Examine sensory impairments such as hearing loss, presbyopia, cataracts, and glaucoma.

b) Identify patients at risk for sensory deprivation, sensory overload, and sensory loss.

c) Identify normal and abnormal assessment findings as they relate to sensory function (visual, auditory, tactile, olfactory, or gustatory impairment).

d) Describe techniques for assessment of cognition/mentation status.

e) Identify patients at risk for cognitive impairments (dementia, Alzheimer’s disease, etc.).

f) Compare and contrast dementia and Alzheimer’s disease.

g) Demonstrate respect for the dignity of the patient with cognitive or sensory impairment.

h) Identify community resources available to family members/caregivers of patients with sensory loss and/or cognitive impairment.

i) Examine nursing interventions to prevent or accommodate cognitive and sensory
impairments.

j) Explain the following nursing diagnoses:

- Frail elderly
- Confusion
- Labile emotional control
- Caregiver strain
- Compromised family coping

k) Provide an example of Evidence-based Practice related to providing nursing care for patients with cognitive and sensory impairments.

Learning Activities (assigned per Instructor):

**Review:**

- **Taylor:**
  Chapter 25, Health Assessment

**Read:**

- **Taylor:**
  Chapter 43, Sensory Functioning

- **Ackley (Nursing Diagnoses):**
  Acute confusion
  Chronic confusion
  Vision loss
  Self-care deficit

- **ATI:**
  Chapter, 45 Sensory Perception

**Evidence-based Practice:**

- Evidence-based Practice Article/Activity

**Complete:**

Complete any other learning activities as assigned by instructor.
Overview

Loss, death and grief may be encountered in many health-related situations. This competency provides an overview of the processes involved in reactions to loss. The nurse’s role in helping clients and families with these processes is covered.

Performance Standards

You will demonstrate your competence:
  ● In a written or oral response to case studies/scenarios

Your performance will be successful when:
  ● Demonstrate respect for the cultural and spiritual beliefs of the patient/significant other experiencing grief and loss
  ● Demonstrate the anticipated responses to grief across the lifespan
  ● Include personal and community resources available
  ● Advocate for the ethical/legal concerns of the patient/family making end of life decisions
  ● Employ nursing measures to support palliative care during the dying process
  ● Outline the nursing responsibilities associated with postmortem care
  ● Identify evidence-based practices

Learning Objectives

a) Describe various losses that affect individuals at different stages across the lifespan

b) Examine the cultural considerations/rituals and spiritual beliefs concerning grief and loss issues.

c) Examine the cultural considerations and rituals concerning grief and loss issues.

d) Describe the factors affecting grief and loss.

e) Explore ethical and legal dimensions in the loss, grief and dying process.

f) Describe the role of palliative care in nursing.

g) Implement the nursing process when caring for a dying patient and family.

h) Assess physiological, psycho-social and spiritual needs of patients with terminal illnesses.

i) Analyze nursing interventions when caring for a dying patient and family

j) Identify community resources available to patients and families experiencing grief and loss.

k) Explain the following nursing diagnoses:
• Fear
• Grieving
• Anxiety
• Coping
• Spiritual distress
• Knowledge deficit

Learning Activities (assigned per Instructor):

Read:

Taylor:
Chapter 42

Ackley (Nursing Diagnoses):
Fear
Grieving
Anxiety
Coping
Spiritual distress
Knowledge deficit

ATI:
Chapter 36, Grief, Loss and Palliative Care

Evidence-based Practice:
Evidence-based Practice Article/Activity

View:

Weblinks:

1. Hospice and Palliative Nurses Association. This link provides information regarding position statements of this specialty nursing organization. http://hpna.advancingexpertcare.org/education/position-statements/


Complete:
Complete any other learning activities as assigned by instructor.
Overview

Acute and chronic illnesses can affect a patient’s respiratory function, as well as other body systems and processes, in a dramatic manner. In this competency, students will utilize the nursing process to assist patients with the maintenance of optimal respiratory and oxygenation patterns.

Performance Standards

You will demonstrate your competence:
- In a written or oral response to case studies/scenarios

Your performance will be successful when:
- Assess patient for objective and subjective manifestations of impaired oxygenation
- Identify normal from abnormal assessment data
- Adapt care based on oxygenation assessment data
- Base your response on the interpretation of diagnostic tests and lab values indicative of a disturbance in oxygenation
- Identify evidence-based practices

Learning Objectives

a. Identify risk factors for impaired oxygenation in patients across the lifespan.

b. Identify objective and subjective assessment findings of the patient experiencing impaired oxygenation.

c. Assess laboratory and diagnostic studies associated with oxygenation (ABG, SaO2, H&H, PFTs, lung scans, thoracentesis, peak flow meter and sputum specimen).

d. Adapt methods of communication for a client with compromised oxygenation.

e. Summarize nursing interventions appropriate for the patient experiencing alterations in oxygenation (promoting optimal functioning, comfort, proper breathing, controlling and promoting cough).

f. Identify collaborative care management of the patient experiencing an alteration in oxygenation (managing oxygen therapy, chest physiotherapy, suctioning, scheduled and PRN medications, and artificial airways).

g. Explain the following nursing diagnoses:
- Ineffective airway clearance
- Impaired gas exchange
- Ineffective breathing pattern.
Ineffective peripheral tissue perfusion

Provide an example of Evidence-based Practice related to providing nursing care for patients with alterations in oxygenation.

**Learning Activities** (assigned per Instructor):

**Read:**
- **Taylor:** Chapter 11
  - Chapter 38
- **Ackley:** (Nursing Diagnoses): add
  - Ineffective Airway Clearance
  - Ineffective Breathing Pattern
  - Impaired Gas Exchange
  - Ineffective peripheral tissue perfusion
- **ATI:**
  - Chapter 53 Airway Management

**Evidence-based Practice:**
- Evidence-based Practice Article/Activity

**Complete:**

Complete any other learning activities as assigned by instructor.
PRACTICAL
NURSING PROGRAM

NURSING SKILLS

543-102

(DRAFT SYLLABUS)
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Course Title: Nursing 543-102: Nursing Skills

Credits: 3 Credits

Pre-/Co-Requisites: Admission to nursing program
General Anatomy and Physiology or Anatomy and Physiology I. For stand alone PN programs, Body, Structure, and Function may also be substituted

Course Description:

This course focuses on development of evidence-based clinical skills and physical assessment across the lifespan. Content includes mathematical calculations and conversions related to clinical skills. In addition the course includes techniques related to obtaining a health history and basic physical assessment skills using a body systems approach

Required Instructional Materials:

Syllabus

- Nursing 543-102: Nursing Skills
- Physical Assessment Checklist
- Nursing Programs Student Handbook

Textbooks Required


Textbook Recommended


Supplemental Materials – Purchase only after faculty instruction

- Stethoscope
- Three-ring binder
- Nurse’s Drug Handbook or Equivalent Drug Resource (Drug Cards)
**Nursing Skills Laboratory:**

**Purpose**

The Nursing Skills Laboratory is a simulated patient care setting that provides a climate for practice of physical assessment and technical nursing skills. Students are helped to acquire experience and efficiency in assessment and skills prior to performing these on patients in the clinical setting.

**Use of Equipment**

All equipment in the Nursing Skills Laboratory is available for use during scheduled hours. Directions for use of the equipment will be provided by the skills lab nurses or nursing faculty.

**Reference Materials**

These materials must stay in the Nursing Skills Laboratory. For use of materials away from the laboratory, you are encouraged to use the library facilities, including online resources.

**Course Requirements:**

Satisfactory completion of Nursing 543-102: Nursing Skills is based on the following:

1. **Completion of Performance Demonstrations of Selected Technical Nursing Skills and Physical Assessments**
   
   Students must successfully demonstrate performance of selected technical nursing skills and physical assessments. Faculty will conduct both formative and summative assessments. Completion of these assessments is required to pass the course.

2. **Completion of Course Assignments and Examinations**
   
   Successful participation in this course involves completion of a variety of required course assignments and all written and performance examinations. Course assignments may or may not be given points toward the final course grade. Assignments are to be completed by instructor assigned due dates. Students who are unable to meet a due date must notify the instructor. Course instructors will consider student’s needs on an individual basis.

3. **Course Grade 80% or better and an 80% or greater average on course exams (including summative performance and written exams) is required.** The total points students achieve during the semester will be converted to a letter grade at the end of the course. Information identifying the points for each course activity, course point distribution and the course grading scale will be distributed to each student at the start of the course.
**Student-Teacher Conferences:**

Conferences may be initiated by either students or instructors as necessary. Students are encouraged to initiate conferences with nursing faculty. All faculty have posted office hours.

**General Policies:**

All policies on the Madison College Website and the Practical Nursing Program Student Handbook are adhered to in this course.

**American Disabilities Act (ADA) Statement:**

The nursing faculty is committed to providing each student with the opportunity to successfully complete the nursing program. Madison College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Disability Resources Services at 608.246.6716 (Students who are deaf via Relay 711) or email drs@madisoncollege.edu When you have an accommodation card from the Disability Resources Services office indicating that you have a disability which requires academic accommodations, please present it with a copy to the course instructor(s) as soon as possible. It is best to request these accommodations at the beginning of the course, if not before the start of the course, so there is ample time to make the accommodations. To promote your success, requests must be received by the end of the first week of the course.

**Academic Misconduct:**

Adherence to the standards of academic honesty and integrity are an absolute expectation in the nursing program. It is therefore essential that students know what constitutes academic misconduct and the consequences of academic misconduct. Please review all Academic Integrity and Misconduct Policies on the Madison College website at: https://madisoncollege.edu/academic-integrity and https://madisoncollege.edu/health-education-policies In addition, please ask nursing faculty if you have any questions concerning the standards of academic honesty and integrity.
Standards of Performance in the Nursing Skills Lab:

Students are expected to achieve the following standards as they perform technical and physical assessment skills in the nursing classroom lab and simulation lab.

1. Safety
   - Implement skills in a manner which is safe for all students, faculty, and staff. This includes but is not limited to activities such as proper body mechanics, safe medication administration techniques, appropriate use and disposal of sharps.

2. Asepsis
   - Uses standard precautions.
   - Maintains appropriate standard of medical and/or surgical asepsis for skills. This includes proper use and timing of hand washing, proper setup and disposal of equipment and supplies, and appropriate use of barriers to protect self and others.

3. Communication
   - Uses effective communication skills while working with peers, faculty, and Lab personnel.
   - Documents appropriately.

4. Critical Thinking and Problem-Solving
   - Implements skills according to established guidelines.
   - Recognizes need for adapting skills procedures for unique situations and implements necessary modifications.
   - Recognizes errors and takes corrective action.

5. Professionalism
   - Demonstrates respect while working in the Nursing Skills Lab. Shows respect toward peers, staff, faculty, and in use of equipment.

Students are required to prepare for each lab session. In addition, students are required to practice skills outside of class time and complete a peer check-off. A satisfactorily completed peer check-off is a mandatory prerequisite for the formative and summative performance assessments. If a student’s initial peer check-off is unsatisfactory, the student must return to lab for practice and complete another peer check-off. In addition to peer check-off, selected technical nursing skills and assessments presented in 543-102 may require an additional check-off by instructors.
Technical and Physical Assessment Skills List

Enteral Tubes
- Administering a Tube Feeding
- Irrigating a Nasogastric tube
- Administering Enteral Medications
- Removing a Nasogastric tube

Medication Administration
- Intradermal Injections
- Subcutaneous Injections
- Intramuscular Injections
- Vial and Ampules
- Oral Medications Administration
- Alternative routes of Medication Administration

Facilitate Alternate Methods of Urinary and Bowel Elimination
- Catheterization of Female and Male Urinary Bladder
- Catheter Irrigation
- Specimen Collection
- Catheter Removal
- Enema Administration
- Caring for an Ostomy

Provide Wound Care
- Gloving and Preparing a Sterile Field
- Moist Saline Dressing Change
- Wound Irrigation and Packing an Open Wound
- Wound Culture and Measurement

Tracheostomy Care
- Suctioning and Cleaning a Tracheostomy; Oral/Nasopharyngeal Suctioning

Manage Intravenous Therapy
- Changing Solution and Tubing, Monitoring a Site
- Converting a Primary Line to a Saline Lock for Intermittent Use
- Administering IV Piggyback Medications
- Changing a Site Dressing
- Discontinuing an IV

Isolation
- Use of Personal Protective Equipment

Assessing Blood Pressure

Specimen Collection

Manage Oxygen Therapy
- Applying nasal cannula and mask
- Pulse Oximetry
- Respiratory Exercises
NURSING ASSESSMENTS

- Obtaining a health history
- Performing a general survey assessment
- Performing an integumentary assessment
- Performing a musculoskeletal assessment
- Performing a head and neck assessment
- Performing a basic eye and ear assessment
- Performing a basic neurological assessment
- Performing a basic respiratory assessment
- Performing a basic cardiovascular assessment
- Performing an abdominal assessment
Course Competencies and Learning Activities

Technical Nursing Skills

Overview

Nurses practice a variety of technical skills in multiple clinical settings. Understanding the basic concepts of safety, asepsis, communication, critical thinking, and professionalism is essential to performing technical skills. Students will review concepts and procedure guides for selected technical skills and practice these in a simulated clinical setting. Students are helped to acquire experience and proficiency in these skills while practicing with supervision in the skills class/lab.
Competency 1

Use Aseptic Techniques

Performance Standards:

You will demonstrate your competence:
• in an oral, written or performance assessment

Your performance will be successful when you:
• wash your hands at appropriate times
• use standard precautions
• use category specific precautions
• maintain a sterile field and equipment
• apply sterile gloves
• dispose of contaminated wastes appropriately

Learning Objectives:

a. Define key terms related to asepsis and aseptic techniques.

b. Identify evidence-based/best practice to guide professional nursing practice in the implementation of aseptic techniques (including isolation procedures) across the lifespan.

Medical and Surgical Asepsis and Isolation Procedures

a. Discuss and demonstrate basic principles of medical asepsis.

b. Identify situations in which hand washing/hand hygiene is indicated.

d. Describe the concept of blood-borne pathogens.

e. Discuss basic principles of Standard Precautions.

f. Discuss and demonstrate basic principles of surgical asepsis.

g. Discuss basic principles and recommended practices of Transmission Based Precautions.

h. Discuss principles for use of Personal Protective Equipment (PPE).

i. Discuss nursing interventions used in caring for patients on isolation.

j. Describe how to dispose of contaminated wastes.
Learning Activities:

Prior to Class

1. Read all of Taylor Chapter 23: Asepsis & Infection Control
   • Be sure to also read and review content in boxes, tables, and charts

2. Read and Review Taylor Skills: Be Prepared to demonstrate these skill(s):
   • Skill 23-1: Performing Hand Hygiene Using Soap & Water (Handwashing)
   • Skill 23-2: Using Personal Protective Equipment (PPE)
   • Skill 23-3: Preparing a Sterile Field & Adding Sterile Items to a Sterile Field
   • Skill 23-4: Putting on Sterile Gloves and Removing Soiled Gloves

3. Complete other learning activities as assigned by instructor

4. Evidence-based practice activities as assigned by instructor.
Competency 2

Performance Standards:

You will demonstrate your competence:
• in an oral, written or performance assessment

Your performance will be successful when:
• calculations include the use of decimals, fractions, percentages, ratios and/or proportions
• solutions convert between the metric, household and apothecary systems
• calculation is accurate
• solutions include appropriate units
• solutions satisfy all essential conditions of the problem
• calculations are completed efficiently

Learning Objectives:

a. Converts between metric and household systems.
b. Calculates correct drug dosages.
c. Uses approved labeling for dosage calculations.
d. Recognizes safe dosages according to prescribed guidelines.

Learning Activities:

Prior to Class

1. Read Morris:
• Follow specific instructions given by instructor.

2. Read Taylor Chapter 28 pages 765-766 and 848-850.
• Dosage Calculations (pages 765-766)
• Medication Calculation Problems (pages 848-850)

3. Complete other learning activities as assigned by instructor
Performance Standards:

You will demonstrate your competence:
- in an oral, written or performance assessment

Your performance will be successful when you:
- adapt procedure to reflect variations across the lifespan
- use aseptic technique
- verify medical order
- assemble necessary supplies
- explain procedure to patient
- obtain culture specimen according to designated procedure/checklist
- cleanse or irrigate wound according to designated procedure/checklist
- assess tissue condition and drainage
- apply a variety of dressings according to designated procedure/checklist
- recognize and report significant deviations in wounds
- document actions and observations

Learning Objectives:

a. Define key terms related to wound healing and wound care.

b. Identify evidence-based/best practice to guide professional nursing practice in the implementation of wound care across the lifespan.

Basic Wound Care

a. Discuss how the phases of wound healing influence wound care.

b. Discuss factors that influence wound healing.

c. Describe documentation as it applies to wound assessment and wound care procedures.

d. Describe patient teaching as it applies to wound assessment and wound care procedures.

e. Discuss wound care management that reflects variations across the lifespan.

f. Compare types of product and dressing materials for use in wound care.

g. Identify subjective and objective data pertinent to wound care.
h. Describe factors that dictate the need for a wound dressing and frequency of changing a wound dressing.

i. Differentiate when clean versus sterile technique is required for wound care.

j. Recognize and correct breaks in aseptic technique.

k. Discuss maintenance of skin integrity around the wound, pain management during wound care, and allergic reactions to wound care materials (tape and latex).

l. Describe the purposes, circumstances, procedure and selection of the proper irrigation solution for initiating wound irrigation.

m. Describe potential complications that can occur with wound irrigation and corresponding solutions to each complication.

n. Describe the purposes, circumstances and procedure for initiating a wound culture.

o. Differentiate between an aerobic and anaerobic wound culture.

p. State rationale for the use, care, and types of wound drains.

q. Describe potential complications that may occur with wound drains and identify solutions for each complication.

r. Describe the purpose, circumstances and procedure for wound packing.

s. Describe the variety of materials that can be used for packing a wound.

Learning Activities:

Prior to Class
1. Read Taylor Chapter 31: Skin Integrity and Wound Care

2. Read and Review Taylor Skills: Be Prepared to demonstrate these skill(s):
   - **Selected Skill** (course syllabus): Cleaning a Wound and Applying a Dressing Clean No-Touch Method
   - **Skill 31-1**: Cleaning a Wound and Applying a Dry, Sterile Dressing
   - **Skill 31-2**: Applying a Saline-Moistened Dressing
   - **Skill 31-3**: Performing an Irrigation of a Wound
   - **Skill 31-4**: Caring for a Jackson-Pratt Drain
   - **Skill 31-5**: Caring for a Hemovac Drain
   - **Skill 31-6**: Collecting a Wound Culture
   - **Skill 31-7**: Applying Negative-pressure Wound Therapy (if assigned by instructor)
   - **Skill 31-8**: Applying an External Heating Pad (if assigned by instructor)

3. Read the WOCN Position Statement. Clean Versus Sterile: Management of Chronic Wounds found at:
   [file:///C:/Users/Owner/Downloads/Clean_vs__Sterile_Dressing_Techniques_for.7.pdf]
4. Complete other learning activities as assigned by instructor.

5. Evidence-based practice activities as assigned by instructor.
Performance Standards:

You will demonstrate your competence:
- in an oral, written or performance assessment

Your performance will be successful when you:
- adapt procedure to reflect variations across the lifespan
- gather equipment
- select appropriately sized cuff
- prepare patient for procedure
- determine blood pressure reading using American Heart Association standards
- obtain a reading accurate within 4 pts +/- of the evaluator
- document BP
- recognize and report significant deviations from BP norms

Learning Objectives:

a. Define key terms related to assessment of blood pressure.

b. Identify evidence-based/best practice to guide professional nursing practice in the implementation, purpose and assessment of blood pressures across the lifespan.

c. Review the physiology related to blood pressure measurement.

d. Identify equipment needed for obtaining a blood pressure.

e. Demonstrate the ability to obtain an orthostatic blood pressure.

f. Discuss accurate documentation of BP findings.

Learning Activities:

Prior to Class
1. Read

Taylor Chapter 24: Blood Pressure (page 594-604)

Competency 4

Page 2 of 2

Read and Review Taylor Skills: Be Prepared to demonstrate these skill(s):
- Skill 24-4: Assessing Blood Pressure by Auscultation (brachial artery)
2. Complete other learning activities as assigned by instructor

3. Evidence-based practice activities as assigned by instructor.
Performance Standards:

You will demonstrate your competence:
- in an oral, written or performance assessment

Your performance will be successful when you:
- adapt procedures to reflect variations across the lifespan
- select appropriate equipment
- verify health care provider orders
- explain procedure to patient
- apply oxygen equipment according to designated procedure/checklist
- set flow rate using fixed and portable equipment
- survey the environment for potential safety hazards
- demonstrate the use of the pulse oximeter to assess patient status
- assess patient’s response to oxygen therapy
- institute actions to improve oxygenation (IS, cough/deep breath, peak flow meters, positioning, percussion)
- document actions and observations
- recognize and report significant deviations from norms

Learning Objectives:

a. Define key terms related to oxygen therapy.

b. Identify evidence-based/best practice to guide professional nursing practice in the implementation, circumstances, and purpose of oxygen therapy across the lifespan.

c. Identify methods of oxygen delivery.

d. Discuss safety factors pertinent to oxygen therapy.

e. Describe the role of the nurse in caring for patients receiving oxygen therapy.

f. Explain and demonstrate pulse oximetry and how it is used in monitoring oxygen therapy as well as factors that can interfere with accurate pulse oximetry readings.

g. State the purposes of and be able to demonstrate respiratory exercises: coughing, deep breathing, incentive spirometry, positioning and percussion.
**Learning Activities:**

**Prior to Class**

1. **Read**
   - *Taylor* Chapter 38: Oxygenation
     - Review Anatomy and Physiology of Respirations
     - Gas Exchange
     - Promoting Proper Breathing
     - Factors Affecting Respiratory Function
     - Factors Affecting Respiratory Function in the Older Adult
     - Promoting Health and Optimal Respiratory Function
     - Oxygenation and Pulse Oximetry
     - Providing Supplemental Oxygen
     - Guidelines for Nursing Care
     - Oxygen Delivery Systems
     - Teaching to Promote Health at home

2. **Read and Review Taylor Skills: Be Prepared to demonstrate these skill(s):**
   - **Skill 38-1:** Using a Pulse Oximeter
   - **Skill 38-3:** Administering Oxygen by Nasal Cannula
   - **Skill 38-4:** Administering Oxygen by Mask

3. Complete other learning activities as assigned by instructor

4. Evidence-based practice activities as assigned by instructor.
Competency 6

Perform Tracheostomy Care and Suctioning Procedures (Oral, Nasal, Pharyngeal, and Tracheostomy)

Performance Standards:

You will demonstrate your competence:
• in an oral, written or performance assessment

Your performance will be successful when you:
• adapt procedure to reflect variations across the lifespan
• maintain adequate oxygenation
• verify that there is a backup tracheostomy kit available
• maintain aseptic technique
• explain procedure to patient
• follow designated procedure/checklist
• document actions and observations
• recognize and report significant deviations from norms

Learning Objectives:

a. Define key terms related to tracheostomy care and suctioning procedures.
b. Identify evidence-based/best practice to guide professional nursing practice in the implementation, circumstances, assessments and purpose of tracheostomy care and suction procedures across the lifespan.
c. Describe the parts of a tracheostomy tube and explain the purpose (use) of each.
d. Examine reasons for the insertion and the type of a tracheostomy tube placed.
e. Discuss methods of communication for a patient with a tracheostomy.
f. Describe when medical versus surgical asepsis is required when cleaning and suctioning a tracheostomy.
g. State appropriate suction pressures and explain the rationale for keeping suction pressures within the recommended range.
h. Describe potential complications and nursing interventions for these complications when suctioning a patient.
Learning Activities:

Prior to Class
1. Read Taylor Chapter 38 Select Sections: Pages 1430-1465
   - Using Artificial Airways
   - Oropharyngeal & Nasopharyngeal Airways
   - Endotracheal Tube
   - Tracheostomy
   - Tracheostomy Procedure & Tubes
   - Providing Tracheostomy Care
   - Tracheal Suctioning

2. Read and Review Taylor Skills: Be Prepared to demonstrate these skill(s):
   - Guidelines for Nursing Care 38-4: Inserting An Artificial Airway
   - Skill 38-2: Suctioning the Oropharyngeal & Nasopharyngeal Areas
   - Skill 38-6: Suctioning A Tracheostomy: Open System
   - Skill 38-5: Providing Care of a Tracheostomy Tube

3. Complete other learning activities as assigned by instructor

4. Evidence-based practice activities as assigned by instructor.
Competency 7

Demonstrate Specimen Collection Procedures

Performance Standards:

You will demonstrate your competence:
• in an oral, written or performance assessment

Your performance will be successful when you:
• modify procedure to reflect variations across the lifespan
• maintain standard precautions
• select appropriate equipment
• explain procedure to patient
• follow specific directions for equipment according to designated procedure/checklist
• document actions and observations
• recognize and report significant deviations from norms

Learning Objectives:

a. Define key terms related to specimen collection procedures.

b. Identify evidence-based/best practice to guide professional nursing practice in specimen collection procedures across the lifespan.

Blood Glucose Monitoring

a. Discuss the purpose of blood glucose monitoring.

b. Discuss steps in obtaining a capillary blood glucose specimen.

c. Identify normal ranges of adult blood glucose.

Throat

a. Discuss the purpose for obtaining a throat culture.

b. Discuss the procedure for obtaining a throat culture.

c. Discuss principles relevant to obtaining a throat culture.
Sputum

a. Discuss the purpose for obtaining a sputum culture.
b. Discuss the procedure for obtaining a sputum culture.
c. Discuss principles relevant to obtaining a sputum culture.

Urinary

See Competency #13

Bowel

See Competency #13

Gastric

See Competency #8

Wound

See Competency #3

Learning Activities:

Prior to Class
1. Read Taylor Chapters and Sections:
   • **Skill 35-4**: Obtaining a Capillary Blood Sample for Glucose Testing pages 1256-1259
   • Chapter 36: Urinary Elimination pages 1274-1277
   • Chapter 37: Bowel Elimination pages 1355-1356
2. Consult reputable internet sources as assigned by instructor
3. Complete learning activities as assigned by instructor
4. Evidence-based practice activities as assigned by instructor.
Performance Standards:

You will demonstrate your competence:
• in an oral, written or performance assessment

Your performance will be successful when you:
• modify procedure to reflect variations across the lifespan
• maintain aseptic technique
• select appropriate equipment
• explain procedure to patient
• determine appropriate placement
• implement measure to prevent displacement of tube
• follow health care provider orders and designated procedures/checklists: feedings/irrigation/suction
• document actions and observations
• recognize and report significant deviations from norms

Learning Objectives:

a. Define key terms related to enteral tubes and enteral tube procedures.

b. Identify evidence-based/best practice to guide professional nursing practice in the implementation of enteral tube procedures across the lifespan.

c. Differentiate between nasogastric, nasointestinal, gastric, and intestinal tubes.

d. State purposes for nasogastric, gastric and intestinal intubation.

e. Describe salem sump nasogastric tubes.

f. Discuss continuous versus intermittent use of nasogastric suction.

g. Identify assessments and care the nurse performs during and after nasogastric intubation.

h. Discuss patient preparation and procedures for irrigation and removal of nasogastric tubes.

i. Identify complications and assessments that occur due to nasogastric tube intubation.
j. Discuss principles relevant to specimen collection from a nasogastric tube.

k. Discuss procedure for obtaining a gastroccult test.

l. Discuss enteral feeding as a nutritional method.

m. Compare small-bore, large-bore gastric, percutaneous enteral gastrostomy (PEG) and percutaneous enteral jejunostomy (PEJ) tubes.

n. Identify nursing care implications specific to small-bore enteral tubes.

o. Distinguish between types of tubes used for short-term nutritional support versus long-term nutritional support.

p. Differentiate delivery methods and tube feeding formulas used for: continuous, intermittent, gravity, and infusion pump.

q. Demonstrate correct calculations for specific tube feeding formulas.

r. Identify baseline assessment data that should be obtained before beginning a tube feeding.

s. Explain gastric residual as it pertains to tube feedings and nursing considerations when evaluating the amount of residual.

t. Identify ongoing nursing assessments and care for patients receiving tube feedings.

u. Identify and discuss complications of tube feedings.

v. Discuss discharge planning for a patient receiving tube feeding.

w. Discuss principles and proper technique for administering medications via an enteral tube.

Learning Activities:

Prior to Class
1. Read Taylor Chapter 35: Nutrition pages 1225-1255
   Read Taylor Chapter 28: Medications pages 773-774
   • Administering Medications Through an Enteral Feeding Tube

2. Read and Review Taylor Skills: Be Prepared to demonstrate these skill(s):
   • Skill 35-2: Administering a Tube Feeding
   • Skill 35-3: Removing a Nasogastric Tube
   • Skill 37-2: Irrigating a Nasogastric Tube Connected to Suction.
   • Administering Medications via Enteral Tube (Course syllabus selected skill)
3. Complete other learning activities as assigned by instructor

4. Evidence-based practice activities as assigned by instructor.
Competency 9

Administer Medications via the Enteral Route (Oral/Rectal)

Performance Standards:

You will demonstrate your competence:
• in an oral, written or performance assessment

Your performance will be successful when you:
• modify procedure to reflect variations across the lifespan
• follow aseptic technique
• verify health care provider orders
• check for patient allergies
• verify the correct drug including expiration date
• follow the medication administration rights
• verify all information three times
• explain medication information to patient
• follow designated procedures/checklists: oral/rectal
• calculate correct amount to administer
• collect assessment data prior to and after medication administration
• document actions and observations

Learning Objectives:

a. Define key terms related to administration of medication via enteral routes.

b. Identify evidence-based/best practice to guide professional nursing practice in the implementation, circumstances, assessments, and purpose of enteral medication administration across the lifespan.

General Concepts and Principles

a. Describe drug names, drug classifications and drug preparations forms.

b. Describe methods commonly used in health agencies for recording and communicating physicians’ medical orders for patients.

c. Describe the general sequence of events that occur following the writing of a medication order by a physician.

d. Identify the following: physician’s order sheet, Medication Administration Record (MAR), controlled substances record.
e. Examine all components on a MAR.

f. Explain differences, advantages, and disadvantages of unit dose and stock supply method of dispensing medications.

g. Examine the interdisciplinary roles in providing drug therapy to patients.

h. Discuss the various drug information sources.

i. State principles the nurse must observe in preparation, administration and documentation when providing medications to patients.

j. Identify key approved abbreviations used during medication administration.

k. Discuss the nurse’s responsibility in the handling and documentation of controlled substances.

l. Discuss the procedures instituted following a medication error and the rationale for such.

m. Discuss nursing considerations when preparing and administering oral medications.

n. Demonstrate a systematic approach in preparing and administering oral medications.

o. Differentiate between oral, sublingual and buccal routes.

p. Discuss principles and techniques for preparing and administering medications via the rectal route.

**Learning Activities:**

**Prior to Class**

1. Read

   - *Taylor* Chapter 28: Medications
     - Principles of Medication Administration – Medication Orders; Medication Supply Systems
     - Using Safety Measures While Preparing Drugs
     - Administering Oral Medications
     - Documenting Medication Administration
     - Teaching About Medications
     - Preventing Medication Errors
     - Administering Sublingual and Buccal Medications
     - Rectal Instillations
     - Guidelines for Nursing Care
2. **Read and Review Taylor Skills: Be Prepared to Demonstrate these skill(s):**
   **Skill28-1**: Administering Oral Medications

3. Read Morris Chapters 6, 8, 9

4. Read Morris Chapters 10, 11, 12, 13, and 17

5. Complete Morris Chapters 11, 12, and 12 Practice Problems and Chapter Reviews

6. Complete other learning activities as assigned by instructor

7. Evidence-based practice activities as assigned by instructor
Performance Standards:

You will demonstrate your competence:
- in an oral, written or performance assessment

Your performance will be successful when you:
- modify procedure to reflect variations across the lifespan
- maintain aseptic technique
- verify health care provider orders
- follow the medication administration rights
- select appropriate equipment
- calculate correct amount to administer
- select site using correct anatomical landmarks
- administer medication using designated procedures/checklists: intradermal/subcutaneous/intramuscular
- document actions and observations

Learning Objectives:

a. Define key terms related to administration of medication via parenteral routes.

b. Identify evidence-based/best practice to guide professional nursing practice in the implementation, circumstances, assessments, and purpose of parenteral medication administration across the lifespan.

c. Discuss and utilize asepsis and safety practices related to handling injection equipment.

d. Name the anatomical landmarks used to identify the intramuscular sites.

e. Identify anatomical considerations for subcutaneous and intradermal sites.

f. Locate common sites used for intramuscular, subcutaneous, and intradermal injections.
g. Compare the advantages and disadvantages of the intramuscular sites.

h. Discuss factors that influence syringe and needle selection.

i. Demonstrate ability to handle vials, ampules, needles, syringes and prefilled cartridges/ holders in a safe manner.

j. Demonstrate ability to assess injection site tissue.

k. Demonstrate ability to administer an intramuscular injection using the Z-track technique.

l. State techniques for reducing the discomfort of injections.

**Learning Activities:**

**Prior to Class**

1. Read
   *Taylor* Chapter 28: Administering Parenteral Medications
   - Do Not include Intravenous Medications
   
   **Read and Review Taylor Skills: Be Prepared to demonstrate these skill(s):**
   - **Skill 28-2:** Removing Medication from an Ampule
   - **Skill 28-3:** Removing Medication from a Vial
   - **Skill 28-4:** Mixing Medications from Two Vials in One Syringe
   - **Skill 28-5:** Administering an Intradermal Injection
   - **Skill 28-6:** Administering a Subcutaneous Injection
   - **Skill 28-7:** Administering an Intramuscular Injection
   - **Guidelines for Nursing Care 28-1:** Using an Insulin Pen

2. Read
   *Morris* Chapters 18 and 20

3. Complete other learning activities as assigned by instructor

4. Evidence-based practice activities as assigned by instructor.
Performance Standards:

You will demonstrate your competence:
- in an oral, written or performance assessment

Your performance will be successful when:
- modify procedure to reflect variations across the lifespan
- maintain aseptic technique
- verify health care provider orders
- follow the medication administration rights
- select appropriate equipment
- calculate correct amount to administer
- select appropriate site
- administer medication and irrigations according to designated procedure/checklist
- document actions and observations
- recognize and report significant deviations from norms

Learning Objectives:

a. Define key terms related to administration of medications via topical, transdermal, eye, ear, inhalation and vaginal routes.

b. Identify evidence-based/best practice to guide professional nursing practice in the implementation, circumstances, assessments, and purpose of topical, transdermal, eye, ear, inhalation and vaginal medication administration across the lifespan.

c. Discuss nursing considerations when preparing and administering topical, transdermal, eye, ear, inhalation and vaginal medications.

d. Demonstrate utilization of aseptic and safety principles when preparing and administering topical, transdermal, eye, ear and inhalation medications.
Learning Activities:

Prior to Class
1. Read
   Taylor Chapter 28: Administering Topical Medications
   • Box 28-3: Typical Preparations Applied to the Skin
   • Applying Transdermal Patches, Guidelines for Care 28-2
   • Instilling Eye Drops, Guidelines for Care 28-3
   • Eye Instillation and Irrigations
   • Instilling Ear Drops, Guidelines for Nursing Care 28-4
   • Ear Instillation and Irrigations
   • Instilling Nose Spray, Guidelines for Nursing Care 28-5
   • Inserting Vaginal Suppository or Cream, Guidelines for Nursing Care 28-6
   • Using an Insulin Pen, Guidelines for Nursing Care 28-1
   • Administering Medications by Inhalation
   • Using an Inhaled Medication Device, Guidelines for Nursing Care 28-8 (MDI with Spacer, DPI, Small Volume Nebulizer)

2. Complete other learning activities as assigned by instructor

3. Evidence-based practice activities as assigned by instructor.
Performance Standards:

You will demonstrate your competence:
• in an oral, written or performance assessment

Your performance will be successful when you:
• modify procedure to reflect variations across the lifespan
• follow aseptic technique
• verify health care provider orders
• follow the medication administration rights
• perform the three checks
• establish designated flow rate
• spike IV bag and prime tubing
• change tubing
• prepare and hang secondary IVPB
• change IV site dressing
• inspect IV site for deviations from normal
• discontinue short-term peripheral IV
• document actions and observations

Learning Objectives:

a. Define key terms related to intravenous therapy and administering medications via an IV.

b. Identify evidence-based/best practice to guide professional nursing practice in the implementation, circumstances, assessments, and purpose of intravenous therapy across the lifespan.

Regulating and Calculating IV Flow Rate

a. Discuss principles the nurse must observe in calculating and regulating IV flow rates.

b. Demonstrate procedure for calculating drops/minute using a standard formula.

c. Discuss the procedure for regulating IV flow rates via an infusion pump.

d. Differentiate between monitoring infusion rate and volume infused on a pump versus a gravity flow IV.
e. Correctly calculate IV flow rates.

f. Demonstrate procedure for regulating IV flow rate.

g. Describe correct documentation on IV bag and chart.

Site Assessment

a. Describe the purpose of IV site assessment.

b. State the rationale for securely taping an IV.

c. Describe information to give the patient while assessing a venipuncture site.

d. Describe correct documentation.

Changing IV Bag: Changing IV Bag and Tubing

a. Describe purpose and circumstances for changing IV bags and tubing.

b. Discuss principles the nurse must observe in the handling and preparation of IV bags for administration to patients.

c. Discuss principles the nurse must observe in the procedure of changing IV bags and tubing.

d. Identify factors that will prevent air from getting into the tubing when priming the IV administration set.

e. Describe information to give the patient while changing IV bags and tubing.

f. Describe correct documentation for changing IV bag and changing IV bag and tubing.

Capping a Primary Line for Intermittent Use

a. Describe intermittent infusion device.

b. Describe the purpose and circumstances for an intermittent infusion device.

c. Discuss principles the nurse must observe during the procedure of capping a primary line for intermittent use.

d. Identify nursing measures necessary before and after injection of medication through the intermittent infusion device.

e. Identify appropriate solutions and amounts necessary for “flush.”

f. Describe information to give patient regarding the intermittent infusion device.
Administering IV Medications

a. Explain when the use of gloves is appropriate for IV med administration.

b. Describe how to check for patency of an IV before giving an IV med when the patient has a primary IV running and when the patient has a capped (saline lock) IV.

c. Explain how and when to check for compatibility when IV meds are being administered.

d. Describe how to backfill a secondary IV tubing.

e. Describe the procedure for hanging another IVPB med if the same secondary infusion tubing is to be reused.

f. Explain the reason for flushing a capped (saline lock) IV before and after administration of a medication.

g. Calculate drip rates and correct drug dosages for IVPB meds.

h. Describe how and where to document administration of IVPB medications.

Learning Activities:

Prior to Class


2. Read Taylor Chapter 28: Medications pages 785-786 & 836-845

3. Read and Review Taylor Skills: Be Prepared to demonstrate these skill(s):
   (Except for skill 28-8):
   - **Skill 39-2**: Monitoring an IV Site and Infusion
   - **Skill 39-3**: Changing IV Solution Container and Administration Set
   - **Skill 39-4**: Changing a Peripheral Venous Access Dressing
   - **Skill 39-5**: Capping for Intermittent Use and Flushing
   - **Skill 28-9**: Administering a Piggyback Intermittent Intravenous Infusion of Medication
   - **Skill 28-10**: Introducing Drugs Through a Medication or Drug-Infusion Lock (Intermittent Peripheral Venous Access Device) Using the Saline Flush

4. Read Morris Chapters 21 and 22

5. Complete other learning activities as assigned by instructor

6. Evidence-based practice activities as assigned by instructor.
Competency 13

Facilitate Alternative Methods of Elimination (Urinary and Bowel)

Performance Standards:

You will demonstrate your competence:
- in an oral, written or performance assessment

Your performance will be successful when you:
- modify assessments/techniques to reflect variations across the lifespan
- maintain aseptic technique
- verify health care provider orders
- select appropriate equipment for enema, ostomy care, specimen collection, and catheterization
- explain procedure to patient
- perform intervention according to designated procedure/checklist
- document actions and observations
- recognize and report significant deviations from norms

Learning Objectives:

a. Define key terms related to alternative methods of urinary and bowel elimination.

b. Identify evidence-based/best practice to guide professional nursing practice in the implementation, circumstances, assessments, and purpose of alternative methods of urinary and bowel elimination across the lifespan.

Promoting Bowel Elimination Using Enemas

a. Identify three classifications for enemas – cleansing, retention, and return-flow; discuss types and purposes for each classification.

b. Identify equipment needed to administer different types of enemas.

c. Describe preparation of the patient for enema administration.

d. Discuss purposes for rectal suppositories.

e. Identify nursing actions for different types of rectal suppositories.

f. Explain fecal impaction and how digital removal of stool can be used to relieve this condition.
g. Explain patient preparation and procedure for digital removal of stool.

h. Discuss purposes for rectal tubes.

i. Discuss the purposes, principles, and procedure for obtaining stool specimens.

j. Discuss ostomies as an alternative method for bowel elimination.

k. Differentiate types of intestinal ostomies.

l. Discuss nursing care for patients with ostomies.

**Urinary Catheter Insertion and Removal**

a. Differentiate straight catheter and indwelling urethral catheter insertion.

b. Describe two common concerns of patient regarding urinary catheterization.

c. Describe four common ways contamination occurs in urinary catheterization and how to prevent these errors.

d. Identify equipment necessary for urinary catheterization.

e. State the usual length of the urethra of the adult female and male patient.

f. Explain principles of sterile technique used in urinary catheterization.

g. Discuss indwelling urethral catheter insertion variations for a child and an older adult.

h. Describe at least two potential complications that could occur with urinary catheterization and at least one solution to the problem.

i. Identify three reasons for initiating urinary catheterization.

j. State nursing assessments to be made prior to, during, and after urinary catheter removal.

k. Explain the probable cause of pain as the balloon is inflated, and state related nursing actions.

l. Describe information to give the patient and family regarding urinary catheter insertion and removal.

**Irrigation of Urinary Catheter**

a. Describe the purposes and circumstances for initiating irrigation of a urinary catheter.

b. Describe the procedures for irrigating a urinary catheter.
   - intermittent bladder irrigation
   - continuous bladder irrigation
c. Identify equipment necessary for urinary catheter irrigation.
   - intermittent
   - continuous

d. Describe at least two potential, unexpected outcomes of bladder irrigation.
   - continuous
   - intermittent

e. Describe information to give the patient and family regarding intermittent versus continuous bladder irrigation.

f. Describe correct documentation regarding urinary catheter irrigation.

**Urinary Specimen Collection**

a. Identify different ways of collecting a urine specimen (routine urinalysis, culture and sensitivity, clean catch/midstream, timed urine test).

b. Discuss principles relevant to obtaining a urine specimen.

c. Describe procedure for urinary specimen collection via straight cath. method and indwelling catheter.

**Learning Activities:**

_Prior to Class_

1. Bowel Elimination: Read **Taylor** Chapter 37: Bowel Elimination (except for pages 1382-1385)

2. **Read and Review Taylor Skills: Be Prepared to demonstrate these skill(s):**
   - **Skill 37-1:** Administering a Large Volume Cleansing Enema
   - **Skill 37-3:** Changing and Emptying an Ostomy Appliance
   - Testing for Fecal Occult Blood, Guidelines for Nursing Care 37-1
   - Digital Removal of Fecal Impaction, Guidelines for Nursing Care 37-2
   - Applying a Fecal Incontinence Device, Figure 37-7

3. Urinary Elimination: Read **Taylor** Chapter 36: Urinary Elimination

4. **Read and Review Taylor Skills: Be Prepared to demonstrate these skill(s):**
   - Collecting Urine Specimens
   - Catheterizing the Patient’s Bladder, Guidelines for Nursing Care
   - Intermittent Urethral Catheterization, Through the Eyes of a Student
   - Research in Nursing: Bridging the Gap to Evidence-Based Practice
   - **Skill 36-4:** Applying an External Condom Catheter
   - **Skill 36-5:** Catheterizing the Female Urinary Bladder (Straight and Indwelling)
- **Skill 36-6**: Catheterizing the Male Urinary Bladder (Straight and Indwelling)
- **Skill 36-7**: Performing Intermittent Closed Catheter Irrigation
- **Skill 36-8**: Administering a Continuous Closed Bladder Irrigation
- **Selected Skill** (course syllabus) - Urinary Retention Catheter-Collection of Sterile Specimen
- **Selected Skill** (course syllabus) - Urinary Retention Catheter-Removal

5. Complete other learning activities as assigned by instructor.

6. Evidence-based practice activities as assigned by instructor.
Overview

Through a comprehensive nursing health assessment, the nurse collects data concerning all aspects of the patient’s health. The nurse then establishes priorities for ongoing and focused assessments. The data collected during nursing assessment is important in providing care and planning for health care needs.

Through the nursing interview, the nurse and patient communicate information pertinent to the patient’s needs and reason for seeking health care. Physical assessment provides nurses with objective data to be used in planning care. A program designated framework will be used to help organize nursing assessment data that is collected.

The competencies provide basic nursing assessment content for the different body systems. A systematic approach to the physical exam is explored. Lifespan variations and ethnic/cultural considerations will be included. A variety of ways to organize and document the assessment data will be utilized, including a program designated framework approach.
Performance Standards:

You will demonstrate your competence:
- in an oral, written and performance assessment

Your performance will be successful when you:
- modify assessment technique to reflect variations across the lifespan
- establish nurse-patient relationship
- use effective verbal and non-verbal communication techniques
- provide privacy
- collect data using a designated format
- modify assessment techniques to reflect ethic and cultural variations
- document actions and observations
- recognize and report significant deviations from norms

Learning Objectives:

a. State the purpose of a nursing assessment.

b. Differentiate a nursing assessment from a medical assessment.

c. Differentiate between an initial comprehensive assessment, an ongoing assessment and a focused or problem-oriented assessment.

d. Define and give an example of both subjective and objective data.

e. Identify when data needs to be validated and ways to accomplish this.

f. Describe the three (3) basic phases of the nursing interview.

g. Describe verbal and nonverbal communication and interviewing techniques to be utilized while conducting a nursing interview.

h. Discuss adaptations in obtaining a nursing health history with variations across lifespan, emotional variations, and cultural variations.
i. Identify the program designated framework to be used for organizing assessment data and how it assists the nurses in collecting data.

j. Identify appropriate guidelines for documentation.

k. Identify evidence-based/best practice to guide professional nursing practice in the implementation of obtaining a health history across the lifespan.

Learning Activities:

Prior to Class
1. Read
   Taylor Chapter 25: Health Assessment
     • Read up to Conducting a Physical Assessment

   Weber: Chapter(s): 1, 3
     • Obtaining a Nursing Health History: Guidelines and Framework
     • Validating, Analyzing, Documenting, and Communicating Data
     • Appendix 1: Nursing Assessment Form Based on Functional Health Patterns
     • Appendix 3: Sample Adult Nursing Health History

2. Complete other learning activities as assigned by instructor

3. Evidence-based practice activities as assigned by instructor.
Performance Standards:

You will demonstrate your competence:
- in an oral, written or performance assessment

Your performance will be successful when you:
- modify assessment techniques to reflect variations across the lifespan
- maintain asepsis
- maintain privacy
- measure height and weight
- assess vital signs
- assess general mobility
- assess appropriateness of behavior/responses
- assess ability to communicate
- assess basic nutritional status
- assess basic fluid status
- modify assessment techniques to reflect ethic and cultural variations
- document actions and observations
- recognize and report significant deviations from norms

Learning Objectives

a. Discuss the physical, environmental and emotional preparation of a patient for a physical assessment.

b. Identify equipment needed in performing a physical exam.

c. Demonstrate the four examination techniques: inspection, palpation, percussion and auscultation.

d. Differentiate the four sounds of percussion.

e. Describe pediatric, geriatric, and ethnic/cultural variations to consider when performing a physical exam.

f. Discuss the guiding principles of asepsis and privacy in conducting a physical exam.

g. List information collected during a general survey.

h. Identify evidence-based/best practice to guide professional nursing practice in the implementation of a general survey assessment across the lifespan.
Learning Activities:

Prior to Class
1. Read
   Taylor Chapter 25: Conducting a Physical Assessment
   • Performing a General Survey

   Weber
   • Chapter 2: Performing the Physical Assessment Skills and Techniques
   • Chapter 6: Assessing General Health Status and Vital Signs
   • Chapter 7: Assessing Pain: The Fifth Vital Sign

2. Complete other learning activities as assigned by instructor

3. Evidence-based practice activities as assigned by instructor.
Performance Standards:

You will demonstrate your competence:
- in oral, written or performance assessment

Your performance will be successful when you:
- modify assessment techniques to reflect variations across the lifespan
- maintain aseptic technique
- provide privacy
- assess the skin, hair and nails using a designated format
- modify assessment techniques to reflect ethnic and cultural variations
- document actions and observations
- recognize and report significant deviations from norms

Learning Objectives:

a. Define key terms related to assessment of the integument (including oral and nasal mucous membranes).

b. Review anatomy and physiology of the integumentary system.

c. Identify important nursing interview components related to assessment of the integument.

d. Identify developmental, cultural/ethnic variations to consider when performing an integumentary assessment.

e. Describe patient preparation and considerations for integument assessment.

f. List equipment and supplies needed to assess the integument.
g. Perform an integument assessment using the Skin, Hair and Nail Assessment Checklist.

h. Perform mouth and nose assessment using the Mouth and Nose Assessment Checklist.

i. Organize subjective and objective assessment data into program designated framework.

j. Interpret assessment findings.

k. Document assessment findings concisely, using approved abbreviations and terminology.

l. Discuss nursing problems Risk for Impaired Skin Integrity and Impaired Skin Integrity.

m. Identify evidence-based/best practice to guide professional nursing practice in the implementation of an integumentary assessment across the lifespan.

**Learning Activities:**

**Prior to Class**

1. Read **Taylor:**
   - Box 19-2: Normal Physiologic Changes of Older Adults - page 427
   - Chapter 25: Health Assessment – pages 637-642
   - Chapter 29: Nursing Strategies to Address Age-Related Changes in Perioperative Patients – page 861
   - Guide 29-1: Preoperative Physical Assessment - page 864
   - Chapter 29: Hygiene and Skin Preparation – pages 869-870
   - Chapter 30: Hygiene - pages 901-953
   - Chapter 31: Skin Integrity & Wound Care pages 955-960
   - Guide 31-1: Skin Integrity – page 974
   - Table 32-4: Comparison of Effects of Exercise and Immobility on Body Systems – page 1048
   - Table 39-4: Parameters to be Considered in Physical Assessment for Fluid, Electrolyte, & Acid-Base Balance - page 1485

2. Read and Review **Ackley** Sections Related to Impaired Skin Integrity and Risk for Impaired Skin Integrity

3. Read and Review **Weber:**
   - Chapter 10: Assessing Skin, Hair, and Nails
   - Chapter 14: Assessing Mouth, Throat, Nose and Sinuses

4. Complete other learning activities as assigned by instructor

5. Evidence-based practice activities as assigned by instructor.
Performance Standards:

You will demonstrate your competence:
- in an oral, written or performance assessment

Your performance will be successful when you:
- modify assessment techniques to reflect variations across the lifespan
- maintain privacy
- assess body alignment according to a designated format
- assess contour, size and strength of muscles according to a designated format
- assess range of motion according to a designated format
- palpate joints for change in temperature, pain and swelling
- recognize and report significant deviations from norms
- document actions and observations

Learning Objectives:

a. Define key terms related to assessment of the musculoskeletal system.

b. Review anatomy and physiology of the musculoskeletal system.

c. Identify important nursing interview components related to assessment of the musculoskeletal system.

d. Identify developmental, cultural/ethnic considerations when assessing the musculoskeletal system.

e. Describe patient preparation and considerations for musculoskeletal assessment.

f. List equipment and supplies needed to assess the musculoskeletal system.

g. Perform a musculoskeletal assessment using the Musculoskeletal Assessment Checklist.
h. Organize subjective and objective assessment data into program designated framework.

i. Interpret assessment findings.

j. Document findings concisely, using approved abbreviations and terminology.

k. Identify evidence-based/best practice to guide professional nursing practice in the implementation of a musculoskeletal assessment across the lifespan.

**Learning Activities:**

*Prior to Class*
1. Read 
   **Taylor:**
   Health Assessment: Assessing the Musculoskeletal System, pages 662-665

2. Read and Review **Weber:**
   - Chapter 20: Assessing Musculoskeletal Assessment

3. Complete other learning activities as assigned by instructor

4. Evidence-based practice activities as assigned by instructor.
Performance Standards:

You will demonstrate your competence:
- in an oral, written or performance assessment

Your performance will be successful when you:
- modify assessment techniques to reflect variations across the lifespan
- assess the skull, face and neck using designated format
- assess nose and oral cavity using a designated format
- palpate lymph nodes of head and neck
- recognize and report significant deviations from norms
- document actions and observations

Learning Objectives:

a. Define key terms related to assessment of the head and neck.

b. Review anatomy and physiology of the head and neck.

c. Identify important nursing interview components related to assessment of the head and neck.

d. Identify developmental, ethnic/cultural variations to consider when performing a head and neck assessment.

e. Describe patient preparation for head and neck assessment.

f. List equipment and supplies needed to assess the head and neck.

g. Identify anatomical landmarks for assessing the head and neck.

h. Perform a head and neck assessment using the select component of the Head, Neck, Eye and Ear Assessment Checklist.

i. Organize subjective and objective assessment data into program designated framework.
j. Interpret assessment findings.

k. Document assessment findings concisely using approved abbreviations and terminology.

l. Identify evidence-based/best practice to guide professional nursing practice in the implementation of a head/neck assessment across the lifespan.

**Learning Activities:**

*Prior to Class*

1. Read *Taylor* Chapter 25: Health Assessment pages 641-648
   • Assessing the Head and Neck

2. Read and Review *Weber*:
   • Chapter 11: Assessing Head and Neck

3. Complete other learning activities as assigned by instructor

4. Evidence-based practice activities as assigned by instructor.
Competency 19

Perform a Basic Eye/Ear Assessment

**Performance Standards:**

You will demonstrate your competence:
- in an oral, written or performance assessment

Your performance will be successful when you:
- modify assessment techniques to reflect variations across the lifespan
- inspect the eyes using a designated format
- measure visual activity using a Snellen chart
- evaluate extraocular motion
- inspect the external ear and canal using a designated format
- evaluate hearing acuity
- document actions and observation
- recognize and report significant deviations from norms

**Learning Objectives:**

**Eye**

a. Define key terms related to assessment of the eye.

b. Review anatomy and physiology of the eye.

c. Identify important nursing interview components related to assessment of the eye.

d. Identify developmental, cultural/ethnic variations to consider when performing an eye assessment.

e. Describe patient preparation for eye assessment.

f. List equipment and supplies needed to assess the eye.
g. Perform an eye assessment using the select component of the Head, Neck, Eye and Ear Assessment Checklist.

h. Organize subjective and objective assessment data into program designated framework.

i. Interpret assessment findings.

j. Document findings concisely, using approved abbreviations and terminology.

k. Identify evidence-based/best practice to guide professional nursing practice in the implementation of an eye assessment across the lifespan.

**Ear**

a. Define key terms related to assessment of the ear.

b. Review anatomy and physiology of the ear.

c. Identify important nursing interview components related to assessment of the ear.

d. Identify developmental, cultural/ethnic variations to consider when performing an ear assessment.

e. Describe patient preparation for ear assessment.

f. List equipment and supplies needed to assess the ear.

g. Perform an ear assessment using the select component of the Head, Neck, Eye and Ear Assessment Checklist.

h. Organize subjective and objective assessment data into program designated framework.

i. Interpret assessment findings.

j. Document assessment findings concisely, using approved abbreviations and terminology.

k. Identify evidence-based/best practice to guide professional nursing practice in the implementation of an ear assessment across the lifespan.
**Learning Activities:**

*Prior to Class*

1. Read *Taylor* Chapter 25: Health Assessment pages 642-646  
   • Health Assessment: Eyes & Ears

2. Read Taylor Chapter 30; Hygiene page 907  
   • Eyes, Ears, and Nose

3. Read and Review *Weber*:
   • Chapter 12: Assessing Eyes
   • Chapter 13: Assessing Ears

4. Complete other learning activities as assigned by instructor

5. Evidence-based practice activities as assigned by instructor.
Competency 20

Perform a Basic Neurological Assessment

Performance Standards:

You will demonstrate your competence:
• in an oral, written or performance assessment

Your performance will be successful when you:
• modify assessment techniques to reflect variations across the lifespan
• provide privacy
• assess cranial nerves using a designated format
• assess cognition using a designated format
• assess level of consciousness using a designated format
• assess reflexes using a designated format
• assess symmetry of sensory and motor function using a designated format
• document actions and observations
• recognize and report significant deviations from norms

Learning Objectives:

a. Define key terms related to assessment of the neurological system.
b. Review anatomy and physiology of the neurological system.
c. Identify important nursing interview components related to the neurological system.
d. Identify developmental, cultural/ethnic considerations when performing neurological assessments.
e. Describe patient preparation for neurological assessment.
f. List equipment and supplies needed to assess the neurological system.
g. Perform a basic neurological assessment using the Neurological Assessment Checklist.
h. Organize subjective and objective assessment data into program designated framework.
i. Interpret assessment findings.
j. Document concisely, using approved abbreviations and terminology.
k. Identify evidence-based/best practice to guide professional nursing practice in the implementation of a neurologic assessment across the lifespan.

**Learning Activities:**

*Prior to Class*

1. Read
   - *Taylor* Chapter 25: Assessing the Neurologic System, pages 665-671

2. Read and Review *Weber*:
   - Chapter 21: Assessing Neurologic System

3. Complete other learning activities as assigned by an instructor

4. Evidence-based practice activities as assigned by instructor.
Competency 21

Perform a Basic Respiratory Assessment

Performance Standards:

You will demonstrate your competence:
- in an oral, written or performance assessment

Your performance will be successful when you:
- modify assessment techniques to reflect variations across the lifespan
- provide privacy
- assess chest and respiratory status using designated format
- differentiate between normal and abnormal lung sounds
- document actions and observations
- recognize and report deviations from norms

Learning Objectives:

a. Define key terms related to assessment of the thorax and lungs.

b. Review anatomy and physiology of the respiratory system.

c. Identify important nursing interview components related to assessment of the thorax and lungs.

d. Identify developmental, cultural/ethnic considerations when performing assessment of the thorax and lungs.

e. Describe patient preparation and considerations for lung assessment.

f. List equipment and supplies needed to assess the thorax and lungs.

g. Identify anatomical landmarks for assessing the respiratory system.

h. Perform a respiratory assessment using the Respiratory Assessment Checklist.

i. Differentiate adventitious lung sounds from normal.

j. Organize subjective and objective assessment data into program designated framework.
k. Interpret assessment findings.

l. Document assessment findings concisely, using approved abbreviations and terminology.

m. Identify evidence-based/best practice to guide professional nursing practice in the implementation of a respiratory assessment across the lifespan.

**Learning Activities:**

*Prior to Class*

1. Read
   - Taylor Chapter 25: Assessing the Thorax and Lungs; pages 648-652
     - Table 25-5: Normal Breath Sounds, page 651
     - Table 25-6: Adventitious Breath Sounds, page 652

   Read and Review Weber:
   - Chapter 15: Assessing Thorax and Lungs

2. Complete other learning activities as assigned by instructor

3. Evidence-based practice activities as assigned by instructor.
Performance Standards:

You will demonstrate your competence:
- in an oral, written or performance assessment

Your performance will be successful when you:
- modify assessment techniques to reflect variations across the lifespan
- maintain privacy
- assess apical and peripheral pulses for rate, rhythm, and amplitude
- assess skin perfusion (color, temperature, and sensation)
- assess capillary refill time
- auscultate heart sounds
- identify S1 and S2 heart sounds
- differentiate between normal and abnormal heart sounds.
- document actions and observations
- recognize and report significant deviations from norms

Cardiovascular Assessment

Learning Objectives:

a. Define key terms related to assessment of the cardiovascular system.

b. Review anatomy and physiology of the cardiovascular system.

c. Identify important interview components related to the assessment of the cardiovascular system.

d. Identify developmental, cultural/ethnic considerations when performing a cardiovascular assessment.

e. Describe patient preparation and considerations for a cardiovascular assessment.

f. List equipment and supplies needed to assess the cardiovascular system.

g. Identify anatomical landmarks for assessing the cardiovascular system.

h. Perform a cardiovascular assessment using the Cardiovascular Assessment Checklist.
i. Identify $S_1$ and $S_2$ heart sounds.

j. Differentiate between normal and abnormal heart sounds.

k. Describe the Apical Impulse.

l. Organize subjective and objective assessment data into program designated framework.

m. Interpret assessment findings.

n. Document assessment findings concisely using approved abbreviations and terminology.

o. Identify evidence-based/best practice to guide professional nursing practice in the implementation of a cardiovascular assessment across the lifespan.

**Learning Activities**

**Prior to Class**

1. Read *Taylor* Chapter 25: Health Assessment pages 652-655
   - Health Assessment: Assessing Cardiovascular and Peripheral Vascular Systems

2. Read *Taylor* Chapter 38: Oxygenation & Perfusion pages 1401-1404
   - Cardiovascular System

3. Read and Review *Weber*:
   - Chapter 17: Assessing Heart & Neck Vessels

4. Complete other learning activities as assigned by instructor

5. Evidence-based practice activities as assigned by instructor.
Peripheral Vascular Assessment

Learning Objectives:

a. Define key terms related to assessment of the peripheral vascular system.
b. Review anatomy and physiology of the peripheral vascular system.
c. Identify pertinent nursing interview components related to the assessment of the peripheral vascular system.
d. Identify developmental, cultural/ethnic considerations when performing a peripheral vascular assessment.
e. Describe patient preparation and considerations for assessment of the peripheral vascular system.
f. List equipment and supplies needed to assess the peripheral vascular system.
g. Identify anatomical landmarks for assessing the peripheral vascular system.
h. Perform a peripheral vascular assessment using the Peripheral Vascular Assessment Checklist.
i. Determine accurate apical pulse rate and pulse deficit.
j. Organize subjective and objective assessment findings into program designated framework.
k. Interpret assessment findings.
l. Document assessment findings concisely using approved abbreviations and terminology.
m. Identify evidence-based/best practice to guide professional nursing practice in the implementation of a peripheral vascular assessment across the lifespan.
Learning Activities:

Prior to Class
1. Read Taylor Chapter 25: Health Assessment pages 654-655
   • Assessing the Cardiovascular and Peripheral Vascular Systems
2. Read Taylor Chapter 24: Vital Signs (see below for page numbers)
   • Pulse – pages 588-591
   • Skill 24-2: Assessing A Peripheral Pulse By Palpation – pages 612-614
3. Read and Review Weber:
   • Chapter 18: Assessing Peripheral Vascular System
4. Complete other learning activities as assigned by instructor
5. Evidence-based practice activities as assigned by instructor.
Competency 23

Perform an Abdominal Assessment

Performance Standards:

You will demonstrate your competence:
• in an oral, written or performance assessment

Your performance will be successful when you:
• modify assessment techniques to reflect variations across the lifespan
• provide privacy
• assess the abdomen using designated format
• differentiate normal and abnormal bowel sounds
• document actions and observations
• recognize and report significant deviations from norms

Learning Objectives:

a. Define key terms related to assessment of the abdomen.
b. Review anatomy and physiology as it applies to assessment of the abdomen.
c. Identify important nursing interview components related to assessment of the abdomen.
d. Identify developmental, cultural/ethnic considerations when performing an abdominal assessment.

e. Describe patient preparation and considerations for an abdominal assessment.
f. List equipment and supplies needed to assess the abdomen.
g. Identify anatomical landmarks for assessing the abdomen.
h. Perform an abdominal assessment using the Abdominal Assessment Checklist.
i. Differentiate the absence of bowel sounds, hypo/ hyperactive sounds or any vascular sounds.
j. Organize subjective and objective assessment data into program designated framework.

k. Interpret assessment findings.

l. Document assessment findings concisely, using approved abbreviations and terminology.

m. Identify evidence-based/best practice to guide professional nursing practice in the implementation of an abdominal assessment across the lifespan.

**Learning Activities**

**Prior to Class**

1. Read **Taylor** Chapter 25: Health Assessment pages 658-660
   - Assessing the Abdomen

2. Read **Taylor** Chapter 37: Bowel Elimination (only pages listed below)
   - Abdomen – pages 1352-1353

3. Read and Review **Weber**:
   - Chapter 19: Assessing Abdomen

4. Complete other learning activities as assigned by instructor

5. Evidence-based practice activities as assigned by instructor.
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Course Title: Nursing 543-103: Nursing Pharmacology

Credits: 2 credits

Pre-/Co-Requisites:
Admission to the nursing program
General Anatomy and Physiology or Anatomy and Physiology I. Body, Structure, and Function may also be substituted

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

Required Instructional Materials:
- Docucare 6 month or 12 month subscription.

Supplemental Instructional Materials:

Course Requirements:
Satisfactory completion of Nursing 543 -103: Nursing Pharmacology is based on the following:

1. Completion of Course Assignments and Examinations:

   Successful participation in this course involves completion of a variety of required course assignments and all examinations. Course assignments may or may not be given points toward the final course grade. Assignments are to be completed by instructor assigned due dates. Students who are unable to meet a due date must notify the instructor. Course instructors will consider student's needs on an individual basis.
2. Course Grade of 80% or Better

A course grade of 80% on exams or better is required. After the student achieves an 80% exam average the total course points must be 80% or better successful course completion. The total points students achieve during the semester will be converted to a letter grade at the end of the semester. Information identifying the points for each activity, course point distribution and the course grading scale will be distributed to each student at the start of the course.

General Policies:

All general policies identified in the Madison College Nursing Student Handbook, the Madison College Catalog and Student Handbook and the Madison College website are adhered to in this course.

American Disabilities Act – Information:

Madison College welcomes students with disabilities into the College’s educational programs. Every Madison College campus has Disability Resource Services available for students with disabilities. The Disability Resource Services website provides specific information related to accommodations for disability-related barriers. For further information, please visit the https://madisoncollege.edu/disability-resource-services, call 608-246-6716 (Students who are deaf should use relay) or email DRStransition@madisoncollege.edu

In order to receive consideration for reasonable accommodations for your disability, you must contact the Disability Resource Services office at the campus where you are officially enrolled. If approved for accommodations, Disability Resource Services will provide you with an accommodation plan.

Please share your accommodation plan with me and discuss your approved accommodations as early in my class as possible.

If you have a diagnosed disability that would interfere with your ability to complete the requirements of this course or to participate in the activities described in this syllabus, please contact the instructor or Madison College Transition Facilitator (246-6791) to arrange appropriate academic adjustments. All requests will be held in confidence. To promote your success, requests must be received by the end of the second week of the course.

Academic Misconduct:

Adherence to the standards of academic honesty and integrity are an absolute expectation in the nursing program. It is therefore important that students are familiar with the rules and consequences of academic misconduct. Please refer to the Madison College Catalog, Student Handbook and Madison College Web Site www.madisoncollege.edu under Students Rights and Responsibilities for an outline of what constitutes academic misconduct and its consequences. In addition, please ask nursing faculty if you have any questions concerning the standards of academic honesty and integrity.

Student-Teacher Conferences:

Conferences may be initiated by either students or instructors as seems necessary. Students may arrange for conferences with instructors other than the one assigned to their course. Students are encouraged to initiate conferences with nursing faculty.
Competency 1: Apply basic pharmacology principles to medication management.

Overview:
Nurses have a significant role in medication management. A holistic nursing approach to care is crucial to the success of medication therapy initiation, maintenance, and evaluation. In this learning plan, the student will explore basic pharmacology principles needed for safe and effective administration of medications.

Performance Standards:
You will demonstrate your competence:
- through a written or oral analysis of case situations/questions recommending appropriate nursing actions.

Your performance will be successful when:
- discuss the processes of pharmacokinetics
- use multiple professional resources including technology to identify pertinent information related to medications
- describe the processes of pharmacodynamics
- consider pharmacodynamic differences across the life span
- support your analysis with relevant evidence
- use correct medical terminology
- differentiate among prescription medications, over the counter medications, herbals, and dietary supplements

Learning Objectives:

a. Define pharmacokinetics and pharmacodynamics

b. Discuss the two major ways drugs move across membranes.

c. Discuss drug absorption and variables affecting it.

d. Discuss the advantages and disadvantages of the following absorptive routes: oral, sublingual, rectal, topical, pulmonary, and parenteral.

e. Describe how plasma protein binding, tissue binding, the blood-brain barrier, and the placenta affect drug distribution.

f. Discuss drug metabolism and factors affecting it.

g. Explain drug half-life and its application to drug therapy.

h. Discuss drug excretion and factors affecting it
i. Explore multiple professional resources including technology to identify pertinent information related to medications (e.g. PDR, medication handbook, online resources).

j. Discuss the following terms in the measurement of medication concentration in the body: onset of action, peak action, and duration of action, minimum effective concentration, minimum toxic concentration, trough concentration, and loading dose.

k. Discuss the concepts of therapeutic index, low therapeutic index, high therapeutic index, and therapeutic range.

l. Compare the action of agonist and antagonist medications.

m. Define side effect, adverse effect, toxic effect, placebo effect, allergic reaction, idiosyncratic reaction, and teratogenic effect.

n. Discuss the drug-drug and drug-food interactions as they affect the pharmacokinetic phases of absorption, distribution, metabolism, and excretion.

o. Compare the following pharmacodynamic interactions: additive drug effect, synergistic drug effect, and antagonistic drug effect.

p. Compare the terms: tolerance, dependence, addiction, and withdrawal symptoms.

q. Discuss the absorption, distribution, metabolism, and excretion of a drug for a pediatric and geriatric client.

r. Discuss psychological and social considerations and risk factors for medicating pediatric and geriatric clients (polypharmacy, communication barriers, sensory changes, prescribing practices, compliance issues).

s. Discuss the functional consequences associated with medications in older adults (increased potential for adverse effects, increased potential for neurologic adverse effects, and increased potential for altered mental status).

t. Differentiate among prescription medications, over the counter medications, herbals, dietary supplements and drugs of abuse.

u. Discuss areas of concern related to the use of over-the-counter medications.
Learning Activities:

1. Read:
   McCuiston et al:
   - **Chapter 2:** Pharmacokinetics, Pharmacodynamics and Pharmacogenetics
   - **Chapter 4:** Complementary and Alternative Therapies.
   - **Chapter 5:** Pediatric Considerations
   - **Chapter 6:** Geriatric Considerations
   - **Chapter 7:** Drugs in Substance use Disorder

   Supplemental ATI Review:
   - **Chapter 1:** Pharmacokinetics and Routes of Administration
   - **Chapter 5:** Adverse Effects, Interactions and Contraindications
   - **Chapter 6:** Individual Considerations of Medication Administration
   - **Chapter 30:** Vitamins, Minerals and Supplements

2. Complete other Learning Activities as assigned by instructor.
Competency 2: Examine legal, ethical, social, and cultural issues related to medication administration.

Overview:
Nurses need a solid foundation and knowledge base in the ethical-legal standards and socio-cultural issues related to medication administration. In this learning plan, the student will explore the impact that state and federal legislation, nursing standards, ethical guidelines, and socio-cultural issues have on safe and effective medication administration.

Performance Standards:
You will demonstrate your competence:
- through a written or oral analysis of case studies or scenarios concerning medication administration.
- by recommending appropriate nursing actions.

Your performance will be successful when:
- support your analysis with relevant evidence
- identify medication administration guidelines within the State Nurse Practice Act
- identify nursing responsibility to prevent and respond to medication errors
- identify nursing responsibilities associated with controlled substances
- identify ethical responsibilities as they relates to medication errors
- nursing response reflects respect for patients’ rights and responsibilities with medication therapy
- nursing actions are within the scope of nursing practice as it relates to the administration of medication
- demonstrate patient-centered care by respecting patient's gender, psychosocial and cultural needs
- identify nursing responsibilities associated with safe medication administration
- identify nursing responsibilities associated with patient medication education

Learning Objectives:

a. Support your analysis of legal, ethical, social, and cultural issues related to medication administration with relevant evidence

b. Identify medication administration guidelines within the State Nurse Practice Act.

c. Discuss nursing responsibilities related to medication errors

d. Discuss nursing interventions to decrease the incidence of medication errors.
e. Describe nursing responsibilities related to controlled substances
f. Identify ethical responsibilities as they relate to medication errors
g. Construct nursing responses that reflect respect for patients’ rights and responsibilities with medication therapy
h. Describe the role of the Food and Drug Administration.
i. Discuss the impact of medication legislation on drug therapy and nursing.
j. Discuss nursing responsibilities with safe medication administration within the scope of practice identified by the Nurse Practice Act.
k. Identify the influence of gender, psychosocial issues and cultural needs as they relate to medication administration.
l. Discuss the effect of socio-cultural factors on a patient’s response to and participation with medication therapy.
m. Describe measures to promote medication compliance across the life span.
n. Identify nursing responsibilities associated with patient medication education

Learning Activities:

1. Read: McCuiston et al,

   Chapter 1: Drug Development and Ethical Considerations
   Chapter 3: Cultural Considerations.
   Chapter 8: The Nursing Process and Patient-Centered Care
   Chapter 9: Safety and Quality
   Chapter 10: Drug Administration

   Supplemental ATI Review:
   Chapter 1: Pharmacokinetics and Routes of Administration
   Chapter 2: Safe Medication Administration and Error Reduction

2. Complete other Learning Activities as assigned by instructor.
Competency 3: Apply components of the nursing process to the administration of antimicrobial drugs.

Overview:
Antimicrobial therapy is an important part of the treatment of infectious processes. In this learning plan, the general principles of antimicrobial therapy will be explored. Specific antimicrobial classifications will also be described. The application of the nursing process and the provision of client education will also be explored.

Performance Standards:

You will demonstrate your competence:
- Through a written or oral analysis of case studies or scenarios relative to the administration of antimicrobial drugs.
- By recommending appropriate nursing responses.

Your performance will be successful when:
- Cite the classifications and actions of antimicrobial medications
- Give examples of when, how and to whom antimicrobial medications may be administered
- Identify the side effects and special considerations associated with antimicrobial therapy
- Identify considerations and implications of using antimicrobial medications across the lifespan
- Apply evidence-based concepts when using the nursing process
- Identify and interpret related laboratory tests

Learning Objectives:

a. Identify the classifications and actions of antimicrobial medications
b. Review basic characteristics of infectious microbes
c. Discuss general principles of antimicrobial therapy including the mechanisms of antibacterial action, body defenses, and resistance to antibacterials, use of antibiotic combinations, general adverse reactions, and narrow- and broad-spectrum antibiotics.
d. Identify the most common health problems managed with antimicrobial medications
e. Identify common side effects and special considerations associated with each classification
f. Describe the major actions and therapeutic effects of each classification of antimicrobial medications across the lifespan
g. Utilize evidence-based practice when applying components of the nursing process to the administration of antimicrobial medications

h. Explain the nurse’s role in teaching the client about their medication regime

i. Identify and interpret laboratory tests related to antimicrobial medications.

j. LABS:
   a. Blood Cultures (prior)
   b. WBC
   c. BUN & Creatinine
   d. Vancomycin peak and trough
   e. Gentamicin peak and trough

k. Classifications and prototype medications:
   f. Penicillins
      • Amoxicillin
   g. Cephalosporins - 5 generations
      • Cefazolin
      • Ceftriaxone
   h. Fluroquinolones
      • Levofloxacin
      • Ciprofloxacin
   i. Tetracyclines
      • Doxycycline
   j. Macrolides
      • Azithromycin
   k. Aminoglycosides
      • Gentamicin
   l. Sulfonamides
      • Trimethoprim-Sulfamethoxazole- TMP- SMZ (Bactrim)
   m. Lincosamides
      • clindamycin
   n. Monobactam
      • Vancomycin
   o. Antitubercular Medications
      • Isoniazid (INH)
      • Rifampin
   p. Antiviral Medications
      • Acyclovir
      • HAART Treatment (HIV)
   q. Antifungal Medications
      • Nystatin
      • Fluconazole
Learning Activities:

1. Read:
   McCuistion et al:
   - **Chapter 26**: Antibacterials.
   - **Chapter 27**: Antituberculars, Antifungals and Antivirals.
   - **Chapter 28**: Antimalarials, Anthelmintic and Peptides

   Supplemental ATI Review:
   - **Chapter 43**: Principles of Antimicrobial Therapy
   - **Chapter 44**: Antibiotics Affecting the Bacterial Cell Wall
   - **Chapter 45**: Antibiotics Affecting Protein Synthesis
   - **Chapter 46**: Urinary Tract Infections
   - **Chapter 47**: Mycobacterial, Fungal, and Parasitic Infections
   - **Chapter 48**: Viral Infections, HIV and AIDS

2. Complete other Learning Activities as assigned by instructor.
Overview:
Nurses need a fundamental understanding of the autonomic nervous system in order to fully appreciate the mechanism of action of the numerous classifications of autonomic system medications. In this learning plan, the student will review the autonomic nervous system and autonomic nervous system medications. Students will also correlate the nursing process to the administration of autonomic system medications.

Performance Standards:

You will demonstrate your competence:
- through a written or oral analysis of case studies or scenarios related to the administration of autonomic nervous system drugs.
- by recommending an appropriate nursing response.

Your performance will be successful when:
- cite the classifications and actions of autonomic nervous system medications
- give examples of when, how and to whom autonomic nervous system medications may be administered
- identify the side effects and special considerations associated with autonomic nervous system medications
- nursing response evidences considerations and implications of using autonomic nervous system medications across the life span
- apply evidence-based concepts when using the nursing process

Learning Objectives:

a. Review the function and physiology of the autonomic nervous system.

b. Compare the major actions and therapeutic effects of adrenergics, adrenergic blockers, cholinergics, and anti-cholinergics.

c. Discuss the role of adrenergics (sympathomimetics) in the treatment of low blood pressure, asthma and bradycardia.

d. Discuss how adrenergic blockers (sympatholytics) are used in the treatment of hypertension and angina pectoris.

e. Discuss the use of cholinergic agents in the treatment of gastroesophageal reflux disease and glaucoma.

f. Discuss the use of anticholinergic agents in the treatment of irritable bowel syndrome and urinary bladder spasm and during the preoperative period.
g. Identify common side effects and special considerations associated with each classification

h. Describe the major actions and therapeutic effects of autonomic nervous system medications across the life span

i. Utilize evidence-based practice when applying components of the nursing process

j. Explain the nurse’s role in teaching the client about his/her medication regime

k. Medication Classifications and prototype medications:

   **Adrenergic Agonists – Alpha & Beta**
   - Alpha Adrenergic Agonist
     - Epinephrine
   - Beta Adrenergic Agonist
     - Phenylephrine
     - Albuterol

   **Adrenergic Antagonists (Blockers)**
   - Alpha Antagonist
     - Tamsulosin
     - Prazosin
   - Beta-Andrenergic Blockers
     - Atenolol
     - Metoprolol

   **Cholinergic Agonists**
   - Bethanechol
   - Pilocarpine

   **Cholinergic Antagonists (Anticholinergics)**
   - Atropine
   - Benzotrropin
   - Tolterodine

**Learning Activities:**

1. Read:
   McCuistion et al: 
   - **Chapter 15**, Adrenergic Agonists and Antagonists.
   - **Chapter 16**, Cholinergic Agonists and Antagonists.

2. Complete other Learning Activities as assigned by instructor.
Competency 5: Apply components of the nursing process to the administration of respiratory system drugs.

Overview:
Nurses often care for clients with health problems involving the upper and lower respiratory system. In this learning plan, the student will learn about major drug classifications that are used to treat respiratory health problems. The nurse’s role in applying the nursing process and client education will be another focus.

Performance Standards:
You will demonstrate your competence:
- through a written and oral analysis of case studies or scenarios related to the administration of respiratory system drugs.
- by recommending an appropriate nursing response.

Your performance will be successful when:
- cite the classifications and actions of respiratory system medications
- give examples of when, how and to whom respiratory system medications may be administered
- identify the side effects and special considerations associated with respiratory system medications
- identify the considerations and implications of using respiratory systems medications across the life span
- apply evidence-based concepts when using the nursing process
- identify indications, side effects and potential medication interactions associated with the use of herbal supplements
- identify and interpret related laboratory tests

Learning Objectives:

a. Review the function and physiology of the upper and lower respiratory tract.

b. Describe the major actions and therapeutic effects of antihistamines, decongestants, antitussives expectorants, bronchodilators and anti-inflammatory agents in the treatment of conditions of respiratory system.

c. Describe the role of antihistamines, nasal decongestants, antitussives and expectorants in the case of the client with the common cold, acute and allergic rhinitis, and sinus infections.

d. Discuss how bronchodilators, anti-inflammatory agents and antibiotics are used in the treatment of respiratory health problems.
e. Discuss common side effects and special considerations associated with:
   - Antihistamines
   - Decongestants
   - Antitussives
   - Mucolytics
   - Expectorants
   - Bronchodilators
   - Anti-inflammatory agents
   - Anti-asthma

f. Describe the major actions and therapeutic effects of each classification across the lifespan.

g. Discuss the use of the nursing process in managing the administration of respiratory system medications across the life span.

h. Identify nursing responsibilities associated with patient medication education.

i. Utilize evidence-based practice when applying components of the nursing process to the administration of respiratory medications.

j. Identify indications, common side effects and potential medication interactions associated with the use of herbal supplements.

k. Identify and interpret laboratory tests related to respiratory medications.

l. Labs: Serum theophylline

m. Medication Classifications and prototype medications:
   - Antitussives
     - Codeine
     - Dextromethorphan
   - Mucolytics
     - Acetylcysteine
   - Expectorants
     - Guaifenesin
   - Antihistamines
     - Diphenhydramine
     - Loratadine
   - Decongestants:
     - Pseudoephedrine
     - Oxymetazoline
   - Bronchodilators:
     - Albuterol
     - Salmeterol
     - Theophylline
     - Ipratropium
     - Tiotropium
• Antiasthma / anti-inflammatory:
  o Fluticasone/Salmeterol
  o Cromoly
  o Montelukast
  o Beclomethasone

**Learning Activities:**

1. Read:
   McCuistion, et al:
   - **Chapter 35:** Upper Respiratory Disorders.
   - **Chapter 36:** Lower Respiratory Disorders.

   Supplemental ATI Review:
   - **Chapter 17:** Airflow Disorders
   - **Chapter 18:** Upper Respiratory Disorders

2. Complete other Learning Activities as assigned by instructor.
Competency 6: Apply components of the nursing process to the administration of cardiovascular and renal system drugs.

Overview:
A basic review of the function and physiology of the cardiovascular and renal systems will serve as a foundation for this learning plan. Major classifications of drugs used for cardiac and circulatory disorders, diuretics, and antihypertensives will be covered. The use of the nursing process and client education needs will be explored.

Performance Standards:
You will demonstrate your competence:
- through a written or oral analysis of case studies or scenarios related to the administration of cardiovascular and renal system drugs.
- by recommending an appropriate nursing response.

Your performance will be successful when:
- cite the classifications and actions of cardiovascular medications
- cite the classifications and actions of renal system medications
- give examples of when, how and to whom cardiovascular system medications may be administered
- give examples of when, how and to whom renal system medications may be administered
- identify the side effects and special considerations associated with cardiovascular and renal system medication therapy
- identify considerations and implications of using cardiovascular system medications across the life span
- identify considerations and implications of using renal system medications across the life span
- apply evidence-based concepts when using the nursing process
- identify indications, side effects and potential medication interactions associated with the use of herbal supplements
- identify and interpret related laboratory tests

Learning Objectives:

a. Identify the classifications and actions of cardiovascular systems medications.

b. Review the function and physiology of the cardiovascular system and regulation of blood clotting.

c. Define atherosclerosis, coronary artery disease, heart failure, angina pectoris, hypertension, thrombus, and transient ischemic attack (TIA).
d. Describe the major actions and therapeutic effects of cardiac glycosides, antianginals, diuretics, antihypertensives, anticoagulants, antiplatelet agents, antiarrhythmics, and antihyperlipidemic.

e. Identify the classifications and actions of renal systems medications.

f. Review the function and physiology of the renal system.

g. Describe the differences between potassium wasting and potassium sparing diuretics.

h. Discuss common and significant side effects associated with cardiac glycosides, antianginals, diuretics, antihypertensives, anticoagulants, antiplatelet agents, antilipemics, and peripheral vasodilators.

i. Outline special considerations associated with cardiac glycosides, antianginals, diuretics, antihypertensives, anticoagulants, antiplatelet agents, antilipemics, and peripheral vasodilators.

j. Describe the major actions and therapeutic effects of each classification of cardiovascular medication across the lifespan.

k. Describe the major actions and therapeutic effects of each renal medication classification across the lifespan.

l. Utilize evidence-based practice when applying components of the nursing process to the administration of cardiovascular and renal medications.

m. Identify nursing responsibilities associated with patient medication education.

n. Describe herbal supplements and the effects on the cardiovascular system.

o. Identify and interpret laboratory tests related to cardiovascular medications.

p. LABS:
   - PT/INR
   - PTT
   - Potassium (K)
   - Sodium (Na)
   - Cholesterol
   - LDL & HDL
   - Triglycerides
   - Digoxin Level
   - Hemoglobin & hematocrit
   - BUN
   - Creatinine
   - eGFR
q. Classifications of Cardiovascular Medications and prototype medications:

- **Antihyperlipidemic:**
  - **HMG-CoA Reductase Inhibitors ("statins")**
    - Rosuvastatin
    - Simvastatin
  - **Bile Acid Resins**
    - Cholestyramine
  - **Fibrates**
    - Gemfibrozil
  - **Combinations**
    - Niacin/Lovastatin
    - Ezetimibe/Simvastatin

- **Antihypertensive:**
  - **Beta Blockers**
    - Metoprolol
  - **ACE Inhibitors**
    - Lisinopril
  - **Calcium Channel Blockers**
    - Diltiazem
    - Verapamil
    - Amlodipine
  - **Antiadrenergic Centrally Acting**
    - Clonidine
  - **Antiadrenergic Peripherally Acting**
    - Prazosin
  - **Angiotension II Receptor Antagonists**
    - Valsartan

- **Antianginal:**
  - **Nitrates: Nitroglycerin (discuss forms)**
    - Isosorbide

- **Cardiac Glycosides**
  - Digoxin

- **Antiarrhythmic**
  - Amiodarone

- **Miscellaneous:**
  - **Anticoagulants**
    - Heparin
    - Enoxaparin
    - Warfarin
    - Apixaban
    - Dabigatran
  - **Antiplatelets**
    - Clopidogrel
    - Aspirin
  - **Anticoagulant Antagonists**
    - Phytonadine (Vitamin K)
    - Protamine
    - Idarucizumab
r. Classifications of Renal Medications and prototype medications:
   - Diuretics:
     - Loop
       - Furosemide
     - Potassium-sparing
       - Spironolactone
       - Triamterene
     - Thiazides
       - Hydrochlorothiazide
     - Osmotic
       - Mannitol

**Learning Activities:**

1. Read:
   McCuistion, et al:
   - Chapter 37: Cardiac Glycosides, Antianginals and Antidysrhythmics.
   - Chapter 38: Diuretics.
   - Chapter 39: Antihypertensives.
   - Chapter 40: Anticoagulants, Antiplatelets, and Thrombolytics.
     (omit sections related to thrombolytics).
   - Chapter 41: Antihyperlipidemics and Drugs to Improve Peripheral Blood Flow.
     (omit sections on peripheral vasodilators)

   Supplemental ATI Review:
   - Chapter 19: Medications Affecting Urinary Output
   - Chapter 20: Medications Affecting Blood Pressure
   - Chapter 21: Cardiac Glycosides and Heart Failure
   - Chapter 22: Angina
   - Chapter 23: Medications Affecting Cardiac Rhythm
   - Chapter 24: Antilipemic Agents
   - Chapter 25: Medications Affecting Coagulation

2. Complete other Learning Activities as assigned by instructor.
Competency 7: Apply components of the nursing process to the administration of gastrointestinal system drugs.

Overview:
The focus of this learning plan will be the therapeutic agents and nursing interventions associated with managing the client with gastrointestinal health problems.

Performance Standards:
You will demonstrate your competence:
- through a written or oral analysis of case studies or scenarios related to the administration of gastrointestinal drugs.
- by recommending an appropriate nursing response.

Your performance will be successful when:
- outline the classifications and actions of gastrointestinal system medications
- give examples of when, how and to whom gastrointestinal system medications may be administered
- identify the side effects and special considerations associated with gastrointestinal system medication therapy
- identify considerations and implications of using gastrointestinal system medications across the life span
- apply evidence-based concepts when using the nursing process
- identify indications, side effects and potential medication interactions associated with the use of herbal supplements
- identify and interpret related laboratory tests

Learning Objectives:

a. Review the function and physiology of the gastrointestinal system.

b. Identify the most common health problems managed with gastrointestinal medications.

c. Define gastroesophageal reflux disease (GERD).

d. Describe the major actions and therapeutic effects of emetics, antiemetics, antidiarrheals, antiulcer drugs, and laxatives.

e. Discuss the common and significant side effects associated with emetics, antiemetics, antidiarrheals, antiulcer drugs, and laxatives.

f. Outline special considerations associated with emetics, antiemetics, antidiarrheals, antiulcer drugs and laxatives.
g. Describe the major actions and therapeutic effects of each classification of gastrointestinal medications across the lifespan

h. Describe the major actions and therapeutic effects of each classification of gastrointestinal medications across the lifespan

i. Explain the use of the nursing process in managing the administrations of each classification of medications.

j. Utilize evidence-based practice when applying components of the nursing process to the administration of gastrointestinal medications.

k. Identify nursing responsibilities associated with patient medication education.

l. Describe herbal use and the effects on the gastrointestinal system.

m. Identify and interpret related laboratory tests: phosphate level

n. Medication Classifications and prototype medications:
   - Acid Neutralizers/Antacids
     - Calcium carbonate, Magnesium hydroxide, Aluminum hydroxide
   - Histamine Blockers
     - Ranitidine
   - Proton Pump Inhibitors
     - Esomeprazole
   - Pepsin Inhibitor
     - Sucralfate
   - GI Stimulants
     - Metoclopramide
   - Antiemetics
     - Ondansetron
     - Prochlorperazine, Promethazine
     - Scopolamine
   - Antidiarrheals
     - Loperamide
     - Diphenoxylate with atropine
   - Laxatives
     - Bulk-forming
       - Methylcellulose
       - Psyllium
     - Osmotics
       - Polyethylene glycol
     - Stimulants
       - Bisacodyl
       - Senna (Senokot)
     - Emollients
       - Docusate
Learning Activities:

1. Read:
   McCuistion, et al:
   - Chapter 42: Drugs for Gastrointestinal Tract Disorders.
   - Chapter 43: Antiulcer Drugs.

   Supplemental ATI Review:
   - Chapter 28: Peptic Ulcer Disease
   - Chapter 29: Gastrointestinal Disorders

2. Complete other Learning Activities as assigned by instructor.
Competency 8: Apply components of the nursing process to the administration of central nervous system drugs.

Overview:
The introduction to this learning plan will include a brief overview of the function and physiology of the central nervous systems (CNS). Brief descriptions of major CNS health problems are included. The most common classifications of drugs used in the management of CNS health problems are covered. The nursing process and client education are a focus.

Performance Standards:
You will demonstrate your competence:
- through a written or oral analysis of case studies or scenarios related to the administration of central nervous system drugs.
- by recommending an appropriate nursing response.

Your performance will be successful when:
- cite the classifications and actions of central nervous system medications
- cite the classifications and actions of medications used to treat psychiatric disorders
- give examples of when, how and to whom central nervous system medications may be administered
- identify the side effects and special considerations associated with central nervous system medication therapy
- identify considerations and implications of using central nervous system medications across the life span
- apply evidence-based concepts when using the nursing process
- identify indications, side effects and potential medication interactions associated with the use of herbal supplements
- identify and interpret related laboratory tests

Learning Objectives:
- Review the function and physiology of the Central Nervous System
- Identify the most common classifications of medications used in the management of insomnia, seizures, psychosis, anxiety, depression, bipolar disorder, epilepsy, Parkinsonism, and Alzheimer’s disease.
- Describe the major actions and uses of each classification
- Identify the most common classifications of medications used with mental health problems across the lifespan
e. Identify and discuss the most common disorders treated with CNS medications: insomnia, psychosis, anxiety, depression, bipolar disorder, epilepsy, Parkinsonism, and Alzheimer’s disease.

f. Describe common and significant side effects associated with each classification

g. Describe the major actions and therapeutic effects of each CNS medication classification across the lifespan

h. Utilize evidence-based practice when applying components of the nursing process to the administration of CNS medications.

i. Identify nursing responsibilities associated with patient medication education.

j. Identify indications, side effects and potential medication interactions associated with the use of herbal supplements

k. Labs:
   - valproic acid
   - phenytoin level
   - Lithium level

l. Medication Classifications and prototype medications:
   - Sedatives/Hypnotics/Anxiolytic
     - Benzodiazepine
       - Alprazolam
       - Midazolam, Lorazepam
       - Temazepam
     - Benzodiazepine like
       - Zolpidem
       - Propofol
     - Barbiturate
       - Pentobarbital
     - Benzodiazepine Antagonist
       - Flumazenil
   - Antidepressants
     - Tricyclic
       - Amitriptyline
     - SSRI’s
       - Fluoxetine
     - MAOI’s
       - Isocarboxazid
     - Atypical Antidepressants
       - Bupropion
• Antipsychotics
  o Typical
    ▪ Haloperidol
    ▪ Fluphenazine
  o Atypical
    ▪ Olanzapine
    ▪ Aripiprazole
    ▪ Risperidone
• Mood stabilizer
  o Lithium
• Antiparkinsonism
  o Levodopa-Carbidopa
• Alzheimer’s Disease
  o Tacrine
  o Donepezil
  o Memantine
• Anticonvulsant:
  o Phenobarbital
  o Phenytoin
  o Carbamazepine
  o Gabapentin
  o Valproic acid

**Learning Activities:**

1. Read:
   McCuistion et al:
   - **Chapter 18:** Depressants. (omit Anesthetics).
   - **Chapter 19:** Antisieze Drugs.
   - **Chapter 20:** Drugs for Parkinson’s and Alzheimer’s Disease.
   - **Chapter 22:** Antipsychotics and Anxiolytics.
   - **Chapter 23:** Antidepressants and Mood Stabilizers.

   Supplemental ATI Review:
   - Chapter 7: Anxiety and Trauma- and Stressor-Related Disorders
   - Chapter 8: Depressive Disorders
   - Chapter 9: Bipolar Disorders
   - Chapter 10: Psychotic Disorders
   - Chapter 11: Medications for Children and Adolescents Who Have Mental Health Issues
   - Chapter 13: Chronic Neuorological Disorders
   - Chapter 16: Sedative-Hypnotics

2. Complete other Learning Activities as assigned by instructor.
Competency 9: Apply components of the nursing process to the administration of endocrine system drugs.

Overview:
Nurses must have an understanding of the endocrine system to appreciate the mechanism of action and therapeutic effects of endocrine medications. In this learning plan, the student will review the functions of the endocrine system and how it is affected by endocrine medications. The role of the nurse in the management of endocrine medications will be explored. The student will learn to apply the nursing process to the administration of endocrine medications.

Performance Standards:

You will demonstrate your competence:
- Through a written or oral analysis of case studies or scenarios related to the administration of endocrine system drugs.
- By recommending an appropriate nursing response.

Your performance will be successful when:
- Cite the classifications and actions of endocrine system medications
- Give examples of when, how and to whom endocrine system medications may be administered
- Identify the side effects and special considerations associated with endocrine system medication therapy
- Explain the considerations and implications of using endocrine system medications across the life span
- Apply evidence-based concepts when using the nursing process
- Identify indications, side effects and potential medication interactions associated with the use of herbal supplements
- Identify and interpret related laboratory tests

Learning Objectives:

a. Review the function and physiology of the endocrine system: including diabetes type 1 and type 2

b. Identify the classifications and actions of endocrine system medications.

c. Describe how thyroid replacement hormones and antithyroid drugs are used in the treatment of hypothyroidism and hyperthyroidism.

d. Identify disease processes and health problems that may be treated with glucocorticoids.
e. Differentiate between Type I, Type II, secondary, and gestational diabetes mellitus.

f. Describe the major actions and therapeutic effects of antidiabetic drugs.

g. Describe how oral antidiabetic drugs are used in the treatment of diabetes mellitus.

h. Identify the most common health problems managed with medications that affect the endocrine system.

i. Describe common and significant side effects associated with each classification.

j. Identify the most common classifications of medications used with endocrine health problems across the life span.

k. Outline special considerations associated with oral antidiabetic drugs, insulin, and hyperglycemic drugs across the lifespan.

l. Utilize evidence-based practice when applying components of the nursing process to the administration of endocrine medications.

m. Identify nursing responsibilities associated with patient medication education.

n. Identify indications, side effects and potential medication interactions associated with the use of herbal supplements.

o. Identify and interpret related laboratory tests:
   - TSH
   - Fasting blood glucose
   - Hemoglobin A1c

m. Medication Classifications and prototype medications:
   - Insulins
     - Rapid-Acting
       - Lispro
       - Aspart
     - Short Acting
       - Regular
     - Intermediate-Acting
       - Isophane (NPH)
     - Long-Acting
       - Glargine
     - Mixed
       - Humulin 70/30
Antidiabetics
  - Glipizide
  - Glyburide
  - Metformin
  - Acarbose

Glucose-Elevating:
  - Glucagon

Glucocorticoid
  - Prednisone

Thyroid
  - Levothyroxine

Antithyroid
  - Methimazole

Learning Activities:

1. Read:
   McCuistion, et al:
   - Chapter 46: Pituitary, Thyroid, Parathyroid, and Adrenal Disorders.
   - Chapter 52: Antidiabetics

   Supplemental ATI Review:
   - Chapter 39: Diabetes Mellitus
   - Chapter 40: Endocrine Disorders

2. Complete other Learning Activities as assigned by instructor.
Competency 10: Apply components of the nursing process to the administration of analgesic and musculoskeletal conditions.

Overview:

The pain experience is complex, requiring knowledge of the mechanisms of pain and pain control, as well as a holistic assessment of the client in pain. Nurses must have a solid foundation and knowledge base in the treatment of pain and musculoskeletal conditions. The role of the nurse in administering analgesics and musculoskeletal medications will be explored. The student will learn to apply the nursing process to pharmaceutical pain management.

Performance Standards:

You will demonstrate your competence:

- Through a written or oral analysis of case studies or scenarios related to the administration of analgesics and musculoskeletal system drugs.
- By recommending an appropriate nursing response.

Your performance will be successful when:

- Cite the classifications and actions of analgesics
- Cite the classifications and actions of musculoskeletal system medications
- Give examples of when, how and to whom analgesics and musculoskeletal system medications may be administered
- Outline the side effects and special considerations associated with analgesics
- Identify the side effects and special considerations associated with musculoskeletal system medications
- Identify the considerations and implications of using analgesics across the life span
- Identify the considerations and implications of using musculoskeletal system medications across the life span
- Apply evidence-based concepts when using the nursing process

Learning Objectives:

a. Review the function and physiology of the musculoskeletal system.

b. Review the WHO recommendations for pain management.

c. Describe how nonnarcotic and narcotic analgesics are used in the treatment of different types of pain.

d. Describe the variety of medication options available for the treatment of inflammation.
e. Discuss common and significant side effects associated with nonnarcotic and narcotic medications and muscle relaxants.

f. Identify the classifications and actions of analgesic and musculoskeletal system medications.

g. Describe the major actions and therapeutic effects of each classification.

h. Identify the most common health problems managed with musculoskeletal and pain medications.

i. Describe common and significant side effects associated with analgesics.

j. Describe common and significant side effects associated with musculoskeletal system medications.

k. Identify the most common analgesic medications used for musculoskeletal problems and pain across the life span.

l. Identify the most common musculoskeletal system medications used for musculoskeletal problems and pain across the life span.

m. Utilize evidence-based practice when applying components of the nursing process to the administration of analgesic and musculoskeletal medications.

n. Explain the nurse’s role in teaching the client about their medication regime

o. Describe herbal use and the effects on the musculoskeletal system and pain.

p. Medication Classifications and prototype medications:

- Salicylates
  - Aspirin

- Nonsalicylates
  - Acetaminophen

- NSAIDS
  - Ibuprofen
  - Ketorolac
  - Naproxen
  - Celecoxib

- Migraine Agents
  - Sumatriptan

- Opioid Analgesics
  - Morphine sulfate
  - Codeine
  - Fentanyl
  - Meperidine
  - Hydromorphone
Opioid Antagonists
- Naloxone

Skeletal Muscle Relaxants
- Cyclobenzaprine
- Carisoprodol

Bisphosphonates:
- Alendronate (Fosamax)

Antigout
- Allopurinol

**Learning Activities:**

1. Read: McCuistion, et al:
   - **Chapter 21**: Drugs for Neuromuscular Disorders and Muscle Spasms
   - **Chapter 24**: Antiinflammatories
   - **Chapter 25**: Analgesics.
   - **Chapter 56**: Drugs for Women’s Reproductive Health and Menopause. (p785-787: Osteoporosis)

   Supplemental ATI Review:
   - **Chapter 33**: Connective Tissue Disorders
   - **Chapter 34**: Bone Disorders
   - **Chapter 35**: Nonopioid Analgesics
   - **Chapter 36**: Opioid Agonists and Antagonists
   - **Chapter 37**: Adjuvant Medications for Pain
   - **Chapter 38**: Miscellaneous Pain Medications

2. Complete other Learning Activities as directed by course instructor
Madison Area Technical College

Practical Nursing Program

Clinical Syllabus

543-104
543-107
543-108

**Students- This syllabus will be used for all semesters of the PN Nursing Program**

(DRAFT SYLLABUS)
Clinical Syllabus Introduction

This syllabus contains clinical competencies and performance criteria for all clinical learning experiences in the Madison College Practical Nursing Program. Expectations for student development over the course of the program are evident. Faculty will review and discuss the specific expectations for performance with students at the start of each clinical course.

Students should keep this document and refer to it during the duration of the program.

The general course policies in this syllabus are relevant to all clinical courses. Additional documents related to specific clinical experiences will be provided for students at the orientation for each clinical. The student should also refer to the Student Handbook for additional information on program policies.
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Course Titles/Credits/Descriptions

Semester One

543-104 Nursing: Introduction to Clinical Practice (2 credits)
This introductory clinical course emphasizes basic nursing skills and application of the nursing process in meeting the needs of diverse clients. Emphasis is placed on performing basic nursing skills, the formation of nurse-client relationships, communication, data collection, documentation and medication administration.

Semester Two

543-107 Nursing Clinical Care Across the Lifespan (2 credits)
This clinical experience applies nursing concepts and therapeutic interventions to clients across the lifespan. It also provides an introduction to concepts of teaching and learning. Extending care to include the family is emphasized.

543-108 Nursing: Introduction to Clinical Management (2 credits)
This clinical experience applies nursing concepts and therapeutic nursing interventions to groups of clients. It also provides an introduction to leadership, management and team building.

* Please see Madison College website for pre- and co-requisites to clinical courses.
### Required Instruction Materials

- Nursing Program Student Handbook
- Clinical Syllabus
DRESS CODE FOR SIMULATION AND CLINICAL EXPERIENCES

Students are expected to maintain a well-groomed professional appearance for clinical experiences. Students are required to purchase a uniform through the Madison College bookstore. The uniform is to be worn during clinical experiences only.

1. In addition to the required uniform (described below), professional dress includes a Madison College name pin, watch with second hand, stethoscope and a black ink pen for charting. Name pins ordered through the School of Health Education (SoHE) website.  
   
   **PN Uniform:** Uniform top and bottom (designated royal blue) with embroidered Madison College logo Scrub jacket (designated white). Business casual dress is required for data collection and uniforms are required for patient care days. White, black, brown or navy shoes are to be clean, with closed toes (no sandals); no platform shoes.

2. Clinical site identification tag per instructor direction and agency’s policy must be worn.

3. Only a white short-sleeved or long-sleeved shirt may be worn under the uniform top if the sleeves are pushed above the elbow for direct patient care.

4. Uniform is to be clean and wrinkle-free. Pants must be hemmed appropriately and not drag on the ground.

5. Hose should be white or skin tone; socks should be a solid neutral color that compliments the student's shoe color.

6. Hair is to be contained and worn away from the face and off the shoulders.

7. Fingernails are to be short, clean and neat. Artificial nails are **not** allowed.

8. No strong perfume or other scents; use cosmetics in moderation.

9. No jewelry, except a pair of small earrings and wedding/engagement rings. No other facial or visible body piercing jewelry allowed. Ear gauges (tunnels) worn during clinical must be solid plugs that are clear or natural-colored.

10. Visible tattoos covered when possible.

11. No gum chewing.

12. No smoking or drinking of alcoholic beverages while in uniform.

13. Must adhere to more restrictive policies of clinical site. Exceptions to dress code may be required at some clinical sites (e.g., mental health units).
COURSE REQUIREMENTS

Satisfactory completion of clinical courses is based on the following:

1. **Course Grade of Pass “P”**

   A course grade of pass or “P” is required. To obtain a clinical grade of “P” the student must achieve a satisfactory rating in each competency for the clinical course. A satisfactory rating is achieved when students meet all the performance criteria for each clinical course competency as described in the clinical evaluation tool. A student cannot receive a grade of satisfactory in any competency if they are unsatisfactory in any performance criteria for that competency.

   In addition, students are required to maintain satisfactory performance of all previous clinical course competencies in order to receive a satisfactory grade in subsequent clinical courses.

2. **Completion of Course Assignments**

   Successful participation in clinical courses involves completion of a variety of required course assignments. Course assignments are to be completed by instructor assigned due dates. Students who are unable to meet a due date must notify their clinical instructor. Course instructors will consider student’s needs on an individual basis.

3. **Clinical Conferences**

   There will be a final instructor-initiated evaluation conference related to clinical courses. Clinical evaluation conferences will include evaluation of student’s actual performance in meeting the clinical course competencies. Students are required to prepare a written self-evaluation in preparation for the scheduled conference.

4. **Student-Teacher Conferences**

   Either students or instructors may initiate conferences as seems necessary. Students may arrange for conferences with instructors other than the one assigned to their course. Students are encouraged to initiate conferences with nursing faculty.

5. **Course Evaluation**

   A course evaluation will be provided for each clinical course. Completion of course evaluations is an expectation of all students.
6. **Drug Dosage Calculation Examination requirement**

To ensure safe patient medication administration, students must pass a drug dosage calculation exam at 85% or higher in each clinical course in all semesters. Two (2) retakes for each course that requires a drug dosage/fluid calculation exam will be offered. If a student is unable to pass the drug dosage calculation exam, the student is then unsuccessful in the course and will be required to withdraw from the course at that time. Students who repeat a clinical course will need to complete the drug dosage calculation exam requirement again, for that course. The implementation of the program math requirement is unique to each nursing course. Students must adhere to the policy of the nursing course in which they are currently enrolled.

7. **Standardized Assessment and Review**

Standardized Assessment with review is designed to enhance success on the NCLEX PN. Assessments are incorporated throughout the program in classroom and/or clinical courses. Assessments are required in select clinical/theory courses. Completing the assessment is a requirement of the course. Other review activities and reassessment may be required. Information pertaining to assessments and other NCLEX preparation activities will be distributed at the beginning of the clinical course. A three-day NCLEX prep course is provided at the end of the 2nd semester.

8. **General Policies**

All general policies identified in the *Madison College Practical Nursing Program Student Handbook* and found on the Madison College website (http://mPNisoncollege.edu) are adhered to in all clinical courses.

9. **Health and CPR Requirements**

CPR Certification must be valid for the duration of each semester. TB status and all other health requirements must be valid for the entire semester. Students will be removed from the clinical site if these requirements are not met or documentation expires. It is the student's responsibility to assure that requirements are met and that documentation is current. All documents must be submitted to the student’s Castle Branch account.

**Latex Allergy**

Refer to Madison College Website for “latex allergy” information and the student handbook for information: https://madisoncollege.edu/health-education-policies

**Work Study or Clinical Affiliation Policy for Temporarily Disabled or Pregnant Students**

Refer to Madison College Website for this policy.

**Vaccine information**

Immunization is an important and necessary expectation of students enrolled in School of Health Education programs. Declining to document or be current with expected immunization will likely result in clinical sites refusing to accept you in their
facility. This may prevent you from attending required clinical rotations, resulting in unsuccessful completion of your clinical assignment, your course, and ultimately your program. All vaccine documentation will be submitted to your Castlebranch account.

**Annual Flu Vaccine**
Most clinical sites used in the Practical Nursing Program require evidence of current influenza vaccination for students assigned to those sites. All clinical students will be required to obtain the influenza vaccine prior to attending clinical (October 1 deadline) during the flu season. Students unable to receive the vaccination for influenza must notify the Program Director/Associate Dean of the nursing program, complete a declination form, and submit the completed declination form to the student’s Castle Branch account. Clinical sites will be notified of the student’s declination and may refuse to accept you at the clinical site or to take additional steps to prevent spread of illness.

**Smallpox Vaccine**
Students who are contemplating receiving a smallpox vaccine should consult with faculty prior to receiving the vaccine. A smallpox vaccine may affect your ability to participate in clinical experiences.

10. **Health/Accident Insurance**
All School of Health Education programs require students to have basic health/accident insurance for clinical participation. By checking “yes” on the Health History form, students are indicating that they agree to maintain coverage throughout the duration of their clinical experience(s) in the nursing program and that they understand Madison College cannot assume any liability or financial obligation for students’ health care. Students are able to purchase accident insurance through Madison College each semester. This can be purchased by accessing the website: https://madisoncollege.edu/health-education-policies. This insurance is acceptable for clinical requirements. It must be renewed each semester and submitted to your Castlebranch account.

11. **American Disabilities Act**
Madison College welcomes students with disabilities into the College’s educational programs. Every Madison College campus has Disability Resource Services available for students with disabilities. The Disability Resource Services website provides specific information related to accommodations for disability-related barriers. For further information, please visit the https://madisoncollege.edu/disability-resource-services, call 608-246-6716 (Students who are deaf should use relay) or email DRStransition@madisoncollege.edu

In order to receive consideration for reasonable accommodations for your disability, you must contact the Disability Resource Services office at the campus where you are officially enrolled. If approved for accommodations, Disability Resource Services will provide you with an accommodation plan.
Please share your accommodation plan with your instructors and discuss your approved accommodations as early in each class as possible. If you feel that your accommodation needs are not being met, please inform the instructor or Disability Resource Services as early as possible. It is best to request these accommodations at the beginning, if not before class, so there is ample time to make the accommodations.

12. Attendance

Refer to the Practical Nursing Program Handbook and/or Madison College Website for more information on attendance policies.

Attendance for all clinical hours is expected (patient care, math exams, clinical orientation, simulations, presentations, flu clinics, etc.).

Absence from clinical requires that the student notify the appropriate person(s) prior to the assigned clinical time, as soon as possible. Clinical instructors will describe the procedure for specific institutions or clinical units. In case of absence, make-up clinical is not available. Alternate learning experiences may be assigned. Absence from clinical could result in the student being unable to achieve the clinical outcomes.

A student who experiences an infectious disease, hospitalization or performance limitation (e.g., weight restriction for lifting) may be required to submit a medical statement from the student's physician stating ability to attend clinical.

Students may not leave the clinical site during scheduled clinical hours without the express permission of the instructor or related to illness or an emergency.

ACPNEMIC AND PROFESSIONAL INTEGRITY
Clinical Requirements

CAREGIVER BACKGROUND CHECK POLICY

Refer to Madison College Website School of Health Education and the Student Handbook for information on background checks.
As a student of Madison College, you must notify the program director of the following:

Caregiver Background Check Policy

Wisconsin law requires checks on the background of persons who provide care for others or have access to people who receive care. This law applies to students in many or the programs in the Health, Human and Protective Services Division. A completed background check as prescribed under Wisconsin's law includes:

a. Completed self-disclosure background information (BID);

b. Electronic status check of professional licenses and credentials through the Department of Regulations and Licensing;

c. Electronic criminal history search from the Wisconsin Department of Justice;

and
d. Electronic review of records kept by the Department of Health and Family Services for any substantiated findings of abuse or neglect, and license restrictions or denials.

Based on the information obtained, additional research may include an out-of-state criminal history search, tribal court criminal history search, check of relevant military records, and check of county or local records. Information found in this process may prevent placement in a clinical agency or at a practicum site for those experiences required to graduate from the program. This information may also affect eligibility to obtain state licensure. More information can be obtained at the Wisconsin Department of Health Services website. **Knowingly providing false information or omitting information may result in dismissal from the program.**

Wisconsin law also requires caregivers to notify the Program Director/Associate Dean as soon as possible, but no later than the person's next working day, when any of the following occurs.

a. The person has been convicted of any crime.
b. The person has been or is being investigated by any governmental agency for any other act, offense, or omission, including an investigation related to the abuse or neglect, or threat of abuse or neglect, to a child or other client, or any investigation related to misappropriation of a client's property.
c. The person has a governmental finding substantiated against them of abuse or neglect of a client or of misappropriation of a client's property.
d. In the case of a position for which the person must be credentialed by the Department of Safety and Professional Services, the person has been denied a license, or the person's license has been restricted or otherwise limited.

**Academic Misconduct**

Adherence to the standards of academic honesty and integrity are an absolute expectation in the nursing program. It is therefore important that students are familiar with the rules and consequences of academic misconduct. Please refer to the Madison College website/Student Rights/Academic Integrity for an outline of what constitutes academic misconduct and its consequences. In addition, please ask nursing faculty if you have any questions concerning the standards of academic honesty and integrity and review information in the Student Handbook.

**Nursing Code of Ethics**

As a student in the Practical Program, the student is expected to comply with all of the guidelines present in the American Nurses Association Code of Ethics for Nurses and the National Student Nursing Association Code of Academic and Clinical Conduct (see appendices in Student Handbook). Failure to comply with these codes of ethics will result in disciplinary action deemed appropriate by the program faculty, Associate Dean of Nursing, and the Dean of the School of Health Education. Disciplinary action may be in the form of a verbal warning, written warning or dismissal based on the severity of the breach of nursing ethics.

**HIPAA**
HIPAA is the abbreviation for the “Health Insurance Portability and Accountability Act of 1996.” To protect an individual’s medical privacy, the HIPAA rules required that an act be established to protect a person’s health information. With the rapid advancement of technology, there is a real potential to globally distribute anyone and everyone’s private medical information at the click of a button.

Although it is a misnomer, when you now hear the term HIPAA mentioned it is almost always referring to the HIPAA Privacy Rule. Some examples of how this applies to students during clinical include:

- Close all charts and records when finished reading them.
- Return all charts and records to appropriate place when finished using.
- Do not photocopy records.
- Do not remove anything with patient identification from the clinical site.
- De-identify all class/clinical paperwork.
- Lower your voice when talking about patients on the nursing unit so that confidential information is not overheard.
- Do not discuss patient information in public areas.
- Only “authorized” personnel can view records and information is on a “need to know” basis.
- Sign on computers using your own name and remember to logoff when leaving a terminal.
- Confidential information should be discarded in appropriate receptacles in the healthcare institution.
- Wear your MATC nametag and required clinical site identification.

Additional Policies

Additional policies for each clinical course will be provided at the beginning of each course.

Other Clinical Policies

**Clinical course progression:** In two of the four semesters of the PN program, two separate clinical courses are required. These courses cannot be taken simultaneously and must be taken back to back or in separate semesters. Success or failure in one course does not affect success or failure in the other course.

**Clinical course co-requisites:** Students must also have completed or be simultaneously enrolled in the semester’s theory courses in order to take the clinical courses. If it is identified at any time during the semester that a student is not enrolled in, nor has completed the semester’s theory courses, the student must immediately withdraw from the clinical course(s). If the student withdraws from a theory course during the semester, prior to the completion of the clinical course, the student must also withdraw from the clinical course at that time.

**Progression from Laboratory courses:** In the first and third semesters of the PN program, students will be required to complete the skills/lab course successfully before progressing to the clinical course in that semester. If the student is not successful in the lab course, the student must withdraw from the clinical course. The student should
contact the Program Director or Associate Dean of Nursing to discuss course progression prior to withdrawal. Please refer to the reentry policy section in the Student Handbook.
Clinical Evaluation Tool

- Program Outcomes
- Clinical Evaluation Competencies
- Performance Criteria

Students: Please utilize the clinical specific, instructor provided tool to complete your weekly self-evaluation

Clinical courses to be assessed:

- 543-104 Nursing Introduction to Clinical Practice
- 543-107 Nursing Clinical Care Across the Lifespan
- 543-108 Nursing Introduction to Clinical Management

PN Clinical Evaluation Tool

<table>
<thead>
<tr>
<th>PN/ADN 1st Year (SLO 1):</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intro to Clinical Practice</strong></td>
<td><strong>Clinical Care Across the Lifespan</strong></td>
</tr>
<tr>
<td>Comply with agency and school policies, state laws and industry standards</td>
<td>Comply with agency and school policies, state laws and industry standards</td>
</tr>
<tr>
<td>Treat all individuals with dignity and respect</td>
<td>Treat all individuals with dignity and respect</td>
</tr>
<tr>
<td>Protect patient rights (privacy, autonomy, confidentiality)</td>
<td>Protect patient rights (privacy, autonomy, confidentiality)</td>
</tr>
<tr>
<td>Practice within the legal and ethical frameworks of nursing</td>
<td>Practice within the legal and ethical frameworks of nursing</td>
</tr>
<tr>
<td>Demonstrate professional behaviors (attendance, appearance, honesty, attitude, acceptance of feedback, punctuality, boundaries, self-reflection etc.)</td>
<td>Demonstrate professional behaviors (attendance, appearance, honesty, attitude, acceptance of feedback, punctuality, boundaries, self-reflection etc.)</td>
</tr>
<tr>
<td>Boundaries, self-reflection etc.)</td>
<td>Accept responsibility and accountability for learning and patient care</td>
</tr>
<tr>
<td>Identify evidenced-based standards, policies and procedures that affect quality care</td>
<td>Identify evidenced-based standards, policies and procedures that affect quality care</td>
</tr>
<tr>
<td>Identify fiscally responsible care</td>
<td>Provide fiscally responsible care</td>
</tr>
</tbody>
</table>

**PN/ADN 1st Year (SLO2):**
Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts

<table>
<thead>
<tr>
<th>Intro to Clinical Practice</th>
<th>Clinical Care Across the Lifespan</th>
<th>Clinical Care Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide accurate information to patients and families</td>
<td>Provide accurate information to patients and families</td>
<td>Provide accurate information to patients, families and team members</td>
</tr>
<tr>
<td>Use therapeutic communication to express respect, patience and sensitivity</td>
<td>Use therapeutic communication to express respect, patience and sensitivity</td>
<td>Use therapeutic communication to express respect, patience and sensitivity</td>
</tr>
<tr>
<td>Demonstrate appropriate non-verbal communication strategies</td>
<td>Demonstrate appropriate non-verbal communication strategies</td>
<td>Demonstrate appropriate non-verbal communication strategies</td>
</tr>
<tr>
<td>Adapt communication strategies based on patients’ age, developmental level, disability, and/or culture</td>
<td>Adapt communication strategies based on patients’ age, developmental level, disability, and/or culture</td>
<td>Adapt communication strategies based on patients’ age, developmental level, disability, and/or culture</td>
</tr>
<tr>
<td>Complete documentation according to agency guidelines (format, timing, abbreviations, etc.)</td>
<td>Complete documentation according to agency guidelines (format, timing, abbreviations, etc.)</td>
<td>Complete documentation according to agency guidelines (format, timing, abbreviations, etc.)</td>
</tr>
<tr>
<td>Use appropriate terminology, spelling and grammar in written communications</td>
<td>Use appropriate terminology, spelling and grammar in written communications</td>
<td>Use appropriate terminology, spelling and grammar in written communications</td>
</tr>
<tr>
<td>Monitor effectiveness of therapeutic interactions</td>
<td>Evaluate the effectiveness of therapeutic interactions</td>
<td>Evaluate the effectiveness of therapeutic interactions</td>
</tr>
<tr>
<td></td>
<td>Use therapeutic communication techniques to assist patient/families in attaining healthcare goals</td>
<td>Use therapeutic communication techniques to assist patient/families in attaining healthcare goals</td>
</tr>
</tbody>
</table>
### PN/ADN 1st Year (SLO 3)
Integrate knowledge of social, mathematical, and physical sciences, pharmacology, and disease processes while participating in clinical decision making

<table>
<thead>
<tr>
<th>Intro to Clinical Practice</th>
<th>Clinical Care Across the Lifespan</th>
<th>Clinical Care Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply theoretical knowledge to assist in the care of patients</td>
<td>Apply theoretical knowledge to assist in the care of patients</td>
<td>Apply theoretical knowledge to assist in the care of patients</td>
</tr>
<tr>
<td>Maintain a questioning and open mind to consider new approaches, ideas and best practices</td>
<td>Maintain a questioning and open mind to consider new approaches, ideas and best practices</td>
<td>Maintain a questioning and open mind to consider new approaches, ideas and best practices</td>
</tr>
<tr>
<td>Provide rationale for decisions used in the provision of safe, quality care</td>
<td>Provide rationale for decisions used in the provision of safe, quality care</td>
<td>Provide rationale for decisions used in the provision of safe, quality care</td>
</tr>
<tr>
<td>Perform mathematical calculations correctly</td>
<td>Perform mathematical calculations correctly</td>
<td>Perform mathematical calculations correctly</td>
</tr>
<tr>
<td>Explain patient medication information including classification, indication, action, dosage, side effects, interactions, compatibilities and nursing implications</td>
<td>Explain patient medication information including classification, indication, action, dosage, side effects, interactions, compatibilities and nursing implications</td>
<td>Explain patient medication information including classification, indication, action, dosage, side effects, interactions, compatibilities and nursing implications</td>
</tr>
<tr>
<td>Differentiate care across the lifespan</td>
<td>Differentiate care across the lifespan</td>
<td></td>
</tr>
<tr>
<td>Integrate patients' health status to assessment findings, medications, laboratory and diagnostic test results, medical and nursing interventions</td>
<td>Integrate patients' health status to assessment findings, medications, laboratory and diagnostic test results, medical and nursing interventions</td>
<td></td>
</tr>
</tbody>
</table>

### PN/ADN 1st Year (SLO 4)
Provide patient centered care under supervision by participating in the nursing process across diverse populations and health care settings

<table>
<thead>
<tr>
<th>Intro to Clinical Practice</th>
<th>Clinical Care Across the Lifespan</th>
<th>Clinical Care Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect assessment data using correct techniques for health assessment and validate findings with instructor</td>
<td>Collect assessment data using correct techniques for health assessment and validate findings with instructor</td>
<td>Collect assessment data using correct techniques for health assessment and validate findings with instructor</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Use effective interview techniques in data collection</td>
<td>Use effective interview techniques in data collection</td>
<td>Use effective interview techniques in data collection</td>
</tr>
<tr>
<td>Use multiple sources in collecting data</td>
<td>Use multiple sources in collecting data</td>
<td>Use multiple sources in collecting data</td>
</tr>
<tr>
<td>Identify patient support systems</td>
<td>Identify patient support systems</td>
<td>Identify patient support systems</td>
</tr>
<tr>
<td>Recognize and report abnormal data and changes in patient condition to the instructor and the nurse</td>
<td>Recognize and report abnormal data and changes in patient condition to the instructor and the nurse</td>
<td>Recognize and report abnormal data and changes in patient condition to the instructor and the nurse</td>
</tr>
<tr>
<td>Differentiate between relevant and irrelevant data</td>
<td>Differentiate between relevant and irrelevant data</td>
<td>Differentiate between relevant and irrelevant data</td>
</tr>
<tr>
<td>Validate basic nursing decisions with instructor</td>
<td>Validate basic nursing decisions with instructor</td>
<td>Validate basic nursing decisions with instructor</td>
</tr>
<tr>
<td>Recognize diverse patient care needs</td>
<td>Adapt priorities based on diverse patient care needs</td>
<td>Adapt priorities based on diverse patient care needs</td>
</tr>
<tr>
<td>Provide holistic care in an organized and timely manner</td>
<td>Provide holistic care in an organized and timely manner</td>
<td>Provide holistic care in an organized and timely manner</td>
</tr>
<tr>
<td>Perform nursing skills competently</td>
<td>Perform nursing skills competently and efficiently</td>
<td>Perform nursing skills competently and efficiently</td>
</tr>
<tr>
<td>Promote independence in patient self-care activities</td>
<td>Promote independence in patient self-care activities</td>
<td>Promote independence in patient self-care activities</td>
</tr>
<tr>
<td>Utilize the nursing process and safety principles in the administration of medications and interventions</td>
<td>Utilize the nursing process and safety principles in the administration of medications and interventions</td>
<td>Utilize the nursing process and safety principles in the administration of medications and interventions</td>
</tr>
<tr>
<td>Utilize the nursing process and safety principles in the administration of medications and interventions</td>
<td>Utilize the nursing process and safety principles in the administration of medications and interventions</td>
<td>Utilize the nursing process and safety principles in the administration of medications and interventions</td>
</tr>
<tr>
<td>Use principles of teaching and learning when reinforcing healthcare teaching</td>
<td>Use principles of teaching and learning when reinforcing healthcare teaching</td>
<td>Use principles of teaching and learning when reinforcing healthcare teaching</td>
</tr>
<tr>
<td>Contribute to the development of a care plan for patients with basic needs</td>
<td>Contribute to the development of a care plan for patients with basic needs</td>
<td>Contribute to the development of a care plan for patients with basic needs</td>
</tr>
<tr>
<td>Utilize principles of prioritization and delegation in caring for multiple patients</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use assessment data to support decisions</td>
<td></td>
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<tr>
<td>Use critical thinking processes in making patient care decisions</td>
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<tr>
<td>Use critical thinking processes in making patient care decisions</td>
<td></td>
<td></td>
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<tr>
<td>Use assessment data to support decisions</td>
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<tr>
<td>Use critical thinking processes in making patient care decisions</td>
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<tr>
<td>Use critical thinking processes in making patient care decisions</td>
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</table>

**PN/ADN 1st Year (SLO 5):**

Minimize risk of harm to patients, members of the healthcare team, and self through safe individual performance and participation in system effectiveness

<table>
<thead>
<tr>
<th>Intro to Clinical Practice</th>
<th>Clinical Care Across the Lifespan</th>
<th>Clinical Care Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide safe and effective care</td>
<td>Provide safe and effective care</td>
<td>Provide safe and effective care</td>
</tr>
<tr>
<td>Apply industry standards in protecting patient, self and others from injury, infection, and harm</td>
<td>Apply industry standards in protecting patient, self and others from injury, infection, and harm</td>
<td>Apply industry standards in protecting patient, self and others from injury, infection, and harm</td>
</tr>
<tr>
<td>Maintain a safe, effective care environment</td>
<td>Maintain a safe, effective care environment</td>
<td>Plan and implement strategies to promote a safe, effective care environment</td>
</tr>
<tr>
<td>Request assistance when needed</td>
<td>Request assistance when needed</td>
<td>Request assistance when needed</td>
</tr>
<tr>
<td>Report and take action on potential safety concerns</td>
<td>Report and take action on potential safety concerns</td>
<td>Report and take action on potential safety concerns</td>
</tr>
<tr>
<td>Use available equipment in accordance with agency policies and procedures</td>
<td>Use available equipment in accordance with agency policies and procedures</td>
<td>Use available equipment in accordance with agency policies and procedures</td>
</tr>
<tr>
<td>Identify established quality improvement activities</td>
<td>Identify established quality improvement activities</td>
<td>Identify established quality improvement activities</td>
</tr>
</tbody>
</table>

**PN/ADN 1st Year (SLO 6):**

Collaborate as an active member of the multidisciplinary health care team to provide effective patient care throughout the lifespan

<table>
<thead>
<tr>
<th>clinical care across the lifespan</th>
<th>clinical care management</th>
</tr>
</thead>
<tbody>
<tr>
<td>provide safe and effective care</td>
<td>provide safe and effective care</td>
</tr>
<tr>
<td>apply industry standards in protecting patient, self and others from injury, infection, and harm</td>
<td>apply industry standards in protecting patient, self and others from injury, infection, and harm</td>
</tr>
<tr>
<td>maintain a safe, effective care environment</td>
<td>plan and implement strategies to promote a safe, effective care environment</td>
</tr>
<tr>
<td>request assistance when needed</td>
<td>request assistance when needed</td>
</tr>
<tr>
<td>report and take action on potential safety concerns</td>
<td>report and take action on potential safety concerns</td>
</tr>
<tr>
<td>use available equipment in accordance with agency policies and procedures</td>
<td>use available equipment in accordance with agency policies and procedures</td>
</tr>
<tr>
<td>identify established quality improvement activities</td>
<td>identify established quality improvement activities</td>
</tr>
<tr>
<td>Intro to Clinical Practice</td>
<td>Clinical Care Across the Lifespan</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Incorporate multiple methods of communication</td>
<td>Incorporate multiple methods of communication</td>
</tr>
<tr>
<td>Report complete, accurate, pertinent information to instructor and staff</td>
<td>Report complete, accurate, pertinent information to instructor and staff</td>
</tr>
<tr>
<td>Convey mutual respect, trust, support, and appreciation for other members of the healthcare team</td>
<td>Convey mutual respect, trust, support, and appreciation for other members of the healthcare team</td>
</tr>
<tr>
<td>Assist others to ensure safe and effective care</td>
<td>Assist others to ensure safe and effective care</td>
</tr>
<tr>
<td>Seek information from other healthcare team members</td>
<td>Seek information from other healthcare team members</td>
</tr>
<tr>
<td>Organize patient care team activities to meet patient needs</td>
<td>Organize patient care activities to meet patient needs</td>
</tr>
<tr>
<td>Demonstrate flexibility in adapting to changing situations</td>
<td>Demonstrate flexibility in adapting to changing situations</td>
</tr>
<tr>
<td>Contribute to the healthcare team in the provision of patient-centered care</td>
<td>Contribute to the healthcare team in the provision of patient-centered care</td>
</tr>
<tr>
<td>Evaluate the effectiveness of your own role within the team</td>
<td>Evaluate the effectiveness of your own role within the team</td>
</tr>
<tr>
<td>Apply conflict resolution and problem solving skills as appropriate</td>
<td>Apply conflict resolution and problem solving skills as appropriate</td>
</tr>
<tr>
<td>Communicate patient values, preferences, and expressed needs to other members of the healthcare team</td>
<td>Communicate patient values, preferences, and expressed needs to other members of the healthcare team</td>
</tr>
<tr>
<td>Direct tasks in accordance with the state Nurse Practice Act</td>
<td></td>
</tr>
</tbody>
</table>

**PN/ADN 1st Year (SLO 7):**
*Use information and technology to communicate, manage data, mitigate error, and assist with decision-making*
<table>
<thead>
<tr>
<th>Document complete, accurate, pertinent information in a timely manner using electronic or agency standard documentation systems</th>
<th>Document complete, accurate, pertinent information in a timely manner using electronic or agency standard documentation systems</th>
<th>Document complete, accurate, pertinent information in a timely manner using electronic or agency standard documentation systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify information from professional sources to assist in providing safe patient care</td>
<td>Incorporate information from professional sources to assist in providing safe patient care</td>
<td>Incorporate information from professional sources to assist in providing safe patient care</td>
</tr>
<tr>
<td>Adhere to security measures to protect the confidentiality of all health information</td>
<td>Adhere to security measures to protect the confidentiality of all health information</td>
<td>Adhere to security measures to protect the confidentiality of all health information</td>
</tr>
<tr>
<td>Use technology to provide quality safe patient care</td>
<td>Use technology to provide quality safe patient care</td>
<td>Use technology to provide quality safe patient care</td>
</tr>
</tbody>
</table>
NURSING HEALTH ALTERATIONS
Syllabus

543-105

(DRAFT SYLLABUS)

Practical Nursing Program
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**Course Competencies:**

- Competency 1: Provide nursing care for clients undergoing surgery (peri-operative)
- Competency 2: Provide nursing care for clients with alterations in the musculo-skeletal system
- Competency 3: Provide nursing care for clients with alterations in the cardiovascular system
- Competency 4: Provide nursing care for clients with alterations in the respiratory system
- Competency 5: Provide nursing care for clients with alterations with autoimmune and malignancy disorders
- Competency 6: Provide nursing care for clients with alterations of the hematologic system
- Competency 7: Provide nursing care for clients with alterations in the neurological system
- Competency 8: Provide nursing care for clients with alterations of the endocrine system
- Competency 9: Provide nursing care for clients with alterations of the gastrointestinal system
- Competency 10: Provide nursing care for clients with alterations of the renal/urinary system
- Competency 11: Develop a plan for making the transition from student to practicing nurse
- Competency 12: Apply leadership principles
- Competency 13: Manage care for a group of clients according to the Nurse Practice Act
Course Title: Nursing 543-105: Nursing Health Alterations

Credits: 3 credits

Pre-Requisites: Nursing Fundamentals, Nursing Skills, Nursing Pharmacology, Nursing: Introduction to Clinical Practice, General Anatomy and Physiology or Body Structure and Function, Growth and Development

Course Description:

This course elaborates upon the basic concepts of health and illness as presented in Nursing Fundamentals. It applies theories of nursing in the care of clients through the lifespan, utilizing problem solving and critical thinking. This course will provide an opportunity to study conditions affecting different body systems and apply therapeutic nursing interventions. It will also introduce concepts of leadership, team building, and scope of practice.

Required Instructional Materials:

Course Syllabus: 10-543-105 Nursing: Nursing Health Alterations.


Course Requirements:

Satisfactory completion of Nursing 543-105: Nursing Health Alterations is based on the following:

1. **Completion of Course Assignments and Examinations:**
   Successful participation in this course involves completion of a variety of required course assignments and all examinations. Course assignments may or may not be given points toward the final course grade. Assignments are to be completed by instructor assigned due dates. Students who are unable to meet a due date must notify the instructor. Course instructors will consider students’ needs on an individual basis.

2. **Exam Average of 80% or Better**
   An exam average of (80.0%) or better is required. The total exam points achieved during the semester are averaged. If an exam average of 80.0% is not achieved, the student will fail the course. Once an exam average of 80.0% is achieved, the remaining activity points are added to the total to determine the final grade. Exam scores are not rounded.

3. **Course Grade of 80% or Better**
   A final course grade of 80% or better is required. The total points students achieve during the semester will be converted to a letter grade at the end of the semester. Information identifying the points for each activity, course points distribution, the course grading scale, and any other course policies will be distributed to each student at the start of the course. Final scores are not rounded.

General Policies: All general policies identified in the Madison College Nursing Student Handbook and all Madison College policies are adhered to in this course.

American Disabilities Act – Information:
Madison College welcomes students with disabilities into the College’s educational programs. Every Madison College campus has Disability Resource Services available for students with disabilities. The Disability Resource Services website provides specific information related to accommodations for disability-related barriers. For further information, please visit the [https://madisoncollege.edu/disability-resource-services](https://madisoncollege.edu/disability-resource-services), call 608-246-6716 (Students who are deaf should use relay) or email DRStransition@madisoncollege.edu

In order to receive consideration for reasonable accommodations for your disability, you must contact the Disability Resource Services office at the campus where you are officially enrolled. If approved for accommodations, Disability Resource Services will provide you with an accommodation plan.

Please share your accommodation plan with your instructors and discuss your approved accommodations as early in our class as possible. To promote your success, requests must be received by the end of the second week of the course.

Academic Misconduct:
Adherence to the standards of academic honesty and integrity are an absolute expectation in the nursing program. It is therefore important that students are familiar with the rules and consequences of academic misconduct. Please refer to [http://madisoncollege.edu/academic-integrity](http://madisoncollege.edu/academic-integrity) for an outline of what constitutes academic misconduct and its consequences. In addition, please ask nursing faculty if you have any questions concerning the standards of academic honesty and integrity.

Student-Teacher Conferences:
Conferences may be initiated by either students or instructors as deemed necessary. Students are encouraged to initiate conferences with nursing faculty.
Overview:

This unit discusses basic knowledge needed by the nurse caring for a client during the surgical experience; including perioperative phases, categories of surgery, types of anesthesia, informed consent and related nursing care. Focus will be placed on integrating the nursing process to develop an individualized plan of care for clients undergoing surgery in each phase of the surgical experience.

Performance Standards:

You will demonstrate your competence:

- By responding to selected case studies/scenarios of clients undergoing surgery (format may be oral or written)

Your performance will be successful when:

- Response utilizes the nursing process
- Response includes exploration of the roles and responsibilities of the nurse in peri-operative care
- Response identifies the legal aspects of peri-operative care.
- Response considers developmental level of the surgical client.
- Response considers diversity of the surgical client.
- Response incorporates the value of therapeutic communication in the peri-operative setting.
- Response considers use of pharmacological and non-pharmacological measures for peri-operative care.

Learning Objectives:

a. Describe the purpose and components of the peri-operative nursing history and assessment.
b. Identify common peri-operative diagnostic screening procedures and the corresponding rationale for each of them.
c. Discuss preexisting conditions that can increase operative risk.
d. Discuss informed consent and the nurse’s role in the process.
e. Discuss the nurses’ role in the psychological and educational preparation of the surgical client.
f. Describe the common perioperative preparation that occurs the evening before and the morning.
g. Identify the types, purposes and nursing implications of preoperative medications.
   - Antibiotics
   - H2 Blockers
   - Sedative/hypnotics
   - Antiemetics
h. Identify the types, purposes and nursing implications of anesthesia.
   - General anesthesia
   - Epidural
   - Nerve block
   - Conscious Sedation
i. Identify areas of special concern in the preparation of the pediatric surgical client. Identify areas of special concern in the preparation of the geriatric client.
j. Identify possible variations required for the perioperative client from a diverse cultural background.
k. Discuss differences and similarities between inpatient and outpatient surgery.
l. Describe the nurse’s role in the care of the client during the post-operative period.
m. Determine interventions to prevent or manage complications associated with the post-operative period.
Learning Activities:

1. Read: Ignatavicius; specific sections as directed by instructor.
   
   Chapter 14 Care of Preoperative Clients
   Chapter 15 Care of Intraoperative Clients
   Chapter 16 Care of Postoperative Clients

2. Complete other Learning Activities as assigned by instructor.
Competency 2: Provide nursing care for clients with alterations in the musculo-skeletal system

Overview:

This unit discusses basic knowledge needed by the nurse in caring for a client with musculoskeletal alterations; including degenerative disorders of the musculoskeletal system, inflammatory disorders, fractures, back surgeries, and back trauma. Focus will be placed on integrating the nursing process to develop an individualized plan of care for clients with musculoskeletal alterations.

Performance Standards:

You will demonstrate your competence:

• By responding to selected case studies/scenarios of clients with musculoskeletal disorders (format may be oral or written)

Your performance will be successful when:

• Response utilizes the nursing process
• Response includes an exploration of the roles and responsibilities of the nurse in caring for the client with musculoskeletal disorders (i.e. mobility)
• Response explains the pathophysiology of musculoskeletal disorders
• Response considers the developmental level of the client
• Response considers diversity of the client
• Response recognizes the value of therapeutic communication in caring for the client with musculoskeletal disorders

Learning Objectives:

a. Review anatomy and physiology of the musculoskeletal system.
b. Identify functional health assessment similarities and variances in clients with musculoskeletal disorders.
c. Identify physical assessment similarities and variances in clients with musculoskeletal disorders.
d. Examine the nurse’s role in caring for clients undergoing laboratory and/or diagnostic tests related to the musculoskeletal system:
   -X-ray, MRI, CT scan, Bone Density scan
   -Serum calcium, myoglobin, Vitamin D, CK

Degenerative disorders: Osteoarthritis and Osteoporosis

a. Relate pathophysiology to clinical manifestations and risk factor of osteoarthritis and osteoporosis across the lifespan.
b. Describe the medical-surgical treatment of a client with osteoarthritis and osteoporosis including but not limited to common diagnostic tests, and joint replacement surgery.
c. Describe assessment techniques to use in the older adult in regards to living environment, function, and psychosocial consequences for the older adult with osteoarthritis and osteoporosis.
d. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with osteoarthritis and osteoporosis:
   -NSAIDS
   -Opioid and non-opioid analgesics
   -Steroids
   -Complementary medicine: Glucosamine, chondroitin
   -Biphosphonates
e. Describe the nurse’s role in the care of the client with osteoarthritis and osteoporosis.
f. Outline the nurse’s role in the care of the client following a joint replacement
g. Identify common nursing diagnoses and interventions for the client with osteoarthritis and osteoporosis.

h. Determine interventions to prevent or manage complications associated with osteoarthritis and osteoporosis.

i. Use prepared teaching material to reinforce teaching for clients with osteoarthritis and osteoporosis.

**Musculoskeletal trauma: Sprains, strains and fractures:**

a. Relate pathophysiology to clinical manifestations and risk factors of sprains, strains and fractures across the life span.

b. Describe the medical-surgical treatment of a client with sprains, strains and fractures including but not limited to common diagnostic tests.

c. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with sprain, strains and fractures across the lifespan.

d. Determine interventions to prevent or manage complications associated with sprain, strains and fractures across the lifespan, including but not limited to:
   - Rest, Ice, Compression and Elevation (RICE)
   - Fixation Devices (external/internal and traction)
   - Casts

e. Describe the nurse’s role in the care of the client with sprains, strains and fractures across the lifespan.

f. Identify common nursing diagnoses and interventions for the client with sprains, strains and fractures.

g. Use prepared teaching material to reinforce teaching for clients with sprains, strains and fractures.

**Inflammatory Disorders: Gout**

a. Relate pathophysiology to clinical manifestations and risk factors of gout.

b. Describe the medical-surgical treatment of a client with gout including but not limited to common diagnostic tests.

c. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with gout:
   - Antiinflammatory medications
   - Uric acid biosynthesis inhibitors
   - Uricosurics

d. Determine interventions to prevent or manage complications associated with gout.

e. Describe the nurse’s role in the care of the client with gout.

f. Identify common nursing diagnoses and interventions for the client with gout.

g. Use prepared teaching material to reinforce teaching for clients with gout.

**Back problems:**

a. Identify similarities and differences in care of the client with back sprain, back surgery (discectomy and laminectomy) and back trauma.

b. Identify post-trauma and post-surgical assessment findings that indicate complications.

**Amputation:**

a. Describe the nurse’s role in the care of the client following an amputation.

**Learning Activities:**

1. Review Nursing Fundamentals Competency: Provide nursing care for clients with sleep/rest/mobility alterations.

2. Review Nursing Skills Competency: Perform a musculoskeletal assessment.

3. Review Nursing Pharmacology Competency: Apply components of the nursing process to the administration of analgesics and musculoskeletal medications.

4. Read: Ignatavicius; specific sections as directed by instructor
Chapter 18- Care of Clients with Arthritis and Other Connective Tissue Diseases (Osteoarthritis & Gout)
Chapter 43- Care of Clients with Problems of the Central Nervous System: The Spinal Cord (Back Pain)
Chapter 49- Assessment of Musculoskeletal System
Chapter 50- Care of Clients with Musculoskeletal Problems (Osteoporosis)
Chapter 51- Care of Clients with Musculoskeletal Trauma (Sprains, strains, fractures & amputation)

5. Complete other Learning Activities as assigned by instructor.
**Competency 3: Provide nursing care for clients with alterations in the cardiovascular system**

**Overview:**

This unit discusses basic knowledge needed by the nurse caring for a client with alterations in the cardiovascular system; including Atherosclerosis, Hypertension, Chronic Heart Failure, and Peripheral Vascular Disease (PVD). Focus will be placed on integrating the nursing process to develop an individualized plan of care for clients with alterations in the cardiovascular system.

**Performance Standards:**

You will demonstrate your competence:

- by responding to selected case studies/scenarios of clients with cardiovascular disorders (format may be oral or written)

Your performance will be successful when:

- response utilizes the nursing process
- response includes an exploration of the roles and responsibilities of the nurse in caring for the client with cardiovascular disorders
- response explains the pathophysiology of cardiovascular disorders
- response considers the developmental level of the client
- response considers diversity of the client
- response recognizes the value of therapeutic communication in caring for the client with cardiovascular disorders

**Learning Objectives:**

a. Review anatomy and physiology of the cardiovascular system
b. Identify functional health assessment similarities and variances in clients with cardiovascular disorders.

c. Identify physical assessment similarities and variances in clients with cardiovascular disorders.
d. Examine the nurse’s role in caring for clients undergoing laboratory and/or diagnostic tests related to the cardiovascular system:
   - Chest x-ray, echocardiogram, electrocardiogram, stress test
   - CBC, metabolic panel and BNP.
   - Lipid panel
   - Cardiac markers/serum enzymes: CK-MB, Troponin, Myoglobin

e. Examine non-pharmacologic interventions for identified conditions of the cardiovascular system:
   - Nutritional management (NAS, low-fat, Mediterranean diets, etc.)
   - Lifestyle management (exercise, stress management, smoking cessation, etc.)

**Hypertension:**

a. Relate pathophysiology to clinical manifestations and risk factors of hypertension across the life span.
b. Describe the medical-surgical treatment of a client with hypertension.
c. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with hypertension (diuretics, antihypertensives).
d. Determine interventions to prevent or manage complications associated with hypertension.
e. Identify common nursing diagnosis and interventions for the client with hypertension.
f. Use prepared teaching material to reinforce teaching for clients with hypertension.
Atherosclerosis and Coronary Artery Disease:

a. Define atherosclerosis and coronary artery disease.
b. Differentiate between stable and unstable angina.
c. Examine the nurse’s role in the care of the client with coronary artery disease and angina.
d. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with coronary artery disease:
   - Antianginals
   - Antilipemics
   - Antiplatelets/Anticoagulants (ASA, Coumadin, etc.)
e. Prioritize nursing interventions when a client complains of chest pain.
f. Identify common diagnostic studies used in the treatment of the client with coronary artery disease.
g. Use prepared teaching material to reinforce teaching for clients with coronary artery disease.

Peripheral Vascular Disease (PVD): Arterial and Venous Disorders:

a. Relate pathophysiology to clinical manifestations and risk factors of PVD.
b. Describe the common diagnostic tests and treatment of a client with PVD.
c. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with PVD:
   - Anticoagulants
   - Antiplatelets
   - Antilipemics
   - Peripheral vasodilators
d. Determine interventions to prevent or manage complications associated with PVD.
e. Examine the nurse’s role in the care of the client with PVD.
f. Identify common nursing diagnosis and interventions for the client with PVD.
g. Use prepared teaching material to reinforce patient teaching for clients with PVD.

Chronic Heart Failure:

a. Define heart failure.
b. Differentiate the manifestations of left and right sided heart failure.
c. Identify common diagnostic tests used to diagnosis heart failure.
d. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with heart failure:
   - Diuretics
   - Cardiac glycosides
   - Vasodilators
   - Electrolytes (potassium, etc.)
e. Determine interventions to prevent or manage complications associated with heart failure.
f. Use prepared teaching material to reinforce teaching for clients with heart failure.

Learning Activities:

1. Review Nursing Skills Competency: Perform basic cardiovascular assessment.
2. Review Nursing Pharmacology Competency: Apply components of the nursing process to the administration of cardiovascular system drugs.
3. Read: Ignatavicius; specific sections as directed by instructor:
   - Chapter 33- Assessment of the Cardiovascular System
   - Chapter 35- Care of Patients with Cardiac Problems (heart failure)
   - Chapter 36- Care of Patients with Vascular Problems (Hypertension, PAD & PVD)
   - Chapter 38- Care of Patients with Acute Coronary Syndromes (angina)
4. Complete other Learning Activities as assigned by instructor.
Overview:
This unit discusses basic knowledge needed by the nurse caring for a client with alterations in the respiratory system; including, management of oxygen therapy, respiratory infections and obstructive respiratory disorders. Focus will be placed on integrating the nursing process to develop an individualized plan of care for clients with alterations in the respiratory system.

Performance Standards:
You will demonstrate your competence:
• By responding to selected case studies/scenarios of clients with respiratory disorders.

Your performance will be successful when:
• response utilizes the nursing process
• response includes an exploration of the roles and responsibilities of the nurse in caring for the client with respiratory disorders
• response explains the pathophysiology of respiratory disorders
• response considers the developmental level of the client
• response considers diversity of the client
• response recognizes the value of therapeutic communication in caring for the client with respiratory disorders

Learning Objectives:

a. Review anatomy and physiology of the respiratory system.
b. Explain signs and symptoms of inadequate oxygenation.
c. Describe factors that may lead to ineffective airway clearance and impaired gas exchange.
d. Discuss nursing measures to improve airway clearance and gas exchange.
e. Explain indications for and nursing responsibilities of coughing, deep breathing and incentive spirometry.
f. Identify functional health assessment similarities and variances in clients with respiratory disorders.
g. Identify physical assessment similarities and variance in clients with respiratory disorders.
h. Examine the nurse’s role in caring for clients undergoing laboratory and/or diagnostic tests related to the respiratory system:
   - Chest x-ray
   - Sputum culture and sensitivity
   - Pulse oximetry
   - Pulmonary function tests (PFT)
   - TB skin testing
   - AFB smear

Respiratory Infections: Pneumonia, Tuberculosis (TB):

a. Relate pathophysiology to clinical manifestations and risk factors of pneumonia and TB across the life span.
b. Describe the medical-surgical treatment of a client with pneumonia and TB including but not limited to common diagnostic tests.
c. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with pneumonia and TB:
d. Determine interventions to prevent or manage complications associated with pneumonia and TB.
e. Describe the nurse’s role in the care of the client with pneumonia and TB.
f. Identify common nursing diagnosis and interventions for the client with pneumonia and TB.
g. Use prepared teaching material to reinforce patient teaching for clients with pneumonia and TB.

Obstructive lung disease: Asthma and COPD (Emphysema, Chronic Bronchitis):

a. Relate pathophysiology to clinical manifestations and risk factors of asthma in children and adults and in COPD (emphysema and chronic bronchitis).
b. Describe the medical-surgical treatment of a client with asthma and COPD (emphysema and chronic bronchitis) including but not limited to common diagnostic tests.
c. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with asthma and COPD (emphysema and chronic bronchitis):
   - bronchodilators
   - steroids
d. Determine interventions to prevent or manage complications associated with asthma and COPD (emphysema and chronic bronchitis).
e. Describe the nurse’s role in the care of the client with asthma and COPD (emphysema and chronic bronchitis).
f. Identify common nursing diagnosis and interventions for the client with asthma and COPD (emphysema and chronic bronchitis).
g. Use prepared teaching material to reinforce teaching for clients with asthma and COPD (emphysema and chronic bronchitis).

Learning Activities:

1. Review Nursing Skills Competency: Manage oxygen therapy
2. Review Nursing Skills Competency: Perform basic respiratory assessment
3. Review Nursing Pharmacology Competency: Apply components of the nursing process to the administration of respiratory system drugs.
4. Read: Ignatavicius; specific sections as directed by instructor
   Chapter 27- Assessment of the Respiratory System
   Chapter 28- Care of Patient with Oxygen
   Chapter 30- Care of Patients with Noninfectious Lower Respiratory Problems (COPD & Asthma)
   Chapter 31- Care of Patients with Infectious Respiratory Problems (TB & Pneumonia)
5. Read: London; specific sections as directed by instructor
   Chapter 47- The Child with Alterations in Respiratory Function
6. Complete other Learning Activities as assigned by instructor.
Competency 5: Provide nursing care for clients with autoimmune and malignancy disorders

Overview:
This unit discusses basic knowledge needed by the nurse caring with autoimmune and malignancy disorders across the lifespan. Focus will be placed on integrating the nursing process to develop an individualized plan of care for clients with autoimmune and malignancy disorders.

Performance Standards:
You will demonstrate your competence:
• by responding to selected case studies/scenarios of clients with immune and malignancy disorders
• by completing an oral or written response of nursing care for the client with immune and malignancy disorders

Your performance will be successful when:
• response uses the nursing process
• response explains the pathophysiology of immune and malignancy disorders
• response includes an exploration of the roles and responsibilities of the nurse in caring disorders
• response considers the developmental level of the client
• response considers diversity of client
• response recognizes the value of therapeutic communication in caring for the client with immune and malignancy disorders

Learning Objectives:

a. Review anatomy and physiology of the immune system.
b. Identify functional health assessment similarities and variances in clients with immune and malignant disorders.
c. Identify physical assessment similarities and variances in clients with immune and malignant disorders across the lifespan.
d. Review physical assessment findings that would indicate immune disorders or malignancy.
e. Examine the nurse’s role in caring for clients undergoing laboratory and/or diagnostic tests related to the immune system and cancer:
   -Skin tests
   -C-reactive protein
   -CBC
   -Biopsy
   -Tumor markers (Ex. CEA)
   -Hormonal assays

Immunity:

a. Discuss normal immunity.
b. Define cell-mediated vs. antibody-mediated immune response.
c. Compare and contrast the difference in the immune system in pediatric, adult and geriatric populations.
d. Discuss possible causes for alterations in the immune system across the lifespan.
e. Contrast the concept of allergy versus autoimmunity.
f. Define and briefly discuss common hyperimmune or autoimmune disorders across the lifespan:
   -Hypersensitive reactions:
     -Allergy/anaphylaxis (Type 1)
     -Transfusion reaction (Type 2)
g. List the health risks to clients that are immunodeficient across the lifespan.

h. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with hyperimmune disorders:
   - antihistamines

i. Describe nursing interventions to protect the immunosuppressed client from complications across the lifespan.

j. Examine non-pharmacologic interventions for identified conditions of the immune system:
   - Medical alert bracelets
   - Environmental modifications

**Systemic Lupus Erythematosus (SLE):**

a. Relate pathophysiology to clinical manifestations and risk factors of systemic lupus erythematosus (SLE) across the lifespan.

b. Describe the medical-surgical treatment of a client with SLE including but not limited to common diagnostic tests (ANA, ESR, complement assays, LE cell test).

c. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with SLE:
   - NSAIDS
   - Steroids

d. Determine interventions to prevent or manage complications associated with SLE.

e. Describe the nurse’s role in the care of the client with SLE.

f. Identify common nursing diagnoses and interventions for the client with SLE.

g. Use prepared teaching material to reinforce teaching for clients with SLE.

**Cancer:**

a. Relate pathophysiology to clinical manifestations and the risk factor of cancer across the lifespan.

b. Describe the medical-surgical treatment of a client with cancer including but not limited to common diagnostic tests, radiation and surgery.

c. Discuss guidelines for cancer screening of adult and geriatric populations.

d. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with cancer across the lifespan.

e. Determine interventions to prevent or manage complications associated with cancer and its treatment across the lifespan.

f. Describe the nurse’s role in the care of the client with cancer.

g. Identify common nursing diagnoses and interventions for the client with cancer.

h. Use prepared teaching material to reinforce teaching for clients with cancer.

**Learning Activities:**

1. Review Nursing Fundamentals Competency: Caring for clients with infection.
2. Review Nursing Pharmacology Competency: Apply components of the nursing process to the administration of immunologic and anti-neoplastic drugs.
3. Read: Ignatavicius; specific sections as directed by instructor
   - Chapter 17- Inflammation and Immunity
   - Chapter 18- Care of Patients with Arthritis and Other Connective Tissue Diseases (SLE)
4. Complete other Learning Activities as assigned by instructor.
Competency 6: Provide nursing care for clients with alterations of the hematologic system

Overview:
This unit discusses basic knowledge needed by the nurse caring for a client with alterations of the hematologic system; including anemia, polycythemia, thrombocytopenia, thrombocytosis, leukocytosis, neutropenia, and acute and chronic leukemia. Focus will be placed on integrating the nursing process to develop an individualized plan of care for clients with alterations of the hematologic system.

Performance Standards:
You will demonstrate your competence:
- by responding to selected case studies/scenarios of clients with hematology disorders (format may be oral or written).

Your performance will be successful when:
- response utilizes the nursing process
- response includes an exploration of the roles and responsibilities of the nurse in caring for the client with hematology disorders
- response considers the developmental level of the client
- response considers diversity of the client
- response incorporates the value of therapeutic communication in caring for the client with hematology disorders

Learning Objectives:

a. Review anatomy and physiology of the hematologic (hematopoietic) system.
b. Review physical assessment findings that would indicate hematologic disorders.
c. Identify functional health assessment similarities and variances in clients with hematological disorders.
d. Identify physical assessment similarities and variances in clients with hematological disorders.
e. Define anemia, polycythemia, thrombocytopenia, thrombocytosis, leukocytosis, neutropenia and leukemia.
f. Examine the nurse’s role in caring for clients undergoing laboratory and/or diagnostic tests related to the hematologic system:
   - Bone marrow biopsy
   - CBC with differential
   - serum iron (Fe)
   - TIBC
   - Folate
   - B12
   - PT/INR

Nutritional anemias: Iron deficiency, Folic acid deficiency, Vitamin B 12:

a. Relate pathophysiology to clinical manifestations and risk factors of nutritional anemias across the life span.
b. Describe the medical-surgical treatment of a client with nutritional anemias including but not limited to common diagnostic tests, medications and diet.
c. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with nutritional anemias.
d. Determine interventions to prevent or manage complications associated with nutritional anemias: iron; folic acid and Vitamin B12 deficiency.
e. Describe the nurse’s role in the care of the client with nutritional anemias.
f. Identify common nursing diagnosis and interventions for the client with nutritional anemias.
g. Used prepared teaching material to reinforce teaching for clients with nutritional anemias.
h. Examine non-pharmacologic interventions for nutritional anemias: nutritional supplements (iron, B12) and bleeding precautions

**Leukemia:**

1. Relate pathophysiology to clinical manifestations and risk factors for leukemia across the life span.
2. List the manifestations common to leukemia.
3. Determine interventions to prevent or manage complications associated with leukemia.
4. Discuss the nurse’s role in protection of the client with leukemia related to their impaired immunity, clotting and red blood cell production.
5. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with leukemia.

**Other system-specific objectives:**

1. Discuss the nurse’s role in managing a client receiving a blood transfusion.

**Learning Activities:**

1. Review Nursing Pharmacology Competency: Apply components of the nursing process to the administration of vitamins and nutritional supplements.

2. Read: Ignatavicius; specific sections as directed by instructor

   - Chapter 39- Assessment of the Hematologic System
   - Chapter 40- Care of Patients with Hematologic Problems (leukemia & nutritional anemias: Iron deficiency, Folic acid deficiency, Vitamin B 12).

2. Complete other Learning Activities as assigned by instructor.
Competency 7: Provide nursing care for the client with alterations in the neurological system

Overview:

This unit discusses basic knowledge needed by the nurse caring for a client with alterations in the neurological system; including seizures, transient ischemic attack (TIA) and a cerebral vascular accident (CVA or stroke). Focus will be placed on integrating the nursing process to develop an individualized plan of care for clients with alterations in the neurological system.

Performance Standards:

You will demonstrate your competence:
- by completing a nursing assessment for clients with neurological alterations
- by explaining the pathophysiology of neurological disorders
- by including an exploration of the roles and responsibilities of the nurse in caring for clients with neurological disorders
- by managing the nursing care for clients with common neurological alterations

Learning Objectives:

a. Review anatomy and physiology of the neurological system.
b. Identify functional health assessment similarities and variances in clients with neurological disorders.
c. Identify physical assessment similarities and variances in clients with neurological disorders.
d. Examine the nurse’s role in caring for clients undergoing laboratory and/or diagnostic tests related to the nervous system:
   - Electroencephalogram (EEG)
   - Electromyogram (EMG)
   - Magnetic resonance imaging (MRI)
   - Computerized Tomography (CT) scan
   - Lumbar puncture
   - Arteriography
   - Drug screening

Degenerative Neurological Disorders: Alzheimer’s, Parkinson’s:

a. Relate pathophysiology to clinical manifestations, and risk factors of Alzheimer’s disease (including stages) and Parkinson’s disease.
b. Describe the medical-surgical treatment of a client with degenerative neurological disorders, including but not limited to common diagnostic tests.
c. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with Alzheimer’s and Parkinson’s disease:
   - Dopaminergics (Carbidopa/levodopa)
   - Cholinesterase inhibitors (Aricept)
   - NMVA receptor antagonist (Namenda)
d. Examine the nurse’s role and communication techniques in the care of the client with degenerative neurological disorders.
e. Identify common nursing diagnoses and interventions for the client with degenerative neurological disorders.
f. Use prepared teaching material to reinforce teaching for clients with degenerative neurological disorders.
**Cerebral Vascular Accident (CVA):**

a. Relate pathophysiology to clinical manifestations and the risk factors of cerebral vascular accident.
b. Differentiate CVA from transient ischemic attack (TIA).
c. Relate pathophysiology to clinical manifestations and the risk factors of TIA.
d. Describe functional consequences for older adults who experience a CVA.
e. Describe complications of a CVA by body systems.
f. Identify standardized assessment instruments (ADL, IADL, GDS) which can be used to assess physical and psychosocial needs of older adults who experience CVA.
g. Describe the medical-surgical treatment of a patient with cerebral vascular accident including but not limited to common diagnostic tests and carotid surgery.
h. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with a CVA:
   - Anticoagulants, Antiplatelet, Thrombolytic
i. Describe the nurse’s role in the care of the client with CVA.
j. Identify common nursing diagnoses and interventions for the client with CVA.
k. Determine interventions to prevent or manage complications associated with CVA.
l. Use prepared teaching material to reinforce teaching for clients with CVA.

**Epilepsy and seizure disorder:**

a. Relate pathophysiology to clinical manifestations and the risk factors of epilepsy/seizure disorder including seizure types across the life span.
b. Describe the medical-surgical treatment of a client with epilepsy/seizure disorder including but not limited to common diagnostic tests and surgery.
c. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with a epilepsy or seizure disorder: - antiepileptics
d. Examine the nurse’s role in the care of the client with epilepsy/seizure disorder across the life span.
e. Identify common nursing diagnoses and interventions for the client with epilepsy or seizure disorder across the life span.
f. Determine interventions to prevent or manage complications associated with epilepsy or seizure disorder across the life span.
g. Use prepared teaching material to reinforce teaching for clients with epilepsy/seizure disorder.

**Peripheral Nervous System Disorders: Myasthenia Gravis, Guillain-Barre Syndrome:**

a. Outline the nursing care of the client with myasthenia gravis and Guillain-Barre Syndrome.
b. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with peripheral nervous system disorders (myasthenia gravis and Guillain-Barre syndrome): - Cholinesterase inhibitors

**Learning Activities:**

1. Review Nursing Fundamentals Competency: Provide nursing care for clients with cognitive and sensory impairments.
2. Review Nursing Skills Competency: Perform a basic neurological assessment.
3. Review Nursing Pharmacology Competency: Apply components of the nursing process to the administration of neurological medications.
4. Read: Ignatavicius; specific sections as directed by instructor
   - Chapter 41- Assessment of the Nervous System
   - Chapter 42- Care of Patients with Problems of the Central Nervous System: The Brain (Alzheimer’s, Parkinson’s; Epilepsy)
   - Chapter 44- Care of Patients with Problems of the Peripheral Nervous System (Myasthenia Gravis and Guillain-Barre Syndrome)
Chapter 45- Care of Critically Ill Patients with Neurologic Problems (CVA & TIA)

5. Complete other Learning Activities as assigned by instructor.
Competency 8: Provide nursing care for clients with alterations of the endocrine system

Overview:
This unit discusses basic knowledge needed by the nurse caring for a client with alterations of the endocrine system; including. Focus will be placed on integrating the nursing process to develop an individualized plan of care for clients undergoing surgery in each phase of the surgical experience.

Performance Standard:
You will demonstrate your competence:
• by responding to selected case studies/scenarios of clients with endocrine disorders

Your performance will be successful when:
• response uses the nursing process
• response includes an exploration of the roles and responsibilities of the nurse in caring for the client with endocrine disorders
• response explains the pathophysiology of endocrine disorders
• response considers the developmental level of the client
• response considers diversity of the client
• response recognizes the value of therapeutic communication in caring for the client with endocrine disorder

Learning Objectives:

a. Review anatomy and physiology of the endocrine system.
b. Review physical assessment findings that would indicate an endocrine disorder.
c. Identify functional health assessment similarities and variances in clients with endocrine disorders.
d. Identify physical assessment similarities and variances with clients with endocrine disorders.
e. Examine the nurse’s role in caring for clients undergoing laboratory and/or diagnostic tests related to the endocrine system:
   - TSH
   - T3, T4
   - Fasting glucose,
   - HgbA1C
   - Bedside glucose monitoring
   - Electrolytes
   - Serum cortisol

Thyroid disorders:

a. Relate pathophysiology to clinical manifestations and the risk factors of hyperthyroidism and hypothyroidism across the life span.
b. Describe the medical-surgical treatment of a client with hyperthyroidism and hypothyroidism including but not limited to common diagnostic tests, radioactive iodine treatment and surgery.
c. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with hyperthyroidism and hypothyroidism across the life span:
   - Thyroid replacement medication
   - Radioactive iodine
d. Examine the nurse’s role in the care of the client with hyperthyroidism and hypothyroidism across the life span.
e. Identify common nursing diagnoses and interventions for the client with hyperthyroidism and hypothyroidism.
f. Determine interventions to prevent or manage complications associated with hyperthyroidism and hypothyroidism. Use prepared teaching material to reinforce teaching for clients with hyperthyroidism and hypothyroidism.

Adrenal disorders: Addison’s disease and Cushing’s syndrome

a. Relate pathophysiology to clinical manifestations and the risk factors of adrenal insufficiency (Addison’s disease) and hyperadrenalism (Cushing’s syndrome).
b. Discuss the role of glucocorticoid medication in the development of Cushing’s syndrome.
c. Describe the medical-surgical treatment of a client with Addison’s disease and Cushing’s syndrome, including but not limited to common diagnostic tests and surgery.
d. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with adrenal disorders (insufficiency and hyperadrenalism):
   - Glucocorticoids
e. Examine the nurse’s role in the care of the client with Addison’s disease and Cushing’s syndrome.
f. Identify common nursing diagnoses and interventions for the client with Addison’s disease and Cushing’s syndrome.
g. Determine interventions to prevent or manage complications associated with adrenal insufficiency and hyperadrenalism.
h. Use prepared teaching material to reinforce teaching for clients with Addison’s disease and Cushing’s syndrome.

Diabetes Mellitus:

a. Describe the pathophysiology of clinical manifestations and the risk factors of diabetes mellitus.
b. Describe the medical-surgical treatment of a client with diabetes mellitus including but not limited to common diagnostic tests, medications and diet.
c. Compare and contrast type 1 and type 2 diabetes mellitus.
d. Identify the common signs and symptoms of hyperglycemia and hypoglycemia.
e. Discuss the nurses role in the treatment of hypoglycemia.
f. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with diabetes mellitus across the life span:
   - Oral hypoglycemics
   - Insulin
   - Glucagon
g. Determine interventions to prevent or manage complications associated with diabetes mellitus across the life span.
h. Use prepared teaching materials to reinforce teaching for clients with diabetes mellitus.

Learning Activities:

1. Review Nursing Pharmacology Competency: Apply components of the nursing process to the administration of endocrine system drugs.

2. Read: Ignatavicius; specific sections as directed by instructor

   Chapter 61- Assessment of the Endocrine System
   Chapter 62- Care of Patients with Pituitary and Adrenal Gland Problems (Cushing’s disease & Addison’s disease)
   Chapter 63- Care of Patients with Problems of the Thyroid and Parathyroid Glands (hypothyroidism & hyperthyroidism)
   Chapter 64- Care of Patients with Diabetes Mellitus

   Complete other Learning Activities as assigned by instructor.
Competency 9: Provide nursing care for clients with alterations in the gastrointestinal system

Overview:

This unit discusses basic knowledge needed by the nurse caring for a client with alterations in the gastrointestinal system; including peptic ulcer disease (PUD), hernia, appendicitis, bowel obstruction, diverticular disease and gastroesophageal reflux disorder (GERD). Focus will be placed on integrating the nursing process to develop an individualized plan of care for clients with alterations in the gastrointestinal system.

Performance Standard:

You will demonstrate your competence:
• by responding to selected case studies/scenarios of clients with gastrointestinal disorders.

Your performance will be successful when:
• plan incorporates nursing process
• plan includes an exploration of the roles and responsibilities of the nurse in caring for the client with gastrointestinal disease
• plan considers the developmental level of the client
• plan considers diversity of the client
• plan incorporates the value of therapeutic communication in caring for the client with gastrointestinal disorders

Learning Objectives:

1. Review anatomy and physiology of the gastrointestinal system.
2. Identify functional health assessment similarities and variances in clients with gastrointestinal disorders.
3. Identify physical assessment similarities and variances in clients with gastrointestinal disorders.
4. Examine the nurse’s role in caring for clients undergoing laboratory and/or diagnostic tests related to the gastrointestinal system:
   - Endoscopy
   - Biopsy
   - H. pylori
   - Stool testing
   - Barium enema
   - WBC

Gastroesophageal Reflux Disease (GERD) & Hiatal Hernia:

1. Relate pathophysiology to clinical manifestations and risk factors of GERD/Hiatal Hernia across the life span.
2. Describe complications associated with GERD/Hiatal Hernia.
3. Describe the medical-surgical treatment of a client with GERD/Hiatal Hernia including but not limited to common diagnostic tests.
4. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with GERD/Hiatal Hernia:
   - Anticholinergics
   - H2 blockers
   - Antacids
   - Proton pump inhibitors
5. Examine the nurse’s role in the care of the client with GERD/Hiatal Hernia.
6. Identify common nursing diagnoses and interventions for the client with GERD/Hiatal Hernia.
7. Determine interventions to prevent or manage complications associated with GERD/Hiatel Hernia.
8. Use prepared teaching material to reinforce teaching for clients with GERD/Hiatel Hernia.

**Peptic Ulcer Disease (PUD):**

1. Relate pathophysiology to clinical manifestations and risk factors of peptic ulcer disease across the life span.
2. Describe complications associated with peptic ulcers.
3. Describe the medical-surgical treatment of a client with peptic ulcers including but not limited to common diagnostic tests.
4. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with peptic ulcer disease:
   - Anticholinergics
   - H2 blockers
   - Antacids
   - Proton pump inhibitors
   - Antibiotics
5. Examine the nurse’s role in the care of the client with peptic ulcer disease.
6. Identify common nursing diagnoses and interventions for the client with peptic ulcer disease.
7. Determine interventions to prevent or manage complications associated with peptic ulcer disease.
8. Use prepared teaching material to reinforce teaching for clients with peptic ulcer disease.

**Structural & Obstructive Disorders: Hernia, Bowel Obstruction, Diverticular Disease:**

1. Relate pathophysiology to clinical manifestations and risk factors of hernia, bowel obstruction and diverticular disease (diverticulosis/diverticulitis) across the life span.
2. Describe the medical-surgical treatment of a client with structural/obstructive bowel disorders including but not limited to common diagnostic tests, GI decompression, and surgery (herniorrhaphy, laparotomy, bowel resection).
3. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with hernia, bowel obstruction and diverticular disease:
   - Bowel regimen medications (softeners, stimulants, probiotics)
   - Gastroprokinetic-Metoclopramide
   - Antiemetics
4. Determine interventions to prevent or manage complications associated with hernia, bowel obstruction and diverticular disease.
5. Examine the nurse’s role in the care of the client with structural/obstructive bowel disorders & bowel surgery.
6. Identify common nursing diagnoses and interventions for the client with structural/obstructive bowel disorders.
7. Use prepared teaching material to reinforce teaching for clients with structural/obstructive bowel disorders.

**Appendicitis:**

1. Relate pathophysiology to clinical manifestations, risk factors and complications of appendicitis.
2. Describe the medical-surgical treatment of a client with appendicitis including but not limited to common diagnostic tests and surgery (appendectomy).
3. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with appendicitis and post appendectomy across the life span.
4. Determine interventions to prevent or manage complications associated with appendicitis.
5. Examine the nurse’s role in the care of the client with appendicitis/appendectomy across the life span.
6. Identify common nursing diagnoses and interventions for the client with appendicitis.
7. Use prepared teaching material to reinforce teaching for clients with appendicitis.
8. **Learning Activities:**

1. Review Nursing Fundamentals Competency: Provide nursing care for clients with commonly occurring alterations in elimination.

2. Review Nursing Skills Competency: Perform a basic gastrointestinal assessment, maintain enteral tubes, administer medications via the enteral route, and facilitate alternative methods of elimination.

3. Review Nursing Pharmacology Competency: Apply components of the nursing process to the administration of gastrointestinal system medications.

4. Read: Ignatavicius; specific sections as directed by instructor.
   
   Chapter 52- Assessment of the Gastrointestinal System  
   Chapter 54- Care of Patients with Esophageal Problems (GERD)  
   Chapter 55- Care of Patients with Stomach Disorders (Peptic Ulcer Disease)  
   Chapter 56- Care of Patients with Noninflammatory Intestinal Disorders (Hernia & Bowel Obstruction)  
   Chapter 57- Care of Patients with Inflammatory Intestinal Disorders (Appendicitis & Diverticular Disease)

5. Complete other Learning Activities as assigned by instructor.
Competency 10: Provide nursing care for clients with alterations of the renal/urinary system

Overview:
This unit discusses basic knowledge needed by the nurse caring for a client with alterations of the renal/urinary system; including urinary tract infections (UTI) and obstructive uropathy. Related nursing care will be discussed for clients undergoing renal dialysis and urological surgeries. Focus will be placed on integrating the nursing process to develop an individualized plan of care for clients with alterations of the renal/urinary system.

Performance Standards:
You will demonstrate your competence:
- by responding to selected case studies/scenarios of clients with urinary disorders

Your performance will be successful when:
- response utilizes the nursing process
- response includes an exploration of the roles and responsibilities of the nurse in caring for the client with urinary disorders
- response explains the pathophysiology of urinary disorder
- response considers the developmental level of the client
- response considers diversity of the client
- response recognizes the value of therapeutic communications in caring for the client with urinary disorder

Learning Objectives:
1. Review body anatomy and physiology of the genitourinary system.
2. Identify functional health assessment similarities and variances in clients with genitourinary disorders.
3. Identify physical assessment similarities and variances in clients with genitourinary disorders.
4. Examine the nurse’s role in caring for clients undergoing laboratory and/or diagnostic tests related to the renal/urinary system:
   - Urinalysis
   - Urine culture and sensitivity
   - WBC
   - BUN, Creatinine
   - Urine calcium, serum calcium
   - Uric acid and oxalate
   - PO4
   - eGFR
   - PSA
   - Creatinine clearance
   - Cystoscopy
   - KUB
   - Renal ultrasound
   - Computed tomography

Disorders of the Prostate: Benign Prostatic Hyperplasia (BPH), Prostate Cancer:
1. Relate pathophysiology to the clinical manifestations and risk factors of disorders of the prostate.
2. Describe the medical-surgical treatment of a client with disorders of the prostate including but not limited to common diagnostic tests and prostate surgery (TURP, prostatectomy, TUIP).
3. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with prostate disorders:
4. Examine the nurse’s role in the care of the client with disorders of the prostate.
5. Identify common nursing diagnoses and interventions for the client with disorders of the prostate.
6. Use prepared teaching material to reinforce teaching for clients with disorders of the prostate and having prostate surgery.

**Lower Urinary Tract Disorders: Urinary Tract Infection (UTI), Cystitis:**

1. Relate pathophysiology to the clinical manifestations and risk factors of lower urinary tract disorders.
2. Describe the medical-surgical treatment of a client with lower urinary tract disorders including but not limited to common diagnostic tests.
3. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with a lower urinary tract disorder:
   - Anti-infectives
4. Determine interventions to prevent or manage complications associated with lower urinary tract disorders.
5. Examine the nurse’s role in the care of the client with lower urinary tract disorders across the lifespan.
6. Identify common nursing diagnoses and interventions for the client with lower urinary tract disorders.
7. Use prepared teaching material to reinforce teaching for clients with lower urinary tract disorders.

**Upper Urinary Tract Disorder: Calculi (obstruction):**

1. Relate pathophysiology to the clinical manifestations and risk factors of renal calculi disorders.
2. Describe the medical-surgical treatment of a client with urinary calculi including but not limited to common diagnostic tests, voiding cystourethrogram and surgery (lithotripsy – ESWL).
3. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with renal calculi disorders.
4. Determine interventions to prevent or manage complications associated with renal calculi disorders.
5. Examine the nurse’s role in the care of the client with renal calculi disorders across the lifespan.
6. Identify common nursing diagnoses and interventions for the client with renal calculi disorders across the lifespan.
7. Use prepared teaching material to reinforce teaching for clients with renal calculi disorders.

**Upper Urinary Tract Disorder: Pyelonephritis (infection):**

1. Relate pathophysiology to the clinical manifestations and risk factors of pyelonephritis across the lifespan.
2. Describe the medical-surgical treatment of a client with pyelonephritis including but not limited to common diagnostic tests and surgical procedures (ureteroplasty or ureteral stents).
3. Examine the actions, therapeutic goals, side effects and nursing considerations when administering medications to a client with pyelonephritis:
   - Anti-infectives
4. Describe the complications of pyelonephritis: obstruction, hydronephrosis, infection, renal failure.
5. Determine interventions to prevent or manage complications associated with pyelonephritis.
6. Examine the nurse’s role in the care of the client with pyelonephritis across the lifespan.
7. Identify common nursing diagnoses and interventions for the client with pyelonephritis.
8. Use prepared teaching material to reinforce teaching for clients with pyelonephritis.
Renal Failure:

1. Define acute and chronic renal failure, and end-stage renal disease.
2. Describe the manifestations of renal failure.
3. Outline the nursing care of the client in renal failure across the lifespan.

Learning Activities:

2. Review Nursing Skills Competency: Perform a basic genitourinary assessment, and Facilitate alternative methods of elimination (urinary).
3. Review Nursing Pharmacology Competency: genitourinary medications.
4. Read: Ignatavicius; specific sections as directed by the instructor.
   - Chapter 65- Assessment of the Renal/Urinary System
   - Chapter 66- Care of Patients with Urinary Problems (Cystitis)
   - Chapter 67- Care of Patients with Kidney Disorders (Pyelonephritis & Calculi)
   - Chapter 68- Care of Patients with Acute Kidney Injury and Chronic Kidney Disease (renal failure)
   - Chapter 72- Care of Male Patients with Male Reproductive Problems (BPH & Prostate Cancer)

5. Complete other activities as assigned by the instructor.
Overview:
This unit discusses knowledge needed by the Student Nurse to make the transition from student to practicing nurse. Focus will be placed on formulating a plan for transition to practice; including steps for preparing for the NCLEX, developing a resume; sample letters of application, follow-up, and possible responses in an employment interview.

Performance Standards:
You will demonstrate your competence:
• By developing a career transition plan

Your performance will be successful when:
• Plan includes current resume.
• Plan includes steps for preparing for the NCLEX
• Plan includes actions for obtaining a nursing credential
• Plan is professionally presented

Learning Objectives:
a. Examine the pathway from student to LPN and RN roles.
b. Discuss stages of transition from student to LPN/RN roles.
c. Develop a list of personal strategies to assist with transition from student to LPN and RN roles.
d. Differentiate the role of the RN and LPN.
e. Explain the competencies needed by the new nursing graduate as outlined by the NCLEX examination.
f. Develop a portfolio to include a resume and cover letter.
g. Evaluate various methods of preparation for the NCLEX exam.

Learning Activities:
1. Read: Marquis and Huston(as assigned by the instructor).
   Chapter 11- Career Planning and Development in Nursing

3. Review NCLEX Test plan at (locate current year Test Plan):
   https://www.ncsbn.org/1287.htm

4. Read: Chapter N6 Nurse Practice Act at http://legis.wisconsin.gov/rsb/code/n/n006.pdf and
   Chapter 441 of the Administration Code at http://legis.wisconsin.gov/statutes/Stat0441.pdf

5. Complete other activities as assigned by the instructor.
Overview:

This unit discusses basic knowledge needed for the application of leadership principles to care of individual and of groups clients. Focus will be placed on the nursing process as a method of problem solving and planning client care; utilizing selected models of nursing care delivery, management skills and concepts, and communication strategies which are essential for effective leadership.

Performance Standards:

You will demonstrate your competence:
- By applying leadership principles to selected scenarios or case studies (format may be oral or written)
- By reflecting on your use of the criteria (format may be oral discussion or written)

Your performance will be successful when:
- You choose an appropriate leadership style.
- You outline or perform the necessary leadership actions
- You apply appropriate conflict resolution strategies
- Your responses are within the roles and responsibilities of the charge LPN position (i.e. evaluation and feedback)
- You communicate thoughts, feelings, and ideas to justify a position
- You establish credibility through competence and integrity
- You take other’s viewpoints into consideration

Learning Objectives:

a. Differentiates between leadership and management.
b. Identify leadership/management styles of self and others.
c. Incorporate communication skills and concepts in a variety of clinical situations.
d. Apply effective leadership strategies to selected models of nursing care delivery.
e. Utilize communication strategies to effectively address conflict situations.
f. Incorporate the nursing process in the planning of client care across a variety of settings.
g. Apply conflict management approaches.

Learning Activities:

1. Read: Marquis and Huston (as assigned by instructor).
   
   Chapter 2- Classical views of Leadership and Management
   Chapter 3- Twenty-First Century Thinking about Leadership and Management
   Chapter 14-Organizing Patient Care
   Chapter 19–Organizational, Interpersonal and Group Communication
   Chapter 21- Effective Conflict Resolution and negotiation

   Read: Taylor, Lillis & Lynn (as assigned by instructor).

   Chapter 22- Nurse Leader, Manager and Care Coordinator

2. Complete other Learning Activities as assigned by instructor.
Competency 13: Manage care for a group of clients according to the Nurse Practice Act.

Overview:
Nurses have a significant duty in the delegation of client care needs to unlicensed personnel. This unit discusses basic knowledge needed by the nurse to develop assignments for the health care team applying standards of the nurse practice act. And, it offers strategies for time management (i.e. prioritization, organization, delegation). Focus will be placed on legal importance of delegation and time management in the delivery of nursing care.

Performance Standards:
You will demonstrate your competence:
• By developing oral or written responses to written case studies or scenarios conducted in class (format may be oral or written)

Your performance will be successful when:
• Response includes prioritization of client care needs
• Response incorporates appropriate time management principles
• Response details the work plan for all members of the health care team

Learning Objectives:
a. Identify the value of time management in the delivery of nursing care.
b. Examine principles/methods of time management including prioritization and organization.
c. Identify internal and external time wasters.
d. Employ time management strategies.
e. Examine the principles and methods of delegation.
f. Determine the legal guidelines associated with delegation.
g. Apply the principles of delegation.
h. Determine factors in the health care setting which may impact making team assignments.
i. Compare nursing care delivery models.

Learning Activities:
1. Read Marquis and Huston, specific sections as directed by instructor
   Chapter 9- Time Management
   Chapter 20- Delegation

2. Read the Wisconsin Nurse Practice Act.

3. Complete other Learning Activities as assigned by the instructor.
NURSING HEALTH PROMOTION
543-106
Syllabus
(DRAFT SYLLABUS)
PRACTICAL NURSING PROGRAM
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Course Title: Nursing 543-106: Nursing Health Promotion

Credits: 3 credits

Pre-Requisites: Nursing Fundamentals, Nursing Skills, Nursing Pharmacology, Nursing: Introduction to Clinical Practice, General Anatomy, or Body Structure and Function and Growth and Development

Course Description:

This course focuses on topics related to health promotion for individuals and families throughout the lifespan. We will cover nursing care of the developing family, which includes reproductive issues, pregnancy, labor and delivery, post-partum, the newborn, and the child. Recognizing the spectrum of healthy families we will discern patterns associated with adaptive and maladaptive behaviors applying mental health principles. An emphasis is placed on teaching and supporting healthy lifestyles choices for individuals of all ages. Nutrition, exercise, stress management, empowerment, and risk reduction practices are highlighted. Study of the family will cover dynamics, functions, discipline styles, and stages of development.

Required Instructional Materials:

Course Syllabus  
10-543-106 Nursing Health Promotion  
Practical Nursing Program Student Handbook (current edition)

Textbooks Required


Course Requirements:

Satisfactory completion of Nursing 543-106: Nursing Health Promotion is based on the following:

1. Completion of Course Assignments and Examinations:

   Successful participation in this course involves completion of a variety of required course assignments and all examinations. Course assignments may or may not be given points toward the final course grade. Assignments are to be completed by instructor-assigned due dates.

2. Course Grade of 80% or Better

   A course grade of 80% or better is required. The total points students achieve during the semester will be converted to a letter grade at the end of the semester. The student must also achieve an average of 80% or better on all course exams including the final exam. Information identifying the points for each activity, course points distribution and the course grading scale will be distributed to each student at the start of the course.

General Policies:

All policies identified in the Madison College Website (see https://madisoncollege.edu/student-rights-responsibilities and the ADN Student Handbook are adhered to in this course. The student is responsible for familiarization of these policies.

American Disabilities Act – Information:

Madison College welcomes students with disabilities into the College’s educational programs. Every Madison College campus has Disability Resource Services available for students with disabilities. The Disability Resource Services website provides specific information related to accommodations for disability-related barriers. For further information, please visit
In order to receive consideration for reasonable accommodations for your disability, you must contact the Disability Resource Services office at the campus where you are officially enrolled. If approved for accommodations, Disability Resource Services will provide you with an accommodation plan.

Please share your accommodation plan with your instructors and discuss your approved accommodations as early in our class as possible. To promote your success, requests must be received by the end of the second week of the course.

**Academic Misconduct:**

Adherence to the standards of academic honesty and integrity are an absolute expectation in the nursing program. It is therefore important that students are familiar with the rules and consequences of academic misconduct. Please refer to [http://madisoncollege.edu/academic-integrity](http://madisoncollege.edu/academic-integrity) for an outline of what constitutes academic misconduct and its consequences. In addition, please ask nursing faculty if you have any questions concerning the standards of academic honesty and integrity.

**Student-Teacher Conferences:**

Conferences may be initiated by either students or instructors as necessary. Students may arrange for conferences with instructors other than the one assigned to their course. Students are encouraged to initiate conferences with nursing faculty. Students are strongly encouraged to keep appointments with their nursing academic advisor.

**Course Policy Contract:**

Each course instructor will distribute a Course Policy Contract with policies and information specific to the course and/or the course section. The student is required to read and sign it indicating their understanding and agreement.
Competency 1: Use principles of teaching/learning when reinforcing teaching plan

Overview:

This competency explores the teaching-learning process including the domains of learning, principals related to teaching and learning, and the internal and external factors that influence the patient’s learning and compliance. Through the utilization of the nursing process, the student will focus on creating and implementing a culturally competent, developmentally and age appropriate teaching plan to meet the holistic needs of the patient.

Performance Standards:

You will demonstrate your competence:

• in oral or written response to a teaching situation

Your performance will be successful when you:

1a: reflect the use of the nursing process
1b: reflect theories of teaching and learning
1c. include an evaluation of teaching methods
1d. include evidence-based content appropriate to the teaching topic
1e. include multiple teaching strategies appropriate to the developmental level of the learner
1f. incorporate principles of teaching/learning
1g. include a complete nursing diagnostic statement using a specific knowledge deficit as the problem
1h. include a specific evaluative outcome data that measure learning

Learning Objectives:

a. Describe the teaching-learning process, including domains of learning, principles specific to teaching-learning, developmental and cultural concerns.

b. Assess for factors that influence that patient’s readiness to learn.

c. Explore multiple appropriate health teaching strategies across the life span.

d. Analyze methods for evaluating learning.

e. Identify and analyze barriers to learning and relate methods to overcome them.
f. Apply the nursing process to the development of a teaching-learning plan which integrates knowledge of evidence-based teaching content and methods.

g. Develop nursing diagnoses for knowledge deficits based on the assessment gathered, readiness to learn and teaching strategies.

**Learning Activities:**


2. Read: ATI, RN Review Module 2016, Fundamentals of Nursing, Chapter 17 Client Education.

3. View: Introduction to Motivational Interviewing @ https://www.youtube.com/watch?v=s3MCJZ7OGRk

6. Compete learning activities as assigned by instructor.
Competency 2: Apply principles of family dynamics to nursing care

Overview:

This competency explores the role of the nurse in relation to various family roles, functions, and developmental stages. The focus on understanding family dynamics helps to prepare the nurse to provide holistic care to families. A strong understanding of family dynamics promotes effective communication with families through interviewing, assessment, and interaction, to provide culturally sensitive care aimed at strengthening families as they adapt to life transitions.

Performance Standards:

You will demonstrate your competence:
• in a written or oral response to case studies or simulations

Your performance will be successful when you:
2a. demonstrate familiarity with family functions
2b. apply an understanding of roles of family members
2c. incorporate family dynamics
2d. apply knowledge of styles of family decision making
2e. apply family developmental stages
2f. incorporate knowledge of family cultural practices related to health

Learning Objectives:

a. Describe the structures of various family types and the basic functions of the family.

b. Explore factors that influence the value, decision making, and roles within the family.

c. Describe the developmental stages of families in relation to the major developmental tasks of families.

d. Discuss the significance of the licensed practical and/or nurse’s understanding of family dynamics.

e. Construct nursing interventions to promote and maintain health of an individual within a family.

f. Categorize family assessments using Gordon’s Functional Health Patterns.

g. Explore cultural practices within the family related to health.

Learning Activities:

1. Read: Taylor 8th ed: Chapter 4: Health of the Individual Family, and Community pp. 58-71
2. Read: London 5th edition:
   - Chapter 2 - Culture and the Family
   - Chapter 37 - Family Assessment and Concepts of Nursing Care in the Community

3. Read: ATI RN Review Module 2016, Nursing Care of Children, Chapter 1 Family Centered Nursing Care.

4. Complete other learning activities as assigned by instructor.
Competency 3: Adapt nursing interventions for maladaptive patterns of behavior

Overview:

This competency will explore the nursing role in providing patient and significant support person with information to make choices regarding health. Understanding the interaction patterns of individual patient and significant support person. The student will assess patient and environment for factors relating to changes in health status and their impact on the patient’s health.

Performance Standards:

You will demonstrate your competence:
• in written or oral response to simulations or case studies

Your performance will be successful when you:
3a. differentiate between adaptive and maladaptive behaviors
3b. describe clinical manifestations of anxiety, mood, psychotic, impulse control and substance use disorders in the patient and family
3c. identify the cues associated with domestic, child and elder abuse
3d. describe recommended pharmacological and non-pharmacological therapeutic interventions
3e. apply knowledge of recurring cycle of violence
3f. include legal and ethical obligations related to notification and documentation

Learning Objectives:

a. Compare and contrast general characteristics of mentally healthy persons as to the mentally ill persons, differentiating adaptive behaviors from maladaptive behaviors.

b. Identify the signs and symptoms of anxiety, mood and substance abuse disorders, Recognize and describe characteristics of depression.
   a. Psychological and behavioral signs and symptoms
   b. Risk factors
   c. Specific medical conditions: postpartum, SAD etc.
   d. Medications which may induce depression

c. Plan nursing care for patients with depression, integrating evidence-based practice.
   a. Non-pharmacological interventions
   b. Pharmacological interventions: indications, actions, side effects, nursing implications
d. Recognize and describe characteristics of anxiety.
   a. Psychological and behavioral signs and symptoms
   b. Risk factors
   c. Specific medical conditions
   d. Medications which may induce anxiety

e. Plan nursing care for patients with anxiety, integrating evidence-based practice.
   a. Non-pharmacological interventions
   b. Pharmacological interventions: indications, actions, side effects, nursing implications

f. Describe the characteristics of the vulnerable person and conditions in which violence occurs (domestic, children or elders).

g. Discuss the cycle of violence and how abuse escalates during this cycle.

h. Identify manifestations and symptoms of: physical violence, sexual abuse, emotional abuse, and neglect across the lifespan.

i. Plan nursing care for patient and families experiencing violence or abuse, incorporating evidence-based practice.

j. Examine the legal and ethical responsibilities for health care workers in reporting and documenting abuse.

k. Apply the nursing process, incorporating evidence-based practice, in planning care for patients with substance abuse disorders.

l. Analyze the nursing role in relation to the family of a patient with substance abuse.

m. Recognize and describe characteristics of depression.

Learning Activities:
1. Read: Townsend: Essentials of Psychiatric Mental Health Nursing
   a. Chapter 1: Mental Health & Mental Illness
   b. Chapter 18: Anxiety . . . & Related Disorders (pages 446-451 and 459-476)
   c. Chapter 16: Depressive Disorders
   d. Chapter 26: Survivors of Abuse or Neglect
   e. Chapter 14: Substance-Related & Addictive Disorders (pages 282-291)

2. Read: London 5th edition:
   Chapter 42 Social and Environmental Influences on the Child (pages 1007-1033)

3. Complete other learning activities as assigned by instructor.
Competency 4: Provide nursing care for patients with reproductive issues

Overview:

This competency will explore the nursing role, focusing on the family and reproductive issues across the life span. The student will assess and discuss the impact of emotional, cultural, religious and spiritual influences have regarding reproductive issues. The student will assess changes in patient and family’s response to reproductive issues.

Performance Standards:

You will demonstrate your competence:

- by describing the actions the nurse would take provided case studies or scenarios
- by responding to selected case studies or scenarios (format may be oral or written)

Your performance will be successful when you:

4a. apply knowledge of reproductive issues such as: contraception, normal reproduction, reproductive screening, STIs, and infertility
4b. use the nursing process
4c. include the recommended therapeutic nursing actions
4d. apply knowledge of normal male and female sexual changes across the lifespan
4e. recognize barriers to reproductive care
4f. show respect for patient's individual choices

Learning Objectives:

a. Review the anatomy and physiology of the reproductive system.

b. Describe normal progression of reproductive changes and evidence-based nursing care relating to each of the following:
   a. Menarche
   b. Premenstrual Syndrome
   c. Peri-Menopause and Menopause
   d. Post-menopause

c. Compare and contrast various methods of contraception, including: hormonal methods, spermicides, barrier methods, fertility awareness methods, emergency contraception, male contraception, and surgical methods.

d. Apply the nursing process in planning nursing care for and teaching patients with contraceptive needs, incorporating evidence-based practice.

e. Apply the nursing process to planning care for patients experiencing infertility issues, based on current evidence.
f. Examine common etiologies of infertility in males and females.

g. Explore the role of the licensed practical and/or nurse in assessing fertility in females and males, and in supporting patients throughout infertility management.

h. Describe the pathophysiology, etiology, risk factors, and clinical manifestations of sexually transmitted infection (STI) in the female and male.

i. Apply the nursing process and evidence-based practice in planning nursing care for a patient with STI.

j. Explore the role of the licensed practical and/or nurse in STI prevention across the lifespan utilizing both individual and community patient education.

Learning Activities:


2. Read: London & Ladewig: Maternal & Child Nursing Care
   Chapter 5: Health Promotion for Women
   Chapter 6: Common Gynecologic Problems – Vaginal Infections, STI, PID, Infertility

3. Read: Ignatavicius Chapter 74: Care of Patients with Sexually Transmitted Disease

4. Complete other learning activities as assigned by instructor.
Competency 5: Provide nursing care for a healthy pregnant woman

Overview:
This competency will explore patient and family’s changing needs in a healthy pregnancy. It is important for the nurse to understand the dynamics and channels within a family, so that the nurse can provide holistic care during pregnancy and adapting to life transitions and situations. Information presented in this competency will direct the nurse to assess the impact of developmental, emotional, cultural, religious and spiritual influence on a patient’s pregnancy.

Performance Standards:
You will demonstrate your competence:
• by describing the actions the nurse would take in the provided case studies or scenarios

Your performance will be successful when you:
5a. include evidence-based concepts related to preconception and healthy pregnancy for woman and fetus
5b. include elements of the nursing process
5c. apply knowledge of appropriate nursing and medical care based on trimesters
5d. recognize danger signs and related nursing actions
5e. incorporate teaching concepts related to pregnancy
5f. include labs and diagnostics related to pregnancy
5g. apply knowledge of medication used in pregnancy

Learning Objectives:

a. Describe the medical care and normal progression of the physiologic changes in a healthy pregnant patient with appropriate nursing interventions and teaching, include:
   a. Body system changes
   b. Common “discomforts” of pregnancy
   c. Physical activity in pregnancy
   d. Review fetal development

b. Describe the normal progression of the psychological changes and tasks in a healthy pregnant patient, relating the nursing role in supporting the patient and family.

c. Determine the nutritional requirements of the pregnant patient, with a focus on assessment of nutritional status and appropriate nursing interventions.

d. Categorize prenatal assessments using Gordon’s Functional Health Patterns.
e. Apply the nursing process in planning culturally sensitive care for the pregnant patient and family, incorporating evidence-based practice.

f. Determine essential nursing assessments for the first prenatal visit and the significance of each assessment.

g. Explore lab and diagnostic tests utilized during pregnancy and discuss rationale for their significance.

h. Examine the licensed practical and/or nurse's role in teaching the pregnant patient and family about fetal growth and development.

i. Explore the potential effects of medication use during pregnancy and develop a nursing approach to teaching patients.

j. Discuss factors that may lead to adverse outcomes in a healthy pregnancy, including
   a. Factors affecting the woman
   b. Factors affecting the fetus
   c. The licensed practical and/or nurse's role in teaching and prevention

k. Discuss "Danger Signs" during pregnancy and develop appropriate patient/family teaching by the licensed practical and/or nurse regarding the causes and recommended actions.

**Learning Activities:**

1. Read London
   - Chapter 8: Physical and Psychologic Changes of Pregnancy
   - Chapter 9: Antepartum Nursing Assessment
   - Chapter 10: The Expectant Family: Needs and Care
   - Chapter 11: Maternal Nutrition
   - Chapter 12: Pregnancy in Selected Populations
   - Chapter 13: Assessment of Fetal Well-Being

2. Complete other learning activities as assigned by instructor.
Overview:

This competency will explore patient and family’s changing needs during uncomplicated labor and delivery. It is important for the nurse to understand the dynamics and channels within a family, so to provide holistic care to the patient and family during labor and delivery and the resulting life transitions and situations. Information presented in this competency will direct the nurse to assess the impact of developmental, emotional, cultural, religious and spiritual influence on a patient’s pregnancy.

Performance Standards:

You will demonstrate your competence:
- by describing the actions the nurse would take provided case studies or scenarios.

Your performance will be successful when you:
6a. include data that pertains to uncomplicated labor and delivery
6b. include elements of the nursing process
6c. apply knowledge of appropriate nursing care based on labor and delivery stages
6d. apply knowledge of medications used in uncomplicated labor and delivery
6e. identify common complications of labor and delivery

Learning Objectives:

a. Recognize and describe normal assessment findings in the healthy laboring woman, including:
   a. Process of labor
   b. Vital sign changes throughout labor
   c. Physical and psychological changes during labor

b. Categorize nursing assessments using Gordon’s Functional Health Patterns.

c. Apply the nursing process and evidence-based practice in planning nursing interventions to support the woman during labor and birth.

d. Explore the licensed practical and/or nurse’s role in providing comfort and pain management for the laboring woman: including assessments and interventions.
   a. Non-pharmacological nursing interventions
   b. Pharmacological interventions

e. Discuss the role of the primary support person, the family, a doula, and the licensed practical and/or nurse through the stages of labor and birth.
f. Plan supportive nursing interventions for the family during labor and birth.

g. Prioritize the critical nursing assessments and interventions in the labor and delivery clinical setting:
   a. Admission process
   b. Ongoing assessments during labor with rationale
   c. Fetal heart rate patterns and their significance
   d. Fetal distress signs and possible fetal outcomes

h. Discuss indications for cesarean birth.

i. Apply the nursing process in planning care, including adaptations of nursing assessments and interventions for the mother and infant experiencing cesarean birth.

**Learning Activities:**

1. Read: London
   Chapter 16: Processes & Stages of Labor and Birth
   Chapter 17: Intrapartal Nursing Assessment
   Chapter 18: The Family in Childbirth: Needs and Care
   Chapter 19: Pharmacologic Pain Management
   Chapter 22: Birth-Related Procedures

2. Complete other learning activities as assigned by instructor.
Competency 7: Provide nursing care for a healthy newborn

Overview:

This competency will explore patient and family’s changing needs with the healthy newborn. It is important for the nurse to understand the dynamics and challenges within a family, so to provide holistic care to the newborn and family during this time of life transition. Information presented in this competency will direct the nurse to assess the impact of developmental, emotional, cultural, religious and spiritual influence of the family on the newborn.

Performance Standards:

You will demonstrate your competence:
• by describing the actions the nurse would take in provided case studies or scenarios

Your performance will be successful when you:
7a. apply concepts of family centered care by including physical and psychosocial needs that pertains to the healthy newborn
7b. include elements of the nursing process
7c. apply evidenced-based nursing and medical care based on needs of the healthy newborn
7d. apply knowledge of medications for the healthy newborn
7e. recognize community resources for newborn care

Learning Objectives:

a. Recognize and describe normal newborn physical assessment findings, including but not limited to:
   a. Vital signs and their typical progression of change in the first 24 hours
   b. Head: molding, fontanelles, caput succedaneum, cephalhematoma
   c. Facial characteristics: eyes, ears, nose, mouth
   d. Skin: vernix caseosa, lanugo, milia, erythremia toxicum, acrocyanosis, mottling, Mongolian spots, and nevus flammeus
   e. GU and GI: genitalia, urine and stool elimination patterns
   f. Neurological reflexes: Moro, Babinski, others.

b. Categorize newborn assessments using Gordon’s Functional Health Patterns.

c. Prioritize the critical nursing assessments and interventions for the newborn in the immediate post-birth period, including:
   a. Apgar score
   b. Gestational age assessment
   c. Administration of common medications

d. Explore the role of the licensed practical and/or nurse in relation to the newborn’s initial periods of reactivity and patterns of mother-baby dyad behaviors.
e. Determine important nursing interventions to facilitate parent-infant bonding and the attachment process.

f. Discuss community resources available to the newborn and family.

g. Apply the nursing process and evidence-based practice in planning care to protect the newborn in relation to the following critical risk factors:
   a. Risk for hypothermia and cold stress
   b. Risk for infection
   c. Risk for excess weight loss

h. Explore the physiology of breastfeeding and the use of human milk for optimal infant nutrition.

i. Apply the nursing process to the development of a teaching plan for the mother and family regarding newborn needs and care, including but not limited to:
   a. Infant feeding patterns and needs (frequency, type, amount, techniques)
   b. Prevention of infection, prevention of cold stress, hygiene, bathing
   c. Elimination patterns, diapering
   d. Infant development – physical, social and emotional needs
   e. Safety needs

j. Differentiate physiologic jaundice of the newborn from pathologic jaundice, relating the etiology, the expected pattern of resolution, and appropriate nursing assessments and interventions, incorporating evidence-based practice.

k. Compare and contrast nursing care of the recently circumcised male and care of the uncircumcised male. Relate appropriate family teaching for each.

**Learning Activities**
1. Read: London
   Chapter 23: The Physiologic Responses of the Newborn to Birth
   Chapter 24: Nursing Assessment of the Newborn
   Chapter 25: The Normal Newborn: Needs, Care and Feeding
   Chapter 32: Infant Nutrition


3. Complete: Learning activities as assigned by instructor
Competency 8: Provide nursing care for the post-partum patient

Overview:

The post-partum period is a very important time in the life of a family. This is a time when the physiologic functioning of the mother begins its return to the normal pre-pregnant state and she begins the tasks of becoming a parent. Attaching to the new infant is an integral part of this extrauterine life. The family requires a nurse with the knowledge of physiologic adjustments to assist them safely through the early postpartum period. The nurse is also responsible for initiating teaching on a wide variety of subjects which will assist this family with the long term adjustment necessary to integrate the new family member.

Performance Standard:

You will demonstrate your competence:

- by describing the actions the nurse would take in the provided case studies or scenarios.

Your performance will be successful when you:

8a. apply concepts of family centered care by including physical and psychosocial needs that pertains to the postpartum patient
8b. include elements of the nursing process
8c. apply knowledge of appropriate nursing and medical care for the postpartum patient
8d. identify common complications of the post-partum patient
8e. plan education for the post-partum patient including community resources

Learning Objectives:

a. Recognize and describe the normal progression of physiologic changes in the postpartum woman:
   a. Vital signs and systemic changes
   b. Reproductive system and menses
   c. Breasts and lactation
   d. Weight loss

b. Categorize postpartum assessments using Gordon’s Functional Health Patterns.

c. Apply the nursing process and evidence-based practice in planning care for the postpartum woman and family.

d. Identify medical care and physical assessments for the postpartum woman, differentiating normal and abnormal findings, including: vital signs, lab data, breasts, uterus, perineum, lochia, elimination, and lower extremities.

e. Prioritize critical nursing assessments and interventions (including medications) for the postpartum woman in the immediate post-birth period.
f. Define common complications of the post-partum patient.

g. Determine critical nursing interventions for the postpartum woman in relation to: pain management, prevention of infection, breast care, sleep and rest, elimination, bonding and attachment.

h. Classify the psychosocial adaptation phases in the postpartum period and determine appropriate nursing interventions for each phase.

i. Determine the fluid and nutritional requirements of a postpartum woman based on assessment of her nutritional status, her physiologic needs, and method of infant feeding.

j. Evaluate the role of the licensed practical and/or nurse in the promotion and support of early and ongoing breastfeeding to enhance the health of the mother and infant.

k. Differentiate between postpartum blues and postpartum depression; develop a plan for assessing and teaching the postpartum woman and family regarding adaptation, coping, and recognizing the need for further follow-up.

l. Develop an education plan related to infant-care and self-care learning needs and discharge planning for the postpartum woman and family.

m. Analyze the health promotion role of the licensed practical and/or nurse in modeling positive parenting behaviors and the potential impact on parenting outcomes.

**Learning Activities:**

1. Read: London
   *Chapter 28: Postpartum Adaptation and Nursing Assessment*
   *Chapter 29: The Postpartum Family: Early Care Needs and Home Care*
   *Chapter 11: Maternal Nutrition*


4. Complete other learning activities as assigned by instructor.
Overview:
This competency will explore patient and family’s changing needs in a developing child. The family requires a nurse with the knowledge of physiologic adjustments to assist them safely through the child’s developmental stages. The nurse is also responsible for initiating teaching on a wide variety of subjects which will assist this family with the adjustment necessary to integrate the developing child into the family. It is important for the nurse to integrate knowledge of growth & development with the nursing process in order to assist the family members and child in becoming a family unit. Information presented in this competency will direct the nurse to assess the impact of developmental, emotional, cultural, religious and spiritual influence of the family on the developing child.

Performance Standards:
You will demonstrate your competence:
• in a written or oral response to case studies or simulations

Your performance will be successful when you:
9a. include elements of the nursing process
9b. base your response on unique needs of the child’s stage of development
9c. include individualized interventions for the child and his/her family
9d. consider the setting in which care is delivered
9e. examine evidence-based practices of recommended immunizations
9f. recognize community resources for care of children

Learning Objectives - Overall:
  a. Outline principles of growth and development and determine factors, which influence a child’s growth and development.
  b. Explore the rationale for the licensed practical and/or nurse’s focus on developmental milestones as specific pediatric markers at each developmental stage.
  c. Review the developmental tasks of infants, toddlers, preschoolers, school-age children, and adolescents using Erikson’s model.
  d. Apply the nursing process to planning care for children based on their developmental level and setting, incorporating evidence-based practice.
  e. Explore the tools used by licensed practical and/or nurses to assess growth and development and identify appropriate situations for their application.
  f. Analyze the evidenced-base immunization schedule for children from infancy through adolescence.
g. Plan to adapt nursing care for safe medication administer to a child based on growth and developmental level.

h. Examine community resources appropriate and available for infancy through adolescence.

The Infant and Family (Age 1 to 12 mo.) - Learning Objectives
a. Recognize and describe physical assessment findings typical of the infant.

b. Identify infant developmental milestones: language, vision, motor and nutrition.

c. Relate appropriate nursing assessments for the infant experiencing pain.

d. Identify specific nursing interventions to safely meet the developmental needs unique to the infant in an ambulatory care setting, with rationale for each.

e. Determine nursing interventions to effectively administer medications to an infant.

f. Develop an approach for teaching health promotion measures to the parents and family of an infant, including:
   a. Safety (include immunization, child care/day care)
   b. Physical growth and care
   c. Meeting nutritional needs, promoting nutritional health, preventing obesity
   d. Promoting dental development and care
   e. Promoting motor development (include “tummy time”)
   f. Promoting social development and language
   g. Promoting healthy emotional development (stranger anxiety)
   h. Promoting cognitive development

The Toddler and Family (Age 12 to 36 mo.) - Learning Objectives
a. Recognize and describe physical assessment findings typical of a toddler.

b. Identify developmental milestones for the toddler: language, gross motor, fine motor, nutrition and social development.

c. Relate appropriate nursing assessments for the toddler experiencing pain.

d. Identify specific nursing interventions to safely meet the developmental needs unique to the toddler in an ambulatory care setting, with rationale for each.

e. Determine nursing interventions to effectively administer medications to a toddler.
f. Develop an approach for teaching health promotion measures to the parents and toddler, including:
   a. Safety (include immunization) and Play
   b. Physical growth and care: bathing, care of teeth, toilet training, sleep
   c. Promoting nutritional health, and preventing obesity
   d. Emotional development: separation anxiety, discipline, negativism and temper tantrums

**The Preschooler and Family (Age 3 – 5 years) - Learning Objectives**

a. Recognize and describe physical assessment findings typical of preschoolers.

b. Identify developmental milestones for the preschooler: language, gross motor, fine motor, nutrition, and psychosocial.

c. Relate appropriate nursing assessments for the preschooler experiencing pain.

d. Identify specific nursing interventions to safely meet the developmental needs unique to the preschooler in an ambulatory care setting, with rationale for each.

e. Determine nursing interventions to effectively administer medications to a preschooler.

f. Develop an approach for teaching health promotion measures to the preschooler and parents/family, including:
   a. Safety (include immunization) and Play
   b. Physical growth and care: dressing, sleep, exercise, bathing, teeth
   c. Promoting nutritional health, and preventing obesity
   d. Emotional development: common fears of a preschooler
   e. Cognitive development: sex education, preparing for school

**The School-Age Child and Family (Age 6 – 12 years) - Learning Objectives**

a. Recognize and describe assessment findings typical of school-age children.

b. Identify developmental milestones for the school-age child: language, gross and fine motor, nutrition, psychosocial.

c. Relate appropriate nursing assessments for the school-age child experiencing pain.

d. Identify specific nursing interventions to safely meet the developmental needs unique to the school-age child in ambulatory care, with rationale for each.

e. Determine nursing interventions to effectively administer medications to a school-age child.

f. Develop an approach for teaching health promotion measures to the school-age child and parents/family, including:
   a. Safety (include immunization)
   b. Play and learning, physical activity
   c. Physical growth, teeth, hygiene, sexual maturation and preparing the child
   d. Promoting nutritional health, and preventing obesity
   e. Fostering industry, socialization
   f. Sex education, violence, bullying, drug use

Competency 9
Page 3 of 4
The Adolescent and Family (Age 13 – 18 to 20) - Learning Objectives

a. Recognize and describe physical assessment findings typical of adolescents, including stages of sexual maturation.

b. Identify developmental tasks for the adolescent: body image, self-esteem, value system, intimacy, career, emancipation.

c. Relate nursing assessments for the adolescent experiencing pain.

d. Identify specific nursing interventions to meet the developmental needs unique to the adolescent in ambulatory care, with rationale for each.

e. Determine nursing interventions to administer medications to adolescents.

f. Develop an approach for teaching health promotion measures to the adolescent (and parents when appropriate), including:
   a. Safety (include immunization)
   b. Promoting nutritional health (preventing obesity)
   c. Physical activity and exercise, sleep, dress, hygiene, dental care, posture
   d. Acne, body piercing, tattoos, fatigue, obesity
   e. Relationships (healthy vs. unhealthy, violence prevention)
   f. Sexuality and sexual activity (pregnancy and STI prevention)
   g. Substance abuse (tobacco, alcohol, other drugs)
   h. Suicide (risk assessment, prevention)

Learning Activities

1. Read: Taylor (8th ed.) Chapter 17: Developmental Concepts (p. 370-385)
   Review: Weber Appendix 5, 6, & 8
   Review: London (5th ed.) Chapter 31: Growth & Development
   Chapter 33: Pediatric Assessment (REVIEW)

   Read: London
   • Ch. 32: Infant, Child & Adolescent Nutrition (p.847-867)
   • Ch. 34: Health Promo. & Maintenance: Newborn & Infant
   • Ch. 35: Health Promo. & Maintenance: Toddler & Preschooler
   • Ch. 36: Health Promo & Maintenance: School-Age & Adolescent
   • Ch. 43: Immunizations and Communicable Diseases (p. 1137-1152)

2. Review: Gray Morris, Calculate with Confidence. (6th Ed.) Ch. 25: Pediatric Dosage Calculations

3. Complete case studies and other learning activities as directed by instructor
Competency 10:  Plan nursing care for the ill child

Overview:
This competency will explore the special needs and nursing implications for illness in childhood. Illness is stressful for the child and the family. The nurse integrates care for ill children, whether it is provided in the home, community, or hospital, by incorporating the family at every step. Use the nursing process to plan and evaluate care for children who are ill will build upon material in the previous competency regarding the developmental level of the child. The nurse is responsible to provide developmentally appropriate care based on the special needs of the ill child and the specific needs of the family with an ill child.

Performance Standards:

You will demonstrate your competence:
• in written or oral response to case studies or simulations

Your performance will be successful when you:
10a. examine nursing care for common childhood illnesses
10b. show developmentally appropriate modification of nursing measures of the acutely or chronically ill child
10c. incorporate lifespan considerations when identifying interventions that minimize stress of illness and hospitalization for children and families
10d. incorporate effects of illness and hospitalization on the child and family

Learning Objectives:

a. Identify the major health concerns and needs of children, adolescents, and their families.

b. Identify the stressors of illness and hospitalization for children during each developmental stage and list appropriate nursing interventions.

c. Outline nursing interventions that prevent or minimize stress to support the ill child, and members of the child’s family during a child’s illness and hospitalization.

d. Describe safe methods of administering oral, parenteral, rectal, optic, otic and nasal medications to children.

e. Identify the major reactions of and effects on the family with a child with special needs.

f. Recognize the impact of illness and disability on childhood development.
g. Outline nursing interventions that support the family at the time of death.

h. Formulate general guidelines for preparing children for procedures, including surgery.

i. Describe methods of assessing and managing pain in children.

j. Describe age specific variations for patient teaching with children and families.

k. Examine evidence based practice/best practice to guide professional nursing practice for the care of the ill child.

Learning Activities:

1. Read London
   - Chapter 38: Nursing Considerations for the Child and Family with a Chronic Condition
   - Chapter 39: Nursing Considerations for the Hospitalized Child
   - Chapter 40: Pain Assessment and Management in Children
   - Chapter 41: The Child with a Life-Threatening Condition and End-of-Life Care.

2. Review Ackley & Ladwig, nursing diagnoses that pertain to ill children and their families

3. Complete other learning activities as assigned by instructor i.e. case studies

4. Utilize ATI books, DVD’s and “practice tests” covering growth and development and the ill child content as directed by instructor.
Competency 11: Plan a healthy diet for a well patient

Overview:

The nurse plays a role in strengthening the motivation and capabilities of their patients to change specific health-related behaviors or assist in the promotion of wellness using stress management techniques, identifying risk factors, and the importance of coping strategies. A healthy lifestyle and the associated behaviors are influenced by psychological, social, cultural, economic, and environmental factors which can be influenced by the health care team.

Performance Standards:

*You will demonstrate your competence:*

- in written or oral response to case studies or simulations

*Your performance will be successful when you:*

11a. include an assessment component of the patient's current diet
11b. include current recommendations regarding diet for patients according to developmental needs
11c. include a variety of foods to address cultural, values and ethnic considerations
11d. include recommendations based on individual patient health conditions.

Learning Objectives:

- Explore the relationship between nutrition and health.
- Apply the nursing process to planning a healthy diet for a patient and family, based on current scientific research evidence.
- Identify factors that influence the body’s basal metabolic requirements (BMR).
- Compare and contrast the body weight standards of “ideal body weight” (IBW) and “body mass index” (BMI).
- Calculate your caloric requirements. Compare with your actual caloric intake.
- Define and describe the functions of the three energy nutrients, the Dietary Reference Intake (DRI) of each, primary food sources, and their significance to nutrition for health.
  a. Carbohydrates
  b. Proteins
  c. Lipids (fats)
- Differentiate simple and complex carbohydrates. Describe fiber, its physiologic effects, relationship to health, dietary recommendations, and major food sources.
h. Define essential amino acids. Describe their significance and food sources.

i. Differentiate the types of lipids (fats), their functions, relationship to health, dietary recommendations, and food sources.
   a. Include: saturated fats, unsaturated fats, cholesterol, trans fats,
   b. omega 3 fatty acids and omega 6 fatty acids

j. Define and describe the functions of each vitamin, symptoms of deficiency or excess, DRI and primary food sources.
   a. Vitamin B Complex, C, and Vitamins A, D, E, and K.

k. Determine the impact of the following factors which affect nutrition:

l. Plan nursing nutritional assessment for patients across the lifespan utilizing:
   a. dietary intake assessments, anthropometric data, clinical observations, lab values, the Mini Nutritional Assessment screening tool.

m. Identify eating patterns, nutritional concerns, and potential Nursing Diagnoses for individuals throughout the lifespan.

n. Evaluate the diet of an individual using the following standards:
   a. USDA ChooseMyPlate.gov, and Dietary Guidelines for Americans

o. Determine appropriate nursing interventions related to nutritional concerns specific to age, illness, sociocultural environment, values, ethics and vegetarianism.


q. Explore community resources available to promote optimal family nutrition.

**Learning Activities:**

1. Read: Taylor (8th Ed): Ch. 35: Nutrition (p. 1195-1240)
   Weber  Review Chapter on Nutritional Assessment
   McCuistion et al : Read Chapter 13: Vitamin and Mineral Replacement
   Chapter 14: Nutritional Support

   Review: ATI RN Review Modules 2016, Nutrition

2. Complete other learning activities as assigned by instructor:
   a. Keep an accurate Food and Activity Diary for yourself with calorie count and specific physical activity type, intensity and time, for 24 hours.
   b. Complete an analysis of your diet using your own calculated caloric requirements, USDA ChooseMyPlate, Dietary Reference Intake for each food
group, and the Dietary Guidelines for Americans. Make specific recommendations based on your analysis.

3. Other nutrition activities as assigned by your instructor
Competency 12: Encourage healthy lifestyle behaviors in patients

Overview:

The nurse plays a role in strengthening the motivation and capabilities of their patients to change specific health-related behaviors or assist in the promotion of wellness using stress management techniques, identifying risk factors, and the importance of coping strategies. A healthy lifestyle and the associated behaviors are influenced by psychological, social, cultural, economic, and environmental factors which can be influenced by the health care team.

Performance Standards:

You will demonstrate your competence:

- in written or oral response to case studies or simulations

Your performance will be successful when you:

12a. use the nursing process
12b. include elements of a healthy lifestyle
12c. identify the use of health screening guidelines and immunizations
12d. include stress management as primary prevention
12e. include identification of risk factors
12f. outline the steps the patient could take to reduce the risks
12g. base your response on the patient's level of risk
12h. demonstrate awareness of a behavior change process

Learning Objectives:

a. Explore the U.S. Leading Health Indicators in the CDC document Healthy People 2020 (see Learning Activities)

b. Discuss stress, anxiety, and adaptation as they relate to health.

c. Apply the nursing process to the promotion of healthy lifestyle behaviors for patients across the lifespan.

d. Explore nursing interventions that promote positive adaptation to stress as a primary prevention measure.

e. Analyze the role of the licensed practical and/or nurse as an agent of change in promoting healthy lifestyle behaviors related to U.S. health indicators and preventing illness.

f. Outline health risk factors and recommended health screening for individuals through the lifespan: childhood (review) through elderly.
g. Outline the recommended immunization schedule for persons through the life span: childhood (review Comp. 10) through adulthood and elderly.

h. Plan nursing interventions to promote health and reduce risk for individuals at each developmental stage: infancy through elderly. Include nutrition, exercise, sleep/rest, psychological well-being.

i. Summarize the role of the licensed practical and/or nurse in promoting health and preventing illness.

**Learning Activities:**


   Read: Taylor 8th ed.
   - Chapter 41: Stress & Adaptation (except p. 1584 Defense Mechanisms)
   - Chapter 18: Conception through Young Adult
   - Chapter 19: The Aging Adult
   - Chapter 22: Nurse Leader, Manager, and Care Coordinator pp 515-517
     Managing Change

   Review: London 5th edition
   - Chapter 43 Immunizations and Communicable Diseases

2. CDC Immunization Schedules: Childhood, Adolescent, and Adult at
   - http://cdc.gov/vaccines/recs/schedules/default.htm#adult

   Immunization of the Older Adult at

3. Complete questionnaire in the Life Expectancy Calculator based on medical and scientific research to explore your expected longevity, risk factors, and recommended lifestyle changes. http://www.livingto100.com/

4. Complete other learning activities as assigned by instructor.
Competency 13: Promote safety/accident prevention for patients from infancy through adolescence

Overview:
This competency will explore safety and injury prevention, risk factors, teaching strategies and nursing interventions for each developmental stage. Understanding the process of creating & implementing a culturally competent, age specific environmental safety plan. Through the utilization of the nursing process in identification of internal and external influences that effect patient’s safety. Continually assessing the impact of developmental, emotional, cultural, religious and spiritual influence on a patient’s safety.

Performance Standards:
You will demonstrate your competence:
• in oral or written case studies as assigned by your instructor

Your performance will be successful when you:
13a. identify evidence of unsafe situations
13b. identify common safety concerns related to developmental level
13c. provide accurate and developmentally appropriate interventions
13d. include anticipatory guidance topics

Learning Objectives:
a. Identify safety concerns related to the care setting (home, hospital, long-term care, clinic, community, school, etc.)
b. Identify safety concerns for individuals at each developmental stage from infancy through adolescence.
c. Plan nursing interventions to promote safety and prevent accidents and injury for developmental stages of infants through adolescents.
d. Apply developmental concepts to providing anticipatory guidance on safety and injury prevention for infancy through adolescence (and their families).

Learning Activities:
   • Chapter 26: Safety, Security, and Emergency Preparedness

Read/Review London 5th edition
   • Chapter 34 Health Promotion and Maintenance: General Concepts, the Newborn, and the Infant
   • Chapter 35 Health Promotion and Maintenance: The Toddler and the Preschooler
   • Chapter 36 Health Promotion and Maintenance: The School-Age Child and the Adolescent
Competency 14: Promote healthy coping in acute and chronic illness

Overview:

This unit outlines the critical role of the nurse in assessment and in promotion of adaptive measures for patients dealing with acute and chronic illness. And, the role of the nurse in primary, secondary and tertiary levels of disease prevention is explored.

Performance Standards:

You will demonstrate your competence:

- in written or oral response to case studies or simulations

Your performance will be successful when you:

14a. identify coping strategies and defense mechanisms
14b. include a systematic assessment of adaptive or maladaptive behaviors
14c. reflect knowledge of coping as it relates to development and health status
14d. incorporate the nursing process as it relates to acute and chronic illness
14e. include a differentiation between primary, secondary, and tertiary prevention
14f. examine the role of the licensed practical and/or nurse in various community settings
14g. examine the role of collaboration with family and multidisciplinary team members

Learning Objectives:

a. Explore the potential effects of varying levels of coping, stress and anxiety on human functioning, including:
   a. physiological changes
   b. changes in activities of daily living

b. Compare and contrast acute and chronic illness.

c. Relate the influence of developmental level, health-illness status, and other factors across the lifespan that can affect an individual's or family’s response to illness.

d. Distinguish between effective and ineffective coping strategies or behaviors.

e. Differentiate commonly used defense mechanisms and how they may be used in adaptive and/or maladaptive ways.
   f. Apply the nursing process to planning care for patients and their families with actual or potential alterations in health status.
g. Plan assessments of adaptation for patients experiencing illness, including:
   a. daily functioning and self-care abilities
   b. psychosocial needs and support system
   c. home environment
   d. educational needs

h. Develop nursing interventions for patients with acute or chronic illness, which promote adaptive self-care and independent functioning.

i. Describe and differentiate the primary, secondary and tertiary levels of illness prevention with examples of nursing interventions for patients and families.

j. Identify licensed practical and/or nurses that work in the community. (home health, public health, occupational health, etc.)

k. Discuss the multidisciplinary team in nursing.

**Learning Activities:**

1. **Read:**
   - Taylor 8th ed.:
     - Chapter 3: Health, Illness, and Disparities
     - Chapter 41: Stress & Adaptation (p. 1583-1584 Coping & Defense Mechanisms)
   - Townsend:
     - Chapter 1: Mental Health and Mental Illness (Review from Comp. 3, esp. Defense Mechanisms)

2. Complete case studies and other learning activities as directed by instructor.
Appendix E

ACEN Candidacy Process

In order to become accredited, the first step of the process is to provide ACEN with a Candidacy Application Form (CAF). This form can be found on the ACEN website: [www.acennursing.org](http://www.acennursing.org). Look under Resources < For Nursing Programs and scroll down to Candidacy. The CAF is basically an application that also provides ACEN with information regarding the governing organization’s accreditation; the Board of Nursing approval; the governing organization’s organizational chart; and the nursing education unit’s organization chart.

Upon receiving the CAF, which can be sent via e-mail attachment, it will review the program’s eligibility, which takes approximately 1-2 weeks upon receipt. If eligible, Madison College will receive a letter indicating this. Included will be an Authorization for Candidacy Form and an Invoice for $2500 which is the Candidacy Fee.

Once eligible, the second step of the process is to submit a Candidacy Presentation. The presentation is a “mini” self-study covering selected Criteria for Standard 2- Faculty; Standard 4 – Curriculum; Standard 5 – Resources; and Standard 6 – Outcomes. Information about the Candidacy Presentation can be found on the website – Guidelines for Candidacy Presentation. Upon receipt, the Candidacy Presentation is reviewed by two (2) professional staff members independently. Each person is reviewing the document for compliance, clarity, and areas needing development. Each person writes a report which is typically 7-8 pages in length. Each professional staff then either recommends Candidacy or Deferral. This step of the process takes a minimum of six (6) weeks upon receipt of the Presentation. The program will receive copies of both reports to use in the process – either deferral or candidacy. [Deferral is for program’s who have not provided enough information and/or have not demonstrated the ability to be compliant within two (2) years. If deferred, the program has up to one (1) year to resubmit the Candidacy Presentation for reconsideration without incurring an additional fee.]

If deemed a Candidate, then the program has up to two (2) years to complete the process. Completing the process is scheduling a site visit and submitting the complete Self Study Report addressing all the Standards and Criteria. There is a list of fees available on the website for this component as well as Guidelines for Writing the Self Study Report.
Appendix F
Practical Nursing End of Program Student Learning Outcomes
&
Course Assignment Matrix

WTCS Repository

31-543-1 Practical Nursing

Program Outcome Summary

Program Information

<table>
<thead>
<tr>
<th>Instructional Level</th>
<th>Technical Diploma</th>
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<td>Health Science</td>
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Program Outcomes

1. **PN1. 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**

   **Criteria**
   
   Exhibit caring behaviors in collaboration with the health care team through advocacy on behalf of patients, families and caregivers

   Practice with the PN legal and ethical frameworks for nursing

   Demonstrate responsibility and accountability for learning, actions and patient care

   Provide quality care within the PN scope of practice, complying with evidence-based standards

2. **PN2. Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts**

   **Criteria**
   
   Utilize appropriate communication strategies based on patient need

   Reinforce accurate, complete and pertinent information to patients, families and the health care team
Evaluate and modify communication strategies on an ongoing basis

3. **PN3: Integrate knowledge of social, mathematical, and physical sciences, pharmacology, and disease processes while participating in clinical decision making**

   **Criteria**
   - Maintain a questioning and open mind to consider new approaches, ideas and best practices
   - Apply theoretical knowledge and skills to assist in the care of patients
   - Provide rationale for judgments and decisions used in the provision of safe, quality care

4. **PN4: Provide patient centered care under supervision by participating in the nursing process across diverse populations and healthcare settings**

   **Criteria**
   - Assist with the application of the nursing process (assessment, diagnosis, planning, implementation and evaluation)
   - Demonstrate unbiased respect for diversity through holistic and patient centered care
   - Provide nursing care to promote health, safety and well-being, and self-care management
   - Contribute to a positive patient and family experience

5. **PN5: Minimize risk of harm to patients, members of the healthcare team, and self through safe individual performance and participation in system effectiveness**

   **Criteria**
   - Implement and monitor practices for infection prevention
   - Utilize national patient safety resources, initiatives and regulations
   - Report errors and participate in system improvements

6. **PN6: Collaborate as an active member of the multidisciplinary health care team to provide effective patient care throughout the lifespan**

   **Criteria**
   - Function within the PN scope of practice as a member of the healthcare team
   - Adapt communication to the team and situation to share information or solicit input
   - Implement the recommendations of others in helping the patient and/or family achieve health goals
7. **PN7: Use information and technology to communicate, manage data, mitigate error, and assist with decision-making**

Criteria

- Access data from a variety of sources
- Document patient care in an electronic health record according to established standards
- Apply technology and information management tools to support safe processes of care
- Gather data to support quality improvement activities
- Adhere to security measures to protect the confidentiality of all forms of health information

### 31-543-1 Practical Nursing Course Assignment Matrices

#### Program Outcomes Course Assignment Matrix

Legend: X(Linked), (A)Assessed, (P)Practiced, (I)Introduced

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<tr>
<td>PN3: Integrate knowledge of social, mathematical, and physical sciences, pharmacology, and disease processes while participating in clinical decision making</td>
<td>I</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>PN4: Provide patient centered care under supervision by participating in the nursing process across diverse populations and healthcare settings</td>
<td>I</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>--------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>PN5: Minimize risk of harm to patients, members of the healthcare team, and self through safe individual performance and participation in system effectiveness</td>
<td>I</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>PN6: Collaborate as an active member of the multidisciplinary health care team to provide effective patient care throughout the lifespan</td>
<td>I</td>
<td>P</td>
<td>I</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PN7: Use information and technology to communicate, manage data, mitigate error, and assist with decision-making</td>
<td>I</td>
<td>P</td>
<td>I</td>
<td>P</td>
<td>A</td>
<td></td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>
# Appendix G

## Employer Survey

### Madison Area Technical College

**2016-17 Nursing-Associate Degree Employer Accreditation Survey Summary**

<table>
<thead>
<tr>
<th>Total # of Surveys Sent</th>
<th>72</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Responses</td>
<td>50</td>
</tr>
<tr>
<td>Response Rate</td>
<td>69.4%</td>
</tr>
</tbody>
</table>

**Top numbers reflect the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.**

**How well does our Nursing-Associate Degree Program prepare their graduates, as compared to your expectations of an entry level employee?**

<table>
<thead>
<tr>
<th>1. Mastery of knowledge in the field.</th>
<th>24</th>
<th>23</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>50</th>
<th>3.4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48.0%</td>
<td>46.0%</td>
<td>4.0%</td>
<td>2.0%</td>
<td>0.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>2. Ability to perform technical skills of the profession.</td>
<td>24</td>
<td>23</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>50</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>48.0%</td>
<td>46.0%</td>
<td>4.0%</td>
<td>2.0%</td>
<td>0.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>3. Ability to communicate effectively with coworkers and/or customers.</td>
<td>24</td>
<td>23</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>50</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>48.0%</td>
<td>46.0%</td>
<td>4.0%</td>
<td>2.0%</td>
<td>0.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>4. Relevancy of graduates’ skill and/or knowledge base in relationship to real world applications within the industry.</td>
<td>17</td>
<td>26</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>50</td>
<td>3.2</td>
</tr>
<tr>
<td></td>
<td>34.0%</td>
<td>52.0%</td>
<td>12.0%</td>
<td>2.0%</td>
<td>0.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>5. Mastery of science, technology, engineering or math skills needed in the field.</td>
<td>13</td>
<td>31</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>50</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>26.0%</td>
<td>62.0%</td>
<td>8.0%</td>
<td>2.0%</td>
<td>2.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>6. Overall preparedness for employment at your company.</td>
<td>21</td>
<td>24</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>42.0%</td>
<td>48.0%</td>
<td>10.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>7. Ability to prioritize and delegate in the clinical setting.</td>
<td>15</td>
<td>22</td>
<td>9</td>
<td>1</td>
<td>2</td>
<td>49</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>30.6%</td>
<td>44.8%</td>
<td>18.4%</td>
<td>2.0%</td>
<td>4.1%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>8. Ability to apply knowledge and problem-solve in the field.</td>
<td>16</td>
<td>21</td>
<td>9</td>
<td>1</td>
<td>2</td>
<td>49</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>32.7%</td>
<td>42.9%</td>
<td>18.4%</td>
<td>2.0%</td>
<td>4.1%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>
### Madison Area Technical College
#### 2016-17 Nursing-Associate Degree Employer Accreditation Survey Summary

<table>
<thead>
<tr>
<th>9. How satisfied are you with the graduates' technical college education?</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Unsatisfied</th>
<th>Very Unsatisfied</th>
<th>Total</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.</td>
<td>28</td>
<td>19</td>
<td>3</td>
<td>0</td>
<td>30</td>
<td>3.3</td>
</tr>
<tr>
<td>56.0%</td>
<td>32.0%</td>
<td>6.0%</td>
<td>0.0%</td>
<td></td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Would you recommend graduates of this program to another employer?</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.</td>
<td>44</td>
<td>6</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>88.0%</td>
<td>12.0%</td>
<td>0.0%</td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Would you hire a technical college graduate again?</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.</td>
<td>44</td>
<td>5</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>88.0%</td>
<td>10.0%</td>
<td>2.0%</td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. How important is your local technical college(s) to the overall success of your business?</th>
<th>Very Important</th>
<th>Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
<th>Total</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.</td>
<td>33</td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>50</td>
<td>3.6</td>
</tr>
<tr>
<td>70.0%</td>
<td>22.0%</td>
<td>8.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>COMMENTS: [As written by respondent]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He is a hard worker but this is my 2nd ADN grad and they are not doing so good as BSN grads. They view &quot;doctor's orders&quot; as priority instead of critical thinking. This is especially concerning in academic hospital. I think we all need to admit that ALL RN's be BSN prepared.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We love ***:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both great hires, *** is serving as a preceptor and *** heads our Unit Council and is on our Professional Practice Council.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy with this employee. Send more our way!</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing very well for a new grad.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This RN struggled with her transition to professional practice after many years as a MA at UW Health Clinic. It was more about her lack of confidence and ability to adapt to the pace and expectations of inpatient nursing. We worked with her extensively, extended her orientation and she is doing well now after 1 year in the nurse residency program. Thanks for inquiring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*** is doing great</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>She does a nice job:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentally *** has the knowledge, skill base to build from. Works well under pressure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*** is an exceptional nurse, has great skills and awesome critical thinking. She is a joy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We sore more LPN's and CMA's.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix H

### Graduate Survey

### Madison Area Technical College

2016-17 Nursing-Associate Degree Graduate Accreditation Survey Summary

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Very Dissatisfied</th>
<th>Satisfied</th>
<th>Total</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Graduates</td>
<td>174</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total # of Responses</td>
<td>123</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response Rate</td>
<td></td>
<td>70.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

1. The extent to which you were prepared in the basic principles of nursing:
   - Very Satisfied: 67 (34.5%)
   - Satisfied: 52 (42.3%)
   - Not Satisfied: 3 (2.4%)
   - Dissatisfied: 1 (0.8%)
   - Very Dissatisfied: 0 (0.0%)
   - Total: 123 (100.0%)

2. The extent to which you were prepared for active problem solving skills and critical thinking:
   - Very Satisfied: 57 (46.3%)
   - Satisfied: 60 (48.8%)
   - Not Satisfied: 6 (4.9%)
   - Dissatisfied: 0 (0.0%)
   - Very Dissatisfied: 0 (0.0%)
   - Total: 123 (100.0%)

3. The extent to which you were prepared as a provider of care (including teaching):
   - Very Satisfied: 53 (43.1%)
   - Satisfied: 59 (48.0%)
   - Not Satisfied: 9 (7.3%)
   - Dissatisfied: 2 (1.6%)
   - Very Dissatisfied: 0 (0.0%)
   - Total: 123 (100.0%)

4. The extent to which you were prepared to perform basic nursing skills:
   - Very Satisfied: 71 (57.7%)
   - Satisfied: 49 (39.8%)
   - Not Satisfied: 0 (0.0%)
   - Dissatisfied: 3 (2.4%)
   - Very Dissatisfied: 0 (0.0%)
   - Total: 123 (100.0%)

5. The extent to which you were prepared for practice on an interdisciplinary team (i.e., Respiratory and Physical Therapy and Social Work):
   - Very Satisfied: 43 (36.6%)
   - Satisfied: 62 (50.4%)
   - Not Satisfied: 7 (5.7%)
   - Dissatisfied: 8 (6.5%)
   - Very Dissatisfied: 1 (0.8%)
   - Total: 123 (100.0%)

6. The extent to which you were prepared to be a manager of care:
   - Very Satisfied: 34 (27.6%)
   - Satisfied: 62 (50.4%)
   - Not Satisfied: 22 (17.9%)
   - Dissatisfied: 5 (4.1%)
   - Very Dissatisfied: 0 (0.0%)
   - Total: 123 (100.0%)

7. The extent to which you were prepared in communication skills and conflict resolution:
   - Very Satisfied: 49 (39.8%)
   - Satisfied: 64 (52.0%)
   - Not Satisfied: 10 (8.1%)
   - Dissatisfied: 0 (0.0%)
   - Very Dissatisfied: 0 (0.0%)
   - Total: 123 (100.0%)

8. The extent to which you were prepared to be a member within the profession of the Discipline of Nursing:
   - Very Satisfied: 64 (52.0%)
   - Satisfied: 34 (27.6%)
   - Not Satisfied: 4 (3.3%)
   - Dissatisfied: 0 (0.0%)
   - Very Dissatisfied: 1 (0.8%)
   - Total: 123 (100.0%)

9. The extent to which classroom instruction prepared you for nursing practice:
   - Very Satisfied: 44 (35.8%)
   - Satisfied: 67 (54.5%)
   - Not Satisfied: 8 (6.5%)
   - Dissatisfied: 4 (3.3%)
   - Very Dissatisfied: 0 (0.0%)
   - Total: 123 (100.0%)
<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The extent to which nursing skills laboratory instruction prepared you for &quot;hands-on nursing practice&quot;.</td>
<td>53</td>
<td>60</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>123</td>
<td>4.3</td>
</tr>
<tr>
<td>11. The extent to which clinical preparation instruction prepared you for actual nursing practice.</td>
<td>48</td>
<td>60</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>123</td>
<td>4.2</td>
</tr>
<tr>
<td>12. The extent to which the program's overall instruction prepared you for actual nursing practice.</td>
<td>53</td>
<td>64</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>123</td>
<td>4.4</td>
</tr>
<tr>
<td>13. Which statement below BEST describes your present employment situation?</td>
<td>Employed full-time as a Registered Nurse</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed part-time as a Registered Nurse; not seeking full-time employment as a Registered Nurse</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed part-time as a Registered Nurse; seeking full-time employment as a Registered Nurse</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not currently employed</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not employed as a Registered Nurse, but employed in another field</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. How useful was the Assessment Technologies Institute Tool (ATI) in preparing you for your role as a nurse?</td>
<td>43</td>
<td>40</td>
<td>32</td>
<td>6</td>
<td>121</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>35.5%</td>
<td>33.1%</td>
<td>26.4%</td>
<td>3.0%</td>
<td>100.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Madison Area Technical College
**2016-17 Nursing-Associate Degree Graduate Accreditation Survey Summary**

#### 15. What is your PRIMARY place of employment?

<table>
<thead>
<tr>
<th>Place of Employment</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinic</td>
<td>12</td>
</tr>
<tr>
<td>Extended Care Facility</td>
<td>13</td>
</tr>
<tr>
<td>Home Health Agency</td>
<td>3</td>
</tr>
<tr>
<td>Hospice</td>
<td>4</td>
</tr>
<tr>
<td>Large Hospital (over 300 beds)</td>
<td>32</td>
</tr>
<tr>
<td>Mental Health Facility</td>
<td>7</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>17</td>
</tr>
<tr>
<td>Small Hospital</td>
<td>29</td>
</tr>
</tbody>
</table>

List of 'Other' Responses

#### 16. Which of the descriptions below describes the nature of your clinical setting?

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute Care Medical/Surgical</td>
<td>48</td>
</tr>
<tr>
<td>Ambulatory Surgery</td>
<td>7</td>
</tr>
<tr>
<td>Perinatal</td>
<td>7</td>
</tr>
<tr>
<td>Pediatric</td>
<td>4</td>
</tr>
<tr>
<td>Mental Health</td>
<td>20</td>
</tr>
<tr>
<td>OR/Post-Anesthesia</td>
<td>9</td>
</tr>
<tr>
<td>Emergency/Urgent Care</td>
<td>20</td>
</tr>
<tr>
<td>Intensive Care</td>
<td>9</td>
</tr>
<tr>
<td>Home Health/Respite</td>
<td>3</td>
</tr>
<tr>
<td>Long-Term Care Medical Surgical</td>
<td>27</td>
</tr>
<tr>
<td>Outpatient Care</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
</tr>
</tbody>
</table>

List of 'Other' Responses

#### 17. Which of the following describes your role(s)?

<table>
<thead>
<tr>
<th>Role</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Manager</td>
<td>3</td>
</tr>
<tr>
<td>Charge Nurse</td>
<td>6</td>
</tr>
<tr>
<td>Interdisciplinary Team Member</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Team Leader</td>
<td>5</td>
</tr>
<tr>
<td>Nursing Team Member</td>
<td>48</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>1</td>
</tr>
<tr>
<td>Primary Nurse</td>
<td>50</td>
</tr>
</tbody>
</table>

List of 'Other' Responses

RN Supervisor

#### 18. Which professional development activities are you pursuing?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>ANA/State Nursing Association</td>
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<tr>
<td>NLN</td>
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<tr>
<td>Reading Journals</td>
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<tr>
<td>Member of a Professional Organization</td>
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<td>Conferences/Workshops</td>
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<td>BSN</td>
<td>74</td>
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<tr>
<td>Attending Inservices</td>
<td>26</td>
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<tr>
<td>Other</td>
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List of 'Other' Responses
19. Do you feel the Associate Degree Nursing program prepared you to function as an entry-level Registered Nurse?

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Comments related to Question 19: [As written by respondents]

20. Has graduation from the Associate Degree Nursing program positively affected you in the areas of:

(A) Personal/family life

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(B) Career/education goals

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<td>115</td>
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(C) Finances

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<td>112</td>
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(D) Your role in the community

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Comments related to Question 20: [As written by respondents]

21. Do have any comments on your overall experience in the Associate Degree Nursing program?
Appendix I
Entry Into The Stand-Alone Practical Nursing Program

Step 1: Admissions Process
Located on the Madison College website, applicants must complete the admissions process and meet the requirements below to be considered for admission. Applicants are responsible for submitting official high school transcripts, college transcripts, or test scores that show completion of the below requirements. Qualified applicants will be admitted in a pre-petition status.

1. Admission Application
   a. The online application allows you to save your work as you complete it and ensures fast, secure delivery to our office.
   b. International students (F-1, M-1 or J-1), out-of-state residents, non-district state residents and Minnesota residents are not eligible for this program due to its early application deadline.

2. Application Fee
   a. An application fee is required at the time your application is submitted.

3. Education Completion
   a. Graduation from high school, completion of GED/HSED/GED02, or completion of an associate degree or higher is required; submit official transcripts for one of the following:
      i. High school or charter school transcript (current high school seniors may submit an in-progress transcript) or GED02 transcript
      ii. GED/HSED score report
      iii. College transcript showing an associate degree or higher
   b. Applicants that have attended other higher education institutions should submit official transcripts from each college/university attended.

4. Academic Requirement
   a. Official transcripts must show one of the following academic requirements:
      i. Cumulative High School GPA of 2.0 or higher on a 4.0 scale
      ii. Cumulative College GPA of 2.0 or higher on a 4.0 scale with a minimum of 6 credits
      iii. ACT Composite Score of 18+ (from September 1, 2014 to present)
      iv. GED/HSED Score Report

5. Residency Requirement
Per Wisconsin Statute TCS-10, because this program utilizes the petition process and the application deadline is after January 1 for fall and/or after May 1 for spring:

   • All applicants, regardless of residency status, are eligible for admission application review
   • During the petition process priority for entry into core classes will be given to district residents, then non-district state residents, followed by out-of-state residents.
     • Minnesota residents are considered non-district state residents for admission purposes
Step 2: Petition Process
After being admitted in a pre-petition status, students are then selected for entry into core Practical Nursing program courses through the Petition Process. In order to be eligible to petition for entry into the core Practical Nursing program, students must successfully complete prerequisite requirements, and pre-petition course requirements. Coursework must be completed or in-progress prior to beginning the petition process. This process is located on the Madison College website, [https://madisoncollege.edu/petition-requirements-practical-nursing](https://madisoncollege.edu/petition-requirements-practical-nursing), and is outlined below.

PREREQUISITE REQUIREMENTS
It's recommended that students complete prerequisite requirements first as they can improve success in and may be required to register for the course requirements.
If fulfilling any of the prerequisite requirements with courses completed in high school, college, or at Madison College, a grade of C or better is required; a grade of C- will not be accepted.

Algebra
Students must demonstrate algebra competency in one of the following ways:
1. Test Scores: Minimum test score must be from September 1, 2014 to present:
   - ACT Math 20+
   - NexGen Quantitative Reasoning, Algebra and Statistics 237+
   - ACCUPLACER (Elementary Algebra) 65+
   - COMPASS (Algebra) 40+
   - ATI-TEAS (formerly TEAS-V) Math 63.3%+

2. Courses: Madison College courses that satisfy this requirement are:
   - Elementary Algebra with Apps (10834110)

3. Educational Experience
   - Bachelor's degree or higher in a related biological science

Chemistry or Biology
Students must demonstrate chemistry or biology competency in one of the following ways:
1. One year of high school chemistry or biology with lab components; high school chemistry classes must be college-preparatory.
2. One semester of college-level chemistry or biology with lab components. Madison College courses that satisfy this requirement are:
   - General Chemistry (10806134) or higher
   - Chemistry for Non-Science Majors (20806200)
   - Body Structure & Function (10501153)

COURSE REQUIREMENTS
After completing the prerequisite requirements, you should complete the course requirements.
Completion of the prerequisite and course requirements can improve success in the testing requirement. For all courses, a grade of C or better is required; a grade of C- will not be accepted.

- Nursing Assistant (30-543-300)
  - Proof of certification as a Nursing Assistant will also fulfill this requirement. Submit this documentation to [EnrollmentServices@madisoncollege.edu](mailto:EnrollmentServices@madisoncollege.edu).
- English 1 (20801201) OR Written Communication (10801195) or higher
- Body Structure & Function (10501153)
- Human Growth & Development (31543356)
- Oral/Interpersonal Communication (10801196) OR Speech (10801198)

**PETITION WORKSHOP REQUIREMENT**
As soon as students are placed into a pre-petition status, they will be added to a program-specific Petition Workshop via BlackBoard. This workshop is mandatory and will provide additional insight into the program as well as institutional resources and advisor support. Students must log into BlackBoard to review what is required for completion of the workshop.

**PETITIONING AND AFTER PETITIONING**
Your Degree Progress Report will determine if you have met the petition requirements. Completion will be identified by transfer credit, test scores, final grades, or an in-progress enrollment status. Review the Petition Process for additional details on how and when to petition.

During the course of the program, you must demonstrate the ability to perform these essential functions safely, reliably and efficiently within the scope of practice. If you need accommodations to help you perform these functions, contact our Disability Resource Services office.

After you complete the petition form, you will be notified within 45 calendar days of the close of the priority petition window.

Decisions about being awarded a seat are final.

You may register for core program courses only if you are awarded a seat.

If selected, you will receive instructions regarding the required items listed below. Failure to successfully complete these required items may result in the forfeiture of the awarded space and starting the application process from the beginning.

- Healthcare Provider CPR Certification
- Personal Health Information
- Background Information Disclosure Form (Criminal Background Check). An acceptable background check is required prior to starting clinical courses.
- Enrollment in core program courses. Students that are awarded a seat are expected to start the core program for the awarded term. Students that choose not to begin the core program courses or are not able to begin core program courses will be discontinued from the pre-petition status and must start the application process from the beginning.
- Mandatory Nursing Orientation via BlackBoard
Appendix J

Request for Special Circumstance
Priority Petition Entry into Practical Nursing Program

Madison College Board Meeting Minutes, updated December 4, 2018 from the November 29, 2018 meeting. Excerpt from meeting minutes referencing Special Circumstance Priority Petition Entry, below:

<table>
<thead>
<tr>
<th>Consent Agenda III C 6</th>
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<tbody>
<tr>
<td>Program Admission into Practical Nursing Program at Goodman South: Special Circumstances Priority Request III C 6a</td>
</tr>
<tr>
<td>Named Gifts III C 6b</td>
</tr>
<tr>
<td>FY 2018-19 Tax Levy III C 6c</td>
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<td>Code of Ethics III C 6d</td>
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<td>General fund financial report as of September 30, 2018 III C 6e</td>
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<tr>
<td>Request for proposals/request for bids/sole sources III C 6f</td>
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<tr>
<td>Quarterly investment report III C 6g</td>
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<td>Supplier payments greater than or equal to $2,500 and schedule of checks issued for the period September 16, 2018 through October 15, 2018 III C 6h</td>
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<tr>
<td>July-September 2018 38.14 service contracts III C 6i</td>
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<tr>
<td>Employment of personnel III C 6j</td>
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<tr>
<td>Resignations and Separations III C 6k</td>
</tr>
<tr>
<td>Retirements III C 6l</td>
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There was a motion by Mr. Pfaff, seconded by Ms. Bidar-Sielaff, to approve Consent Agenda items III.C.6.a. through l. as submitted. Motion carried.
Email communication from WTCS Board, following January, 2019 meeting to Provost, Turina Bakken regarding approval for Priority Petition Entry into Practical Nursing Program at Madison College:

Hi all….on the ISA conference call with the WTCS. Our request for the PN seats generated a revised policy in the ESM. See below. Per Brandon, we are good to with the Board issue paper and approval that we submitted. Lori, FYI on future requests to hold seats in admissions. Thanks all, T.

**Special Circumstances Admissions Policy**

Based on request from Madison College (PN seats for Latino Chamber). TCS 10.07. New policy to be inserted into the ESM chapter 2: under supplemental information. In future, submit to the Ed Directors related to that program, needs advisory board and District Board approval. **MC is good to go per Brandon Trujillo on our request.**

_Turina R. Bakken, Ph.D._
Provost
Madison College
bakken@madisoncollege.edu
608/246-6516
1701 Wright St., Madison WI 53704
@DrTBakken
drtnbakken.wordpress.com
MADISON AREA TECHNICAL COLLEGE
CLINICAL EDUCATION AFFILIATION AGREEMENT
Nursing and Surgical Technologist Programs

THIS AGREEMENT for clinical affiliation ("Agreement") is made this 7th day of November, 2018
("Effective Date") by and between the Madison Area Technical College (the "College"), a
technical college authorized and established under Chapter 38, Wisconsin Statutes, and Oak Park
Place ("Affiliating Agency"). Collectively the Parties are referred to as the "Parties."

I. BASIS AND PURPOSE OF AGREEMENT

A. The College has established educational programs in nursing (including Associate Degree
Nursing, Practical Nursing, Nursing Assistant, and Surgical Technologist) which require
the patient care and patient service facilities of the Affiliating Agency for clinical
experience.

B. The Affiliating Agency has clinical facilities suitable to meet the needs of the nursing
education programs.

C. It is to the mutual benefit of the College and the Affiliating Agency that students have
opportunities for clinical experience as students and as future practitioners.

D. The Affiliating Agency and the College desire to make available clinical educational
experiences for students under the terms and conditions set forth herein.

IN CONSIDERATION of the above recitals and the mutual covenants outlined in this
Agreement, the Parties agree as follows:

II. MUTUAL AGREEMENTS AND UNDERSTANDINGS

A. Students shall be assigned to the Affiliating Agency, and they shall be accepted for
assignment without discrimination because of race, creed, color, sex, age, marital status, or
national origin, or for any reason prohibited by federal, state, or local laws.

B. The College and the Affiliating Agency have the right to affiliate with other educational
and clinical institutions.

C. The College and the Affiliating Agency shall assume mutual responsibility of determining
the appropriateness and adequacy of the clinical affiliation experiences.

D. There is no exchange of monies between the Affiliating Agency and the College.

III. RESPONSIBILITIES OF THE COLLEGE

A. College faculty. The College shall provide faculty who are qualified instructors and
competent nurses. The Surgical Technologist program also has qualified certified surgical
technologists as instructors in the clinical setting.

Carrolliss Legal Drafted August 2015 Nursing Template
B. **Coordinator.** The College shall assign a coordinator to make coordinating contacts with the nursing divisions of the Affiliating Agency to which students are assigned. The specific clinical instructor may work directly with the Affiliating Agency for the Nursing Assistant Program.

C. **Clinical instruction.** The College faculty members shall plan, develop, implement and be responsible for all clinical instruction over which they have supervision and control and for the evaluation of students. The faculty members shall not assume nursing service responsibility, and students shall be assigned to patient care areas only where licensed personnel are in charge. Students in programs leading to licensure shall be assigned only to areas where a registered nurse is in charge.

D. **Instructional plan.** The College faculty shall develop an instructional plan for use of the Affiliating Agency’s clinical facilities. This plan shall be provided to the Affiliating Agency at a mutually agreed-upon time, and shall be subject to revision in instances where conflicts with the Affiliating Agency’s patient care responsibilities appear to exist.

E. **Meeting(s).** The College shall accept the responsibility for initiating at least one meeting a year with designated representatives from the Affiliating Agency. The purpose for the meeting shall be to provide for the continuous development, implementation, and evaluation of the student educational program.

F. **Communication.** The faculty members of the College, through the Program Director or Associate Dean, shall keep the channels of communication open between the two agencies.

G. **Schedule.** The timetable for the faculty and the students shall conform to the College week, the College class period schedule, and the College calendar.

H. **Compliance.** The College shall at all times, comply, and require its students and faculty to comply with all applicable federal, state, and local laws, and regulations, including but not limited to the Affiliating Agency policies and procedures and rules and regulations, including but not limited to Affiliating Agency’s patient confidentiality and HIPAA policies, in the performance of their duties and obligations under this Agreement.

I. **Infection control instruction.** The College shall have the responsibility for providing instruction about infection control, hazardous materials, and the blood borne pathogens standard.

J. **Health and CPR requirements.** The College shall have the responsibility to ensure that students meet the health and CPR requirements specified by the Affiliating Agency.

K. **Background Caregiver Act.** The College shall be responsible for performing caregiver background checks under Wisconsin Act 27 for students and faculty as required by Wisconsin law for certain cooperating agencies. The College agrees to have on file completed background checks for students, prior to the student’s beginning clinical education. Information found in the process may require review by the Affiliating Agency.
prior to clinical acceptance. Based on such review, it is the Affiliating Agency’s right to determine whether a student can be placed.

L. **Confidentiality.** All information regarding patients and families shall be kept confidential in accordance with the Health Insurance Portability and Accountability Act of 1996.

M. **RIGHTS AND RESPONSIBILITIES OF THE AFFILIATING AGENCY**

A. **Learning opportunities.** The personnel of the Affiliating Agency shall recognize the student as a participant in an educational program and shall cooperate in every way in making arrangements for learning opportunities, which will contribute to the student’s growth and development.

B. **Access to educational opportunities.** Access to educational opportunities will be on a 24-hour-a-day, 7-day-a-week basis. Assignments will be developed cooperatively between the charge nurse and the College instructor. It is recognized that assignments may vary with the ability of the students, the condition of the patients, and the instructor’s educational objectives.

C. **Number of students.** It is understood and agreed that the Affiliating Agency can accept only as many students for experience as is consistent with the welfare and treatment of the patient and the orderly administration of the Affiliating Agency.

D. **Space for educational purposes.** The Affiliating Agency shall make available for educational purposes rooms or areas where groups of students may hold discussions and receive clinical instruction from the College’s faculty, and provide access to sources of information for educational purposes including:

- **Areas**
  1. Areas for demonstration of equipment
  2. Areas for clinical conferences (pre and post)
  3. Work space where the instructor may make clinical assignments
  4. Locker/storage areas for coats, boots, and other (limited) personal belongings
  5. Access to cafeteria or dining room facilities on the same payment basis as employees

- **Sources of information**
  6. Charts, kardex, nursing care plans, record room
  7. Procedure guides, policy manuals
  8. Standard clinical references such as medical dictionary, information on diagnostic tests, drugs, and standard references suitable to the clinical area and care program.
  9. Complete performance evaluations for Surgical Technologist program student review and feedback.
E. Library facilities. Library facilities of the Affiliating Agency will be available to College faculty and students.

F. Attendance at in-service meetings. The Affiliating Agency will permit the attendance of College faculty and students at in-service meetings when appropriate and germane to the educational objectives.

G. Education Coordinator. The Affiliating Agency shall designate a staff member who will serve as Education Coordinator for all educational use of the Affiliating Agency's facilities.

H. Faculty orientation. The Affiliating Agency shall provide for orientation of faculty to the Affiliating Agency's according to the individual instructor's needs.

I. Emergency medical care. The Affiliating Agency shall make available emergency medical care consistent with the Affiliating Agency's policies concerning volunteers and visitors.

J. Patient Care and student removal. The Affiliating Agency shall have the sole and unfettered authority for determining the plan of care for patients of the Affiliating Agency, and nothing in this Agreement shall be construed in any way to give any such authority to the College, its students or faculty. In this regard, the Affiliating Agency may demand the removal of a student or faculty member from the Affiliating Agency at any time. The Affiliating Agency shall not take any action affecting a student or faculty member without prior notice to the College unless an emergency occurs, which reasonably precludes such prior notification. The Affiliating Agency and the College agree to use their best efforts to resolve any disagreement about the removal of a student or faculty member from the Affiliating Agency, but in a case where the parties are unable to agree, the College will comply with the Affiliating Agency's request for removal of such student or faculty member.

N. RESPONSIBILITIES OF THE STUDENT

Students will be notified by the College, that as a condition of student placement with the Affiliating Agency, the student shall comply with the following:

A. Health insurance. The student shall carry adequate health insurance.

B. Immunization. The student shall comply with health examination and immunization requirements of the College's Health and Safety Education Learning Center as well as health regulations and proof of documentation for the Affiliating Agency, including the release of health information that may affect functioning in the clinical setting.

C. Dress code. While on duty, the student shall wear attire as required by the Affiliating Agency.

D. Compliance. The student shall follow the policies and procedures found on the Madison College website, Nursing Student Handbook, and those within the Affiliating Agency.

E. Work schedule. The student shall follow the work schedule of the Affiliating Agency staff and clinical students shall be expected to make up any absences, if allowed and directed, unless the College and Affiliating Agency agree upon other arrangements.
F. **Student Information.** The student gives permission to the College to release pertinent academic, professional development, caregiver background check and health information to the Affiliating Agency upon request.

G. **Transportation.** While on assignment to the Affiliating Agency and throughout the length of the entire clinical program, the student will provide for his or her room, board and transportation.

H. **Medical and dental expenses.** The student will provide for any medical and/or dental expenses incurred during assignment to the Affiliating Agency and throughout the length of the entire clinical program.

I. **Forms.** The student is responsible for completing all required forms.

VI. **TERM AND TERMINATION OF AGREEMENT**

A. **Initial term and automatic renewal.** This Agreement shall begin on the Effective Date and shall continue for an initial term of one academic or Program year. This Agreement shall automatically renew on the annual anniversary of the Effective Date, unless terminated by either party no less than 90 days prior to said annual anniversary date.

B. **Termination.** This Agreement may be terminated by either party at any time for any reason whatsoever. Notwithstanding the foregoing, in the event that termination of the Agreement by the Affiliating Agency disrupts the clinical experience of any student(s) in a Clinical Affiliation Program under this Agreement, the Parties shall attempt, in good faith and using their commercially reasonable best efforts, to continue students’ clinical/practicum experience, and this Agreement shall remain in full force and effect until such time as this Agreement may expire or be terminated without disruption of said students’ clinical/practicum experience. During any time period in which notice of termination has been given and existing students are completing the Clinical Affiliation Program, no new student may be placed at the Affiliating Agency.

C. **Annual review.** This Agreement shall be reviewed by both the Affiliating Agency and the College annually to assure the provisions of the Agreement are current.

VII. **INDEMNIFICATION AND INSURANCE**

A. **College indemnification for students as non-employees and agents.** The students and College faculty members subject to this Agreement are not agents or employees of the Affiliating Agency. No student or College faculty member shall be eligible to participate in any benefit program provided by the Affiliating Agency for its employees. The College hereby releases the Affiliating Agency from, and shall protect, defend, indemnify, reimburse and hold harmless the Affiliating Agency, from and against any and all claims that the Affiliating Agency is responsible for the payment or filing of any payments, withholdings, contributions, taxes, documents and returns, including, but not limited to, employee benefit program payments, Social Security taxes, and income tax withholding obligations with respect to students and/or College faculty.

B. **College indemnification for own acts and omissions.** Subject to limitations of liability and other applicable law, including Wisconsin Statutes § 893.80 et. seq., the College shall indemnify, defend
and hold harmless the Affiliating Agency, its governing board, officers, employees and agents from and against any and all liabilities, claims, losses, lawsuits, judgments, and/or expenses including attorney fees, arising, either directly or indirectly, from any act or failure to act by the College or any of its employees. The College shall indemnify the Affiliating Agency for any negligent acts or omissions by any student that may arise during the course and scope of the clinical experience as described in this Agreement.

C. Affiliating Agency indemnification for own acts and omissions. The Affiliating Agency shall indemnify, defend and hold harmless the College, its governing board, officers, faculty, employees and agents from and against any and all liabilities, claims, losses, lawsuits, judgments, and/or expenses including attorney fees, arising, either directly or indirectly, from any act or failure to act by the Affiliating Agency or any of its employees or agents, that may occur during or that may arise out of this Agreement.

D. College insurance requirements. The College shall maintain, at no cost to the Affiliating Agency, general and professional liability insurance covering the College as an entity and each of its employees and agents against general and professional liability claims, in the minimum amount of one million dollars ($1,000,000) per occurrence. The College shall make available to students a comprehensive student health insurance plan covering accident and illness at a nominal cost. It should be understood that the school cannot legally assume any financial obligation for the student’s health care.

E. Affiliating Agency insurance requirements. The Affiliating Agency shall maintain, at no cost to the College, general and professional liability insurance covering the Affiliating Agency as an entity, and each of its employees and agents, in the minimum amount of one million dollars ($1,000,000) per occurrence.

VII. MISCELLANEOUS

A. Notices. All notices under this Agreement shall be given in writing and shall be deemed to have been properly given when delivered:
   If to College:

   Madison College
   School of Health Education
   1701 Wright Street
   Madison, WI 53704

   If to Affiliating Agency:
   [Address]
   [City, State ZIP]

   or at other such addresses as a party from time to time may designate by written notice to the other party.

B. Confidential student information. The College and the Affiliating Agency acknowledge that many student educational records are protected by the Family Educational Rights and Privacy Act ("FERPA") and that, generally, student permission must be obtained before
releasing specific student data to anyone other than the College. The College agrees to provide the Affiliating Agency with guidance with respect to compliance with FERPA.

C. **Non-discrimination.** The Parties shall not unlawfully discriminate against any individual on the basis of race, creed, color, gender, religion, marital status, disability or national origin or for any unlawful reason under federal, state, or local laws.

D. **Non-exclusivity.** The Parties shall be free to enter into similar agreements with other affiliating agencies.

E. **Relationship.** The Parties to this Agreement are independent contractors, and this Agreement shall not be construed to create employer-employee, principal-agent, or joint venture relationship.

F. **Severability.** The invalidity or unenforceability of any particular provision of this Agreement shall not affect the other provisions hereof, and this Agreement shall be construed in all respects as if such invalid or unenforceable provision were omitted.

G. **Amendments.** Any amendments to this Agreement shall be in writing and signed by all Parties.

H. **No Assignment.** No assignment by a party of this Agreement or its rights and responsibilities hereunder shall be valid without the specific written consent of the other Party.

I. **Headings.** The section and other headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement.

J. **Governing state laws.** This Agreement shall be governed by and construed in accordance with the laws of the State of Wisconsin.

K. **Counterparts: Authority.** This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement. Each of the individuals executing this Agreement on behalf of a Party, respectively, represents and warrants to the other that the individual has all the power and authority necessary to bind the Party hereto.

L. **Entire Agreement.** This Agreement, and any other attached addenda, constitutes the entire agreement between the Parties, and contains all the agreements between the Parties with respect to the subject hereof. This Agreement supersedes any and all other agreements, in writing or oral, between the Parties hereto with respect to the subject matter thereof.

M. **Attachments, addendums, and exhibits.** The following are attached and incorporated into this Agreement, including any understandings and expectations.
IX. PERFORMANCE AGREEMENT

Copies of this Agreement shall be provided to signatory Parties.

In Witness Whereof,

The College has executed this Agreement which, when executed by the Affiliating Agency, shall bind all Parties to the terms thereof.

Madison Area Technical College

Authorized Signature

Mark Thomas VP of Administrative Services Turina Balken PhD, DNP

Date 11/11/18

Address 1701 Wright Street, Madison, WI 53704

City/State/Zip

Oak Park Place

Authorized Signature

Scott Frank CEO

Name and Title

Date November 11, 2018

Address 718 Jupiter Drive

City/State/Zip Madison, WI 53718
BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

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

I. IDENTIFYING DATA

A. Name of facility: Capital Lakes Health Center

Address: 333 W Main Street, Madison WI 53703

Telephone: 608-283-2100

B. Type of facility: ☑ Nursing Home

☐ Hospital  ☐ Community Health Agency

☐ Other: 

C. Number of beds at facility: 85 beds: short term rehab beds and LTC beds

1. Types of patients: a variety of short term rehabilitation, long term care residents and wound care patients

D. Administrator of facility: Kristi Vater

E. Director of nursing service: Dayle Tessner, RN DON; Mary Rita Patchett, RN ADON

F. School(s) of nursing utilizing the facility: Madison College ADN program, UW RN Refresher, Quality CNA

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:

1. Administrator of facility

2. Educational administrator of nursing school

B. Copy of the position description for:

1. Registered Nurses

2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  
   XX Yes  ____ No  
   Comments: 

B. Does the facility agree to cooperate in promoting the nursing school objectives?  
   XX Yes  ____ No  
   Comments: Prior to clinical contractual agreement, an initial clinical site evaluation is completed by program director, or Associate Dean to assure site promotes nursing school and clinical course objectives. Clinical sites are evaluated following the first year of clinical experiences, every three years, thereafter, or with any significant clinical facility change.

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

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

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

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:  
   Not applicable. No simulated activities are utilized at this clinical site at this time.

Madison Area Technical College  
Nursing School  
Dr. Lisa Marie Greenwood  
Educational Administrator  
Signature

Nursing Program(s) Utilizing Facility/Simulated Setting  
Associate Dean-Nursing  
Title  
04.04.19  
Date  
Igreenwood@madisoncollege.edu  
Email Address

608- 616-1068  
Telephone Number
Mary Rita Patchett RN, ADON
Capitol Lakes Health Center
333 W. Main St Madison, WI
608-283-2161
mpatchett@retirement.org

Wisconsin Department of Safety and Professional Services
State Board of Nursing
1400 E. Washington St.
P.O. Box 8366
Madison, WI 53708-8366

January 30, 2019

Dear State Board of Nursing Members:

Please accept this letter of endorsement and support of the Madison Area Technical College, stand-alone Practical Nursing program, located at the Goodman South Campus in Madison, WI that will begin enrolling students for the 2019-2020 school term in the Fall, 2019 semester. As an existing community clinical partner with Madison Area Technical College, we welcome Practical Nursing students to our facility with the intent to provide clinical educational experiences. Currently, we have an existing contract with Madison Area Technical College for student clinical experiences that is inclusive of nursing. As such, we look forward to working collaboratively with both the nursing faculty and the leadership team within the School of Health Education at Madison Area Technical College to facilitate the growth and development of future practical nurses within our community.

Our facility is 85 beds for skilled nursing, long-term care and rehabilitation. The patient populations we serve includes the following: geriatrics, adult rehab and wound patients. In our facility, we currently hire licensed practical nurses. Their roles within our facility included almost all of the responsibilities of the RN. The LPNs are an important member of our nursing team. We believe that we are an ideal clinical site for Practical Nursing students, as these students will have opportunities to implement many of the skills learned in the Practical Nursing program curriculum. These skills include the following: patient assessment, documentation, care planning, medication administration, wound care, use of information technology, and opportunities for inter-professional collaboration and IV therapy.

In summary, we support the stand-alone Practical Nursing program at Madison Area Technical College Goodman South campus and look forward to working with Practical Nursing students at our facility.

Sincerely,

Mary Rita Patchett RN, ADON
PACIFIC RETIREMENT SERVICES
CAPITOL LAKES
JOB DESCRIPTION

Department: Health Center
Incumbent:

Position: Licensed Practical Nurse
Reports to: Shift Supervisor

In the following job description:

E = Essential job duties
N = Non-essential job duties

POSITION SUMMARY:
The Licensed Practical Nurse (LPN) works under the supervision of the registered nurse and within the limits defined in the Nurse Practice Act of Wisconsin Statutes. Is responsible for participating in delivery of person-centered, individualized, clinically competent care. Performs resident care activities for assigned residents and guides and monitors the care provided by Certified Nursing Assistants.

JOB SKILLS:

E  Aware of administration requirements for commonly prescribed medications and treatments. Completes all applicable documentation related to this position.

E  Uses appropriate verbal and written communication.

E  Displays working knowledge of standard medication reference resources.

E  Able to communicate and work effectively with others and function independently with appropriate supervision and support.

SPECIFIC RESPONSIBILITIES:

E  Assists in maintaining a physical, social and psychological environment which supports providing the best treatment to residents.

E  Greets new residents, participates in meeting resident needs. Provides for a safe and comfortable environment.

E  Responsible for implementing nursing interventions to maintain or improve resident’s functional status.

E  Communicates abnormal symptoms to charge nurse. Participates in notification of physician and responsible party as directed.

E  Maintains working knowledge of resident’s general condition and plan of care at all times.

E  Maintains accurate and complete records of medication administration and observations.
Job Description- Licensed Practical Nurse
Page 2

E Provides care according to physician's orders and plan of care. Communicates outcomes to nursing supervisor.

E Reviews report from previous shift. Performs assigned duties

E Observes universal precautions in providing patient care.

E Maintains privacy and confidentiality per organization policy.

E Other duties as assigned or required.

JOB SPECIFICATIONS:

Hours:
Hours will be assigned per position description. Shall remain flexible to meet the needs of the facility and its operations.

Knowledge:
Valid Wisconsin Practical Nursing License. (E) One year of experience long-term care experience preferred. (E) Knowledge and ability to relate to rehabilitation and elderly residents. (E) Effectively communicate with residents, families and Health Care Representatives. (E) Possess exceptional organizational skills, the ability to multi-task. (E) Effectively maintain and promote resident rights, privacy and dignity. (E) High attention to detail and accuracy. (E) Ability to work and communicate effectively with others as well as function independently. (E) Knowledge of and follow through with universal precautions. (E) Applicable knowledge of communication techniques with cognitively impaired residents. (E) Maintains current CPR certification

Independent Judgment:
Possesses the ability to work independently and make sound judgments concerning all aspects of patient care.

Relations with Others:
Job role requires extensive interaction with residents and staff. Requires a high level of tact, persuasion, judgment, integrity and timing. Ability to effectively communicate and handle difficult situations. Must be able to motivate others to strive for excellence in the delivery of patient care. Promotes excellent service to internal and external customers. May require private meetings with residents and family members.

Working Conditions:
May be exposed to communicable diseases. Light to moderate physical conditions. Some walking, bending, stooping, twisting, reaching, handling, carrying, pulling and pushing. (E) Lifting of 50 lbs. or more in providing patient care. (E)

Safety:
All employees are responsible for complying with facility safety policies and procedures and shall take the necessary measures to ensure a safe environment for oneself, co-workers, and clients/residents, and visitors.
Job Description- Licensed Practical Nurse
Page 3

**Blood Borne Pathogen Job Classification:**
Category I

**HIPAA Requirement:**
Maximum

**Impact of Actions:**
Actions affect the quality of care delivered by other nursing staff and overall quality of resident care.

**Supervisory responsibility:**
Responsible for the direct oversight of assigned CNA’s.

**Acknowledgment:**
I understand and acknowledge that this job description/job analysis sets forth the basic tasks and duties of the job identified and shall not be considered a detailed description of all job requirements that may be needed to perform the job. Capitol Lakes needs may necessitate performance of multiple other tasks, duties and responsibilities, including, but not limited to, assuming the responsibilities of other positions in order to deliver a high quality of service.

I further understand and acknowledge that Capitol Lakes reserves the right to revise and/or change job duties and responsibilities as needed.

__________________________
Employee Signature

mm/dd/09

__________________________
Date
<table>
<thead>
<tr>
<th>MATERIALS HANDLING</th>
<th>Essential for job</th>
<th>Frequency of Activity</th>
<th>Comments</th>
<th>Sustained</th>
<th>Repetitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifting 0-10# from 5” to 68”</td>
<td>X</td>
<td>Freq</td>
<td>Medications to residents</td>
<td>&lt; 1 min.</td>
<td>Up to 20x/hour</td>
</tr>
<tr>
<td>Lifting 11-25# from 27” to 76”</td>
<td>X</td>
<td>Freq</td>
<td>Medications to residents</td>
<td>&lt; 1 min.</td>
<td>Up to 20x/hour</td>
</tr>
<tr>
<td>Lifting 26-50 # from 30” to 62”</td>
<td>X</td>
<td>Rare</td>
<td>Assist with transferring residents</td>
<td>&lt; 1 min.</td>
<td>1 x/day</td>
</tr>
<tr>
<td>Carrying 0-10# 25 feet</td>
<td>X</td>
<td>Freq</td>
<td>Medications to residents</td>
<td>&lt; 1 min.</td>
<td>Up to 20x/hour</td>
</tr>
<tr>
<td>Carrying 11-25# 25 feet</td>
<td>X</td>
<td>Rare</td>
<td>Assists with transferring resident</td>
<td>&lt; 1 min.</td>
<td>1 x/day</td>
</tr>
<tr>
<td>Carrying 26-60# 15-100 feet</td>
<td>X</td>
<td>Occ</td>
<td>Wheelchairs, medication cart</td>
<td>1-2 mins.</td>
<td>~ 5x/hour</td>
</tr>
<tr>
<td>Pushing 15-30 # of force, 15-50 ft at 45” height</td>
<td>X</td>
<td>Occ</td>
<td>Wheelchairs, medication cart</td>
<td>1-2 mins.</td>
<td>~ 5x/hour</td>
</tr>
<tr>
<td>Pulling 15-30 # of force, 15-50 ft at 45” height</td>
<td>X</td>
<td>Occ</td>
<td>Get medication cups, water cups</td>
<td>&lt; 1 min.</td>
<td>~ 20x/hour</td>
</tr>
<tr>
<td>Reaching: above shoulder 55”, out to 26” in front. (# of inches)</td>
<td>X</td>
<td>Occ</td>
<td>Open lowest medication drawer</td>
<td>NA</td>
<td>5x/hour</td>
</tr>
<tr>
<td>Reaching: At or below shoulder to 16” (# of inches)</td>
<td>X</td>
<td>Occ</td>
<td>Hold medication cart handle</td>
<td>1-2 mins.</td>
<td>~ 5x/hour</td>
</tr>
<tr>
<td>Grasp/Power grip:</td>
<td>X</td>
<td>Freq</td>
<td>Pick up medications, writing, lock med cart</td>
<td>&lt; 1 min.</td>
<td>21x/hour</td>
</tr>
<tr>
<td>Fine Manipulation/Dexterity:</td>
<td>X</td>
<td>Freq</td>
<td>Dispensing meds, writing</td>
<td>1-5 mins.</td>
<td>21-40x/hour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POSITIONAL ACTIVITIES</th>
<th>Essential for job</th>
<th>Frequency of Activity</th>
<th>Comments</th>
<th>Sustained</th>
<th>Repetitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bend</td>
<td>X</td>
<td>Occ</td>
<td>Assist resident transfers, dispense meds</td>
<td>&gt; 1 min.</td>
<td>1-5x/hour</td>
</tr>
<tr>
<td>Kneel (may crouch instead)</td>
<td>X</td>
<td>Occ</td>
<td>Open lowest med cart drawer</td>
<td>&lt; 1 min.</td>
<td>1-5x/hour</td>
</tr>
<tr>
<td>Crouch (may kneel instead)</td>
<td>X</td>
<td>Occ</td>
<td>Open lowest med cart drawer</td>
<td>&lt; 1 min.</td>
<td>1x/hour</td>
</tr>
<tr>
<td>Climbing ladder/stairs</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking/Standing</td>
<td>X</td>
<td>Const</td>
<td>Delivering medications</td>
<td>1-3 mins.</td>
<td>50 mins/hr</td>
</tr>
<tr>
<td>Sitting, Sustained</td>
<td>X</td>
<td>Rare</td>
<td>Patient charting</td>
<td>1-5 mins</td>
<td>1x/hour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper Extremity:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Reaching to shoulder height (47”)</td>
<td>X</td>
<td>Occ</td>
<td>Recording med pass</td>
<td>1-5 mins</td>
<td>Up to 20x/hour</td>
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<tr>
<td>Repetitive front to side arm movement</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repetitive pronation/supination</td>
<td>X</td>
<td>Freq</td>
<td>Lock med cart</td>
<td>NA</td>
<td>21x/hour</td>
</tr>
<tr>
<td>Impact to thumb &lt;5# force</td>
<td>X</td>
<td>Freq</td>
<td>Unlock med cart</td>
<td>1 sec.</td>
<td>21x/hour</td>
</tr>
<tr>
<td>Keyboarding/10 key</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>EFFORT</th>
<th>Essential (Ess): Essential for job. Frequency (Freq): Based upon 1 hour of work or a % of day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freq.</td>
<td>% of day</td>
</tr>
<tr>
<td>Rare</td>
<td>1%</td>
</tr>
<tr>
<td>Occasional</td>
<td>2-33%</td>
</tr>
<tr>
<td>Frequently</td>
<td>34-66%</td>
</tr>
<tr>
<td>Constantly</td>
<td>67+%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>LEGEND:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight/Force: Actual weight or force, measured in foot/lbs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENVIRONMENTAL FACTORS</th>
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</thead>
<tbody>
<tr>
<td>Time Spent:</td>
<td>Outside</td>
</tr>
<tr>
<td>Temperature:</td>
<td>Normal</td>
</tr>
<tr>
<td>Humidity:</td>
<td>Normal</td>
</tr>
<tr>
<td>Atmosphere:</td>
<td>Dust</td>
</tr>
<tr>
<td>Hazards:</td>
<td>Mechanical</td>
</tr>
<tr>
<td>PPE Req.:</td>
<td>Ear Plugs</td>
</tr>
<tr>
<td>Speaking</td>
<td>x</td>
</tr>
<tr>
<td>Hearing</td>
<td>x</td>
</tr>
<tr>
<td>Vision</td>
<td>x</td>
</tr>
<tr>
<td>Color Discrimination</td>
<td>x</td>
</tr>
</tbody>
</table>

| PDC Level Comments: MEDIUM |

Capitol Lakes
JOB ANALYSIS-Physical requirements
RN/LPN/CMA
Signature Pam Ames, PT License # 3472 7/14/05
PACIFIC RETIREMENT SERVICES
CAPITOL LAKES
JOB DESCRIPTION

Department: Health Center

Position: Registered Nurse

Incumbent:

Reports to: Nursing Supervisor

In the following job description:

E = Essential job duties
N = Non-essential job duties

POSITION SUMMARY:
The Registered Nurse (RN) assures quality health and rehabilitation services are provided to assigned residents. Is responsible for participating in delivery of person-centered, individualized, clinically competent care. Assists in maintaining standards of care, evaluates the process of care, resident outcomes, and appropriate use of resources and personnel. Participates in coordination of health services with allied departments. Guides and monitors the care provided by Certified Nursing Assistants.

JOB SKILLS:

E Aware of nursing procedures, and administration requirements for commonly prescribed medications and treatments. Completes all applicable documentation related to this position.

E Displays working knowledge of assessment, planning, implementation and evaluation of care.

E Able to communicate and work effectively with others and function independently with minimal supervision and support.

E Uses appropriate verbal, written, and computerized communication.

SPECIFIC RESPONSIBILITIES:

E Assists in maintaining a physical, social and psychological environment which supports providing the best treatment for residents.

E Admits new residents, participates in meeting resident needs. Provides for a safe and comfortable environment.

E Responsible for implementing nursing interventions and care plan to maintain or improve resident’s functional status.

E Notifies physician and responsible party per departmental policy.

E Maintains working knowledge of resident’s general condition and plan of care at all times.
Job Description- Registered Nurse
Page 2

E Maintains accurate and complete records of medication administration and observations.

E Provides care according to physician’s orders and plan of care. Communicates outcomes to nursing supervisor.

E Reviews report from previous shift. Performs assigned duties

E Maintains privacy and confidentiality per organization policy.

E Observes universal precautions in providing patient care.

E Other duties as assigned.

JOB SPECIFICATIONS:
Hours:
Hours will be assigned per position description. Shall remain flexible to meet the needs of the facility and its operations.

Knowledge:
Valid Wisconsin Registered Nursing License. (E) One year of experience long-term care experience preferred. (E) Knowledge and ability to relate to rehabilitation and elderly residents. (E) Effectively communicate with residents, families and Health Care Representatives. (E) Possess exceptional organizational skills, the ability to multi-task. (E) Effectively maintain and promote resident rights, privacy and dignity. (E) High attention to detail and accuracy. (E) Ability to work and communicate effectively with others as well as function independently. (E) Knowledge of and follow through with universal precautions. (E) Applicable knowledge of communication techniques with cognitively impaired residents. (E) Maintains current CPR certification

Independent Judgment:
Possesses the ability to work independently and make sound judgments concerning all aspects of resident care.

Relations with Others:
Job role requires extensive interaction with residents and staff. Requires a high level of tact, persuasion, judgment, integrity and timing. Ability to effectively communicate and handle difficult situations. Must be able to motivate others to strive for excellence in the delivery of patient care. Promotes excellent service to internal and external customers. May require private meetings with residents and family members.

Working Conditions:
May be exposed to communicable diseases. Light to moderate physical conditions. Some walking, bending, stooping, twisting, reaching, handling, carrying, pulling and pushing (E) Lifting of 50 lbs. or more in providing patient care. (E)
Job Description - Registered Nurse
Page 3

Safety:
All employees are responsible for complying with facility safety policies and procedures and shall take the necessary measures to ensure a safe environment for oneself, co-workers, and clients/residents, and visitors.

Blood Borne Pathogen Job Classification:
Category I

HIPAA Requirement:
Maximum

Impact of Actions:
Actions affect the quality of care delivered by other nursing staff and overall quality of resident care.

Supervisory responsibility:
Responsible for the direct oversight of assigned licensed staff and CNA’s.

Acknowledgment:
I understand and acknowledge that this job description/job analysis sets forth the basic tasks and duties of the job identified and shall not be considered a detailed description of all job requirements that may be needed to perform the job. Capitol Lakes needs may necessitate performance of multiple other tasks, duties and responsibilities, including, but not limited to, assuming the responsibilities of other positions in order to deliver a high quality of service.

I further understand and acknowledge that Capitol Lakes reserves the right to revise and/or change job duties and responsibilities as needed.

_________________________  __________________________
Employee Signature       Date

mhm04/09
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<td>X</td>
<td>Rare</td>
<td>Assist with transferring residents</td>
<td>&lt;1 min.</td>
<td>1 x/day</td>
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<tr>
<td>Carrying 0-10# - 25 feet</td>
<td>X</td>
<td>Freq</td>
<td>Medications to residents</td>
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<td>Pushing 15-30 # of force, 15-50 ft at 45° height</td>
<td>X</td>
<td>Occ</td>
<td>Wheelchairs, medication cart</td>
<td>1-2 mins.</td>
<td>~ 5x/hour</td>
</tr>
<tr>
<td>Pulling 15-30 # of force, 15-50 ft at 45° height</td>
<td>X</td>
<td>Occ</td>
<td>Wheelchairs, medication cart</td>
<td>1-2 mins.</td>
<td>~ 5x/hour</td>
</tr>
<tr>
<td>Reaching: above shoulder 55&quot;, out to 26&quot; in front. (# of inches)</td>
<td>X</td>
<td>Occ</td>
<td>Get medication cups, water cups</td>
<td>&lt;1 min.</td>
<td>~20x/hour</td>
</tr>
<tr>
<td>Reaching: At or below shoulder to 16&quot; (# of inches)</td>
<td>X</td>
<td>Occ</td>
<td>Open lowest medication drawer</td>
<td>NA</td>
<td>5x/hour</td>
</tr>
<tr>
<td>Grasp/Power grip:</td>
<td>X</td>
<td>Occ</td>
<td>Hold medication cart handle</td>
<td>1-2 mins.</td>
<td>~ 5x/hour</td>
</tr>
<tr>
<td>Pinch:</td>
<td>X</td>
<td>Freq</td>
<td>Pick up medications, writing, lock med cart</td>
<td>&lt;1 min.</td>
<td>21x/hour</td>
</tr>
<tr>
<td>Fine Manipulation/ Dexterity:</td>
<td>X</td>
<td>Freq</td>
<td>Dispensing meds, writing</td>
<td>1-5 mins.</td>
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<th>Sustained</th>
<th>Repetitive</th>
</tr>
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<tbody>
<tr>
<td>Bend</td>
<td>X</td>
<td>Occ</td>
<td>Assist resident transfers, dispense meds</td>
<td>&gt;1 min.</td>
<td>1-5x/hour</td>
</tr>
<tr>
<td>Kneel (may crouch instead)</td>
<td>X</td>
<td>Occ</td>
<td>Open lowest med cart drawer</td>
<td>&lt;1 min.</td>
<td>1-5x/hour</td>
</tr>
<tr>
<td>Crouch (may kneel instead)</td>
<td>X</td>
<td>Occ</td>
<td>Open lowest med cart drawer</td>
<td>&lt;1 min.</td>
<td>1x/hour</td>
</tr>
<tr>
<td>Climbing ladder/stairs</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking/Standing</td>
<td>X</td>
<td>Const</td>
<td>Delivering medications</td>
<td>1-3 mins.</td>
<td>50 mins/hr</td>
</tr>
<tr>
<td>Sitting, Sustained</td>
<td>X</td>
<td>Rare</td>
<td>Patient charting</td>
<td>1-5 mins.</td>
<td>1x/hour</td>
</tr>
</tbody>
</table>

| Upper Extremity:       | X                 | Occ                   | Recording med pass               | 1-5 mins. | Up to 20x/hr |
| Repetitive front to side arm movement | NA |   |                          |          |            |
| Repetitive pronation/supination | X | Freq | Lock med cart | NA | 21x/hour |
| Impact to thumb -5# force | X | Freq | Unlock med cart | 1 sec. | 21x/hour |
| Keyboarding/10 key    | NA                |                       |                                   |          |            |

| LEGEND: |
|------------------------|------------------------|------------------------|------------------------|
| Essential (Ess): Essential for job. | Frequency (Freq): Based upon 1 hour of work or a % of day |
| Freq. | % of day | # of times per hour | Min. per hour |
| Rare | 1% | or | 1x | or | 6-12 min/hr |
| Occasionally | 2-33% | or | Up to 20x | or | Up to 20 min/hr |
| Frequently | 34-66% | or | 21-120x | or | Up to 40 min/hr |
| Constantly | 67+% | or | >120x | or | >40 min/hr |
| Effort: List actual measurement in seconds or minutes per event. |
| Potential: Actual weight or force, measured in foot/lbs. |

<table>
<thead>
<tr>
<th>ENVIRONMENTAL FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Spent:</td>
</tr>
<tr>
<td>Outside [x]</td>
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PDC Level Comments: MEDIUM

Capitol Lakes
JOB ANALYSIS - Physical requirements
RN/LPN/CMA
Signature Pam Ames, PT License # 3472 7/14/05
THIS EDUCATIONAL TRAINING AGREEMENT is made and entered into on this 15th day of February, 2014 ("Effective Date") by and between Madison Area Technical College ("Trainer") and Agrace HospiceCare, Incorporated ("Agrace").

RECVTALS

A. Trainer has established educational training program(s) for its students, which is described in Exhibit A (the "Program").

B. Trainer and Trainer's students participating in the Program ("Trainees") would benefit from educational opportunities available at Agrace, and Agrace is willing to allow Trainer and Trainees to train at Agrace.

AGREEMENTS

In consideration of the Recitals and mutual agreements that follow, the parties agree to the following terms and conditions:

1. Trainer Obligations.

   (a) Operation of Program. Trainer shall be solely responsible for the safe and effective operation, administration and oversight of the Program and Trainees. Program shall be in compliance with all applicable laws, rules, regulations, professional standards and licensure requirements. Trainer represents and warrants that Trainer and the Program shall maintain at all times during the term of this Agreement: (i) accreditation as an educational institution; (ii) all licenses and approvals from appropriate State Agencies necessary to the applicable Program; and (iii) full and unrestricted accreditation of the Program from the accrediting organization specified in the applicable Program addendum. Trainer shall promptly notify Agrace of any change in its accreditation or licensure status.

   (b) Instructors. Trainer shall assign an appropriate number of qualified instructors to supervise and train Trainees ("Instructors"). Trainer represents and warrants that all Instructors are duly licensed, credentialed, certified and/or registered under the laws of the State of Wisconsin, have not been excluded from participation in any federally funded health care program, and possess the education, skills, training and other qualifications necessary to perform the Instructors' functions.

   (c) Completion of Course Curriculum. Trainer represents and warrants that each Trainee, prior to training at Agrace, is adequately prepared to benefit from such assignment. A Trainee’s preparedness shall be measured by: (i) academic performance indicating an ability to understand what Trainee will
observe and/or perform during the training; and (ii) appreciation of the nature and seriousness of the work Trainee will observe and/or perform. If applicable, Trainer represents and warrants that Trainees also meet the following:

(d) Number of Placements. Agrace shall have sole discretion to determine its capacity to accept Trainees for clinical placement under this Agreement, whether such capacity is described in terms of the number of Trainees on-site at any one time, the number of hours of supervision that Agrace can provide over a period of time, or other such description of capacity. Agrace shall communicate such capacity to Trainer before Trainees may be assigned to Agrace.

(i) Nursing Students. If Trainees are nursing students, then Trainer represents and warrants that Trainer will maintain an average score equal to or above the national average passing rate from the National Council Licensure Examination ("NCLEX").

(ii) Physician Residents. If Trainees are resident physicians, then Trainer represents and warrants that each Trainee has a Doctor of Medicine or Doctor of Osteopathy from an institution accredited by the Liaison Committee on Medical Education or the American Osteopathic Association Commission on Osteopathic College Accreditation.

(e) Background Checks. Trainer shall perform a background check in accordance with the Wisconsin Caregiver Background Check Law, as set forth in Wisconsin Administrative Code Chapter DHS 12, on each Instructor and Trainee prior to his or her starting to train at Agrace. The background check shall include obtaining, as applicable, information from the Department of Justice, the Department of Safety and Professional Services, the Department of Health Services and from out-of-state agencies if the Trainee has lived outside of Wisconsin within the past three years. Prior to placement of the Trainee, Trainer will notify Agrace in writing of any crime of which Trainee has been convicted so that Agrace may make a determination as to whether the conviction bars the Trainee’s participation in an Agrace clinical setting. Trainer hereby agrees to notify Agrace when Trainer becomes aware that any Trainee on site at Agrace is charged with or convicted of any crime or is investigated by any governmental agency. Trainer shall retain all background record checks in accordance with applicable laws and shall promptly provide such records to Agrace upon its request. Trainer shall not allow any individual to train or serve as Instructor who has been found to have engaged in improper or illegal conduct relating to the elderly, children, or vulnerable individuals, or who would otherwise be barred from providing services under Chapter DHS 12.

(f) Orientation and Compliance with Agrace Policies and Procedures. Trainer shall require its Trainees and Instructors to comply with all Agrace policies and procedures and attend all mandatory training and orientation
provided by Agrace or Trainer. Prior to instructing or performing training assignments, Trainer shall provide Instructors and Trainees with appropriate training so they are familiar with Agrace, its policies, procedures and facilities, including training regarding Agrace's policies and procedures for handling Health Information (defined below).

   (g) **Communicable Disease and Tuberculosis ("TB") Screening.** Trainer represents and warrants that all Trainees and Instructors are free of communicable disease and have a negative TB skin test or chest x-ray; if such persons may have direct contact with Agrace patients. Trainer shall maintain records of such tests and shall promptly provide such records to Agrace upon its request. The vaccinations include Hepatitis B, Varicella, Measles, Mumps, Rubella 1 and 2, Tetanus/Diphtheria/Pertussis, and the Flu Shot.

   (h) **Nondiscrimination.** Agrace and Trainer shall comply with all applicable state and federal law to ensure that both parties will not discriminate against any trainee, trainer, employee or applicant for admission into a Program, on the basis of race, color, age, gender, national origin, disability, sexual orientation or marital status.

   (i) **Coordination with Agrace.** Trainer shall coordinate with Agrace in the assignment and scheduling of Trainees.

   (j) **Uniforms.** Trainer shall require that Trainees and Instructors wear professional attire when training at Agrace along with a name badge that clearly indicates the individual's name, student status, the individual's affiliation with Trainer and any other specific information Agrace may reasonably require.

   (k) **Cooperation with Complaints.** In the event of any complaint filed by or with respect to a Agrace patient or any investigation or inquiry initiated by any governmental agency or any litigation commenced against Agrace that may involve Trainer, Instructor or any Trainee ("Complaint"), Trainer shall fully cooperate with Agrace in an effort to respond to and resolve the Complaint in a timely and effective manner. If the Complaint relates to this Agreement, then Trainer shall, in addition to any obligations under section 2, cooperate fully with any insurance company providing protection to Agrace in connection with the Complaint. In this connection, Trainer agrees to notify Agrace promptly of any Complaints and to cooperate fully with the directions of Agrace with respect thereto.

   (l) **Trainee Responsibility.** Trainer represents and warrants that it informs and has Trainees acknowledge in writing that Trainee's presence at Agrace is in the status of an invitee solely for the purpose of Trainee's education and participation in the Program and that there exists no employer-employee relationship or independent contractor relationship between Trainee and Agrace;
and Trainee is responsible for his or her actions when performing training assignments and will follow all instructions and will use the methods and techniques taught by Trainer. Trainee shall refrain from the improper use of alcohol or other drugs and shall not carry any firearms or other weapons while on Agrace premises. Trainee shall immediately inform Agrace and Trainer of Trainee’s inability to report to Agrace as assigned.

(m) Attendance at Meetings. At the request of Agrace, Trainer, Instructors and Trainees shall attend meetings with Agrace personnel to review the operation of the Program and any specific concerns.

(n) Notification of Changes. Trainer shall immediately notify Agrace of any changes or threatened changes to the representations and warranties contained in this Agreement.

2. Insurance and Hold Harmless.

(a) Insurance. Trainer shall obtain and maintain appropriate comprehensive general liability and worker's compensation insurance in at least the minimum amounts required from time to time by applicable federal and state laws and regulations, but in no event shall general liability coverage be less than $1,000,000 per occurrence and $3,000,000 in the aggregate or such other amount agreed to by the parties. Such insurance shall cover Trainer, Instructors and Trainees. Agrace shall be identified as an additional insured. Trainer shall provide Agrace with evidence of such coverage, as may be reasonably requested by Agrace. Trainer shall instruct and obtain the consent of the insurer to provide at least thirty (30) days prior written notice to Agrace of any cancellation or non-renewal of or material change in any policy.

(b) Indemnification and Hold Harmless. Trainer shall indemnify, defend and hold harmless Agrace, its governing board, officers, employees and agents from and against any demands, claims, actions, causes of action, assessments, losses, damages, lawsuits, judgments, liabilities, costs and expenses, including, without limitation, interest, penalties and reasonable attorneys' fees, sustained or incurred by Agrace as a result of, arising out of or incidental to any breach of this Agreement or any act or omission of Trainer or any Trainee or Instructor.

(c) Statutory Liability Protection. If Trainer is a public institution, nothing in this Agreement shall be construed to waive, deny or in any way restrict liability coverage available to the Trainer or any Trainee or Instructor or any other agents of Trainer under section 895.46(1) of the Wisconsin Statutes. For purposes of that section, the Trainees and Instructors shall be considered agents and employees, respectively, of Trainer, and shall be considered acting
within the scope of their agency or employment while participating in the Program.

3. Agrace Obligations.

   (a) Access to Premises, Supplies and Equipment. Agrace shall provide Trainer, Instructor and Trainees with access to its premises and use of its supplies and equipment, as reasonably necessary for the Program.

   (b) Access to Health Information. Agrace shall provide Instructors and Trainees with access to certain Agrace protected health information ("PHI") for educational purposes which may include, but not limited to Agrace patients' plans of care, records and standard clinical materials. Prior to accessing PHI, Instructors and Trainees must sign a confidentiality agreement provided by Agrace. Without limiting any term in the confidentiality agreement, any work completed by Trainee as part of the Program shall not disclose PHI. The Trainer and Trainees are responsible for safeguarding the confidentiality of Agrace patients’ at all times. In addition, Trainer shall arrange for Instructors and Trainees to attend appropriate training regarding Agrace's policies and procedures for handling PHI, as described in this Agreement.

   (c) Withdraw of Trainee Access. Agrace reserves the right to withdraw or deny Trainee access to Agrace's premises or patients, without prior notice, if Trainee, in the sole opinion of Agrace: (i) constitutes a threat to the health, safety, welfare or harmony of any Agrace patients or employees or to Agrace property; (ii) fails to follow applicable Agrace policies and procedures; or (iii) commits any act of abuse or any illegal act within Agrace or against any Agrace patient.

4. Term and Termination.

   (a) Term. The term of this Agreement shall begin on the Effective Date and continue until terminated as provided in this section.

   (b) Termination by Written Notice. This Agreement may be terminated by either party for any reason by giving the other party written notice of termination thirty (30) days' prior to the date of termination.

   (c) Termination by Agreement. This Agreement will terminate upon the written agreement of the parties.

   (d) Immediate Termination by Agrace for Cause. Agrace may immediately terminate this Agreement if Trainer, Instructors or Trainees no longer meet or is under threat of losing any of the qualifications required by this Agreement or fails to perform their obligations under this Agreement and such failure threatens the health, safety, or welfare of Agrace patients.
5. **Status of Instructors and Trainees.** Trainees and Instructors are not employees of Agrace and are not entitled to wages or benefits of employees, including Agrace's Workers' Compensation or Unemployment Compensation insurance programs. Trainer shall indemnify Agrace from and against any demands, claims, actions, causes of action, assessments, losses, damages, liabilities, costs and expenses, including, without limitation, interest, penalties and reasonable attorneys' fees, sustained or incurred by Agrace as a result of, arising out of or incidental to, any allegation that a Trainee or Instructor is an employee or contractor of Agrace.

6. **General Provisions.**

   (a) **Survival.** The following sections shall survive termination of this Agreement for any reason: 1(j), 2(b), 2(c), 3(b), 5 and 6.

   (b) **Waiver.** The failure of either party to insist, in any one or more instances, upon performance of any term, covenant or condition of this Agreement shall not be construed as a waiver or relinquishment of any rights granted hereunder or of the future performance of any such term, covenant or condition.

   (c) **Amendment.** This Agreement may be amended or modified only by the written agreement of the parties.

   (d) **Governing Law.** The Agreement, including this Agreement, the rights and obligations of the parties hereto, and any claims or disputes relating thereto, shall be governed by and construed in accordance with the laws of the State of Wisconsin.

   (e) **Notices.** Any notices required or permitted to be given hereunder by either party to the other may be given by personal delivery in writing or by registered or certified mail, postage prepaid, with return receipt requested, or by electronic facsimile transmission with confirmation sent by first class mail, postage prepaid, addressed as follows:

   **To Agrace:** Lynne Myers, President/CEO
   Agrace HospiceCare, Incorporated
   5395 East Cheryl Parkway
   Madison, WI 53711

   **To Trainer:** Betsy Barhorst
   Madison Area Technical College
   1701 Wright St
   Madison, WI 53704
Notices given personally or by electronic facsimile transmission will be deemed communicated when delivered, and notices by mail will be presumed communicated on the third (3rd) day after mailing.

(f) Severability. Whenever possible, each provision of this Agreement will be interpreted in such manner as to be effective and valid under applicable law, but if any provision of this Agreement is held to be prohibited by or invalid under applicable law, such provision will be ineffective only to the extent of such prohibition or invalidity, without invalidating the remainder of such provisions or the remaining provisions of this Agreement.

(g) Counterparts. This Agreement may be executed in one or more counterparts, all of which taken together will constitute one and the same instrument. Counterparts signed and returned via facsimile or portable document format ("pdf") shall be deemed to be an original signature.

IN WITNESS WHEREOF, the parties have entered into this Agreement as of the date first written above.

AGRACE:

BY Lynne Myers, President/CEO

TRAINER:

BY Aaron Burkes

Name: Aaron Burkes
Interim Vice President of Administration

Title: ____________________________

3/10/2014
EXHIBIT A
Program Description

Experiences may be clinical or non-clinical, for example: nursing in home care or the Anderson Inpatient Unit or the Johnson Residence, Social Work, Health information Management, Counseling, and Dietetics.

Experiences may be structured as:
Preceptorship
A defined period of time in which two people (a nurse with a student nurse or an experienced nurse with a new graduate) work together, so that the less experienced person can learn and apply knowledge and skills in the practice setting with the help of the more experienced person.

Clinical Rotation
A period in which a medical student in the clinical part of his/her education passes through various 'working' services in 1-4 month blocks.

Internship
A period of apprenticeship for a medical school graduate or senior nursing student who serves in a clinical setting for a specified period before beginning a professional practice. Internships are also offered in non-clinical fields for students to receive practical experience in their chosen field before graduation.

Shadow Experience
A student or intern closely follows a clinician to gain insight into the role and scope of the discipline.

Special Project
A student completes a specific project or research study to gain knowledge or experience in the field before graduation.

Agrace provides:
  Coordination—Agrace coordinates with contracted institutions on fulfilling their requests to assign students to their clinical rotations. Include?
  Support—Agrace provides administrative support to the contracted institution as identified in the institution’s requested application form. This includes but is not limited to: reserving conference rooms, organizing and maintaining confidentiality agreements, and granting appropriate access to premises, supplies, and equipment during the rotation period. Above.

  Orientation—Agrace provides the student with an overview of the agency, administrative policies/procedures, standards, appropriate technology applications, and practice relevant to the placement type.
MADISON AREA TECHNICAL COLLEGE
CLINICAL EDUCATION AFFILIATION AGREEMENT
Nursing, Practical Nursing, Nursing Assistant, Surgical Technologist

THIS AGREEMENT for clinical affiliation (“Agreement”) is made this 15th day of September, 2014. (“Effective Date”) by and between the Madison Area Technical College (the “College”), a technical college authorized and established under Chapter 38, Wisconsin Statutes, and Capitol Lakes, Inc. A Wisconsin (“Affiliating Agency”). Collectively the Parties are referred to as the “Parties.”

I. BASIS AND PURPOSE OF AGREEMENT

A. The College has established educational programs in nursing (including Associate Degree Nursing, Practical Nursing, Nursing Assistant, and Surgical Technologist) which require the patient care and patient service facilities of the Affiliating Agency for clinical experience.

B. The Affiliating Agency has clinical facilities suitable to meet the needs of the nursing education programs.

C. It is to the mutual benefit of the College and the Affiliating Agency that students have opportunities for clinical experience as students and as future practitioners.

D. The Affiliating Agency and the College desire to make available clinical educational experiences for students under the terms and conditions set forth herein.

IN CONSIDERATION of the above recitals and the mutual covenants outlined in this Agreement, the Parties agree as follows:

II. MUTUAL AGREEMENTS AND UNDERSTANDINGS

A. Students shall be assigned to the Affiliating Agency, and they shall be accepted for assignment without discrimination because of race, creed, color, sex, age, marital status, or national origin, or for any reason prohibited by federal, state, or local laws.

B. The College and the Affiliating Agency have the right to affiliate with other educational and clinical institutions.

C. The College and the Affiliating Agency shall assume mutual responsibility of determining the appropriateness and adequacy of the clinical affiliation experiences.

D. There is no exchange of monies between the Affiliating Agency and the College.

III. RESPONSIBILITIES OF THE COLLEGE
E. **College faculty.** The College shall provide faculty who are qualified instructors and competent nurses. The Surgical Technologist program also has qualified certified surgical technologists as instructors in the clinical setting.

F. **Coordinator.** The College shall assign a coordinator to make coordinating contacts with the nursing divisions of the Affiliating Agency to which students are assigned. The coordinator shall work directly with the Affiliating Agency for the Nursing Assistant Program.

G. **Clinical instruction.** The College faculty members shall plan, develop, implement and be responsible for all clinical instruction over which they have supervision and control and for the evaluation of students. The faculty members shall not assume nursing service responsibility, and students shall be assigned to patient care areas only where licensed personnel are in charge. Students in programs leading to licensure shall be assigned only to areas where a registered nurse is in charge.

H. **Instructional plan.** The College faculty shall develop an instructional plan for use of the Affiliating Agency’s clinical facilities. This plan shall be provided to the Affiliating Agency at a mutually agreed-upon time, and shall be subject to revision in instances where conflicts with the Affiliating Agency’s patient care responsibilities appear to exist.

I. **Meeting(s).** The College shall accept the responsibility for initiating at least one meeting a year with designated representatives from the Affiliating Agency. The purpose for the meeting shall be to provide for the continuous development, implementation, and evaluation of the student educational program.

J. **Communication.** The faculty members of the College, through the Program Director or Associate Dean, shall keep the channels of communication open between the two agencies.

K. **Schedule.** The timetable for the faculty and the students shall conform to the College week, the College class period schedule, and the College calendar.

L. **Compliance.** The College shall at all times, comply, and require its students and faculty to comply with all applicable federal, state, and local laws, and regulations, including but not limited to the Affiliating Agency’s policies, procedures, rules and regulations, including but not limited to Affiliating Agency’s patient confidentiality and HIPPA policies, in the performance of their duties and obligations under this Agreement.

M. **Infection control instruction.** The College shall have the responsibility for providing instruction about infection control, hazardous materials, and the blood borne pathogens standard.

N. **Health and CPR requirements.** The College shall have the responsibility to ensure that students meet the health and CPR requirements specified by the Affiliating Agency.

O. **Background Caregiver Act.** The College shall be responsible for performing caregiver background checks under Wisconsin Act 27 for students and faculty as required by Wisconsin law for certain cooperating agencies. The College agrees to have on file
completed background checks for students, prior to the student's beginning clinical education. Information found in the process shall be reviewed by the Affiliating Agency prior to clinical acceptance. Based on such review, it is the Affiliating Agency's right to determine whether a student can be placed.

P. Confidentiality. All information regarding patients and families shall be kept confidential in accordance with the Health Insurance Portability and Accountability Act of 1996.

IV. RIGHTS AND RESPONSIBILITIES OF THE AFFILIATING AGENCY

A. Learning opportunities. The personnel of the Affiliating Agency shall recognize the student as a participant in an educational program and shall cooperate in every way in making arrangements for learning opportunities, which will contribute to the student's growth and development.

B. Access to educational opportunities. Access to educational opportunities will be on a 24-hour-a-day, 7-day-a-week basis. Assignments will be developed cooperatively between the charge nurse and the College instructor. It is recognized that assignments may vary with the ability of the students, the condition of the patients, and the instructor's educational objectives.

C. Number of students. It is understood and agreed that the Affiliating Agency can accept only as many students for experience as is consistent with the welfare and treatment of the patient and the orderly administration of the Affiliating Agency.

D. Space for educational purposes. The Affiliating Agency shall make available for educational purposes rooms or areas where groups of students may hold discussions and receive clinical instruction from the College's faculty, and provide access to sources of information for educational purposes including:

   **Areas**

1. Areas for demonstration of equipment
2. Areas for clinical conferences (pre and post)
3. Work space where the instructor may make clinical assignments
4. Locker/storage areas for coats, boots, and other (limited) personal belongings
5. Access to cafeteria or dining room facilities on the same payment basis as employees

   **Sources of information**

6. Charts, kardex, nursing care plans, record room
7. Procedure guides, policy manuals
8. Standard clinical references such as medical dictionary, information on diagnostic tests, drugs, and standard references suitable to the clinical area and care program.
9. Complete performance evaluations for Surgical Technologist program student review and feedback.

E. **Library facilities.** Library facilities of the Affiliating Agency will be available to College faculty and students.

F. **Attendance at in-service meetings.** The Affiliating Agency will permit the attendance of College faculty and students at in-service meetings when appropriate and germane to the educational objectives.

G. **Education Coordinator.** The Affiliating Agency shall designate a staff member who will serve as Education Coordinator for all educational use of the Affiliating Agency’s facilities.

H. **Faculty orientation.** The Affiliating Agency shall provide for orientation of faculty to the Affiliating Agency’s according to the individual instructor’s needs.

I. **Emergency medical care.** The Affiliating Agency shall make available emergency medical care consistent with the Affiliating Agency’s policies concerning volunteers and visitors.

J. **Patient Care and student removal.** The Affiliating Agency shall have the sole and unfettered authority for determining the plan of care for patients of the Affiliating Agency, and nothing in this Agreement shall be construed in any way to give any such authority to the College, its students or faculty. In this regard, the Affiliating Agency may demand the removal of a student or faculty member from the Affiliating Agency at any time. The Affiliating Agency shall not take any action affecting a student or faculty member without prior notice to the College unless an emergency occurs, which reasonably precludes such prior notification. The Affiliating Agency and the College agree to use their best efforts to resolve any disagreement about the removal of a student or faculty member from the Affiliating Agency, but in a case where the parties are unable to agree, the College will comply with the Affiliating Agency’s request for removal of such student or faculty member.

V. **RESPONSIBILITIES OF THE STUDENT**

Students will be notified by the College, that as a condition of student placement with the Affiliating Agency, the student shall comply with the following:

A. **Health insurance.** The student shall carry adequate health insurance.

B. **Immunization.** The student shall comply with health examination and immunization requirements of the College’s Health and Safety Education Learning Center as well as health regulations and proof of documentation for the Affiliating Agency, including the release of health information that may affect functioning in the clinical setting.

C. **Dress code.** While on duty, the student shall wear attire as required by the Affiliating Agency.

D. **Compliance.** The student shall follow the policies and procedures found on the Madison College website, Nursing Student Handbook, and those of the Affiliating Agency.
E. **Work schedule.** The student shall follow the work schedule of the Affiliating Agency staff and clinical students shall be expected to make up any absences, if allowed and directed, unless the College and Affiliating Agency agree upon other arrangements.

F. **Student information.** The student gives permission to the College to release pertinent academic, professional development, caregiver background check and health information to the Affiliating Agency upon request.

G. **Transportation.** While on assignment to the Affiliating Agency and throughout the length of the entire clinical program, the student will provide for his or her room, board and transportation.

H. **Medical and dental expenses.** The student will provide for any medical and/or dental expenses incurred during assignment to the Affiliating Agency and throughout the length of the entire clinical program.

I. **Forms.** The student is responsible for completing all required forms.

**VI. TERM AND TERMINATION OF AGREEMENT**

A. **Initial term and automatic renewal.** This Agreement shall begin on the Effective Date and shall continue for an initial term of one academic or Program year. This Agreement shall automatically renew on the annual anniversary of the Effective Date, unless terminated by either party no less than 90 days prior to said annual anniversary date.

B. **Termination.** This Agreement may be terminated by either party at any time for any reason whatsoever. Notwithstanding the foregoing, in the event that termination of the Agreement by the Affiliating Agency disrupts the clinical experience of any student(s) in a Clinical Affiliation Program under this Agreement, the Parties shall attempt, in good faith and using their commercially reasonable best efforts, to continue students’ clinical/practicum experience, and this Agreement shall remain in full force and effect until such time as this Agreement may expire or be terminated without disruption of said students’ clinical/practicum experience. During any time period in which notice of termination has been given and existing students are completing the Clinical Affiliation Program, no new student may be placed at the Affiliating Agency.

C. **Annual review.** This Agreement shall be reviewed by both the Affiliating Agency and the College annually to assure the provisions of the Agreement are current.

**VI. INDEMNIFICATION AND INSURANCE**

A. **College indemnification for students as non-employees and agents.** The students and College faculty members subject to this Agreement are not agents or employees of the Affiliating Agency. No student or College faculty member shall be eligible to participate in any benefit program provided by the Affiliating Agency for its employees. The College hereby releases the Affiliating Agency from, and shall protect, defend, indemnify, reimburse and hold harmless the Affiliating Agency, from and against any and all claims that the Affiliating Agency is responsible for the payment or filing of any wages, payments, withholdings, contributions, taxes, documents and returns, including, but not limited to, employee benefit program payments, Social Security taxes, and income tax withholding obligations with respect to students and/or College faculty.
B. **College indemnification for own acts and omissions.** Subject to limitations of liability and other applicable law, including Wisconsin Statutes § 893.80 et. seq., the College shall indemnify, defend and hold harmless the Affiliating Agency, its governing board, officers, employees and agents from and against any and all liabilities, claims, losses, lawsuits, judgments, and/or expenses including attorney fees, arising, either directly or indirectly, from any act or failure to act by the College or any of its employees. The College shall indemnify the Affiliating Agency for any negligent acts or omissions by any student that may arise during the course and scope of the clinical experience as described in this Agreement.

C. **Affiliating Agency indemnification for own acts and omissions.** The Affiliating Agency shall indemnify, defend and hold harmless the College, its governing board, officers, faculty, employees and agents from and against any and all liabilities, claims, losses, lawsuits, judgments, and/or expenses including attorney fees, arising, either directly or indirectly, from any act or failure to act by the Affiliating Agency or any of its employees or agents, that may occur during or that may arise out of this Agreement.

D. **College insurance requirements.** The College shall maintain, at no cost to the Affiliating Agency, general and professional liability insurance covering the College as an entity and each of its employees and agents against general and professional liability claims, in the minimum amount of one million dollars ($1,000,000) per occurrence. The College shall make available to students a comprehensive student health insurance plan covering accident and illness at a nominal cost. It should be understood that the school cannot legally assume any financial obligation for the student’s health care.

E. **Affiliating Agency insurance requirements.** The Affiliating Agency shall maintain, at no cost to the College, general and professional liability insurance covering the Affiliating Agency as an entity, and each of its employees and agents, in the minimum amount of one million dollars ($1,000,000) per occurrence.

VII. **MISCELLANEOUS**

A. **Notices.** All notices under this Agreement shall be given in writing and shall be deemed to have been properly given when delivered:

If to College:

Madison College  
School of Health Education  
1701 Wright Street  
Madison, WI 53704

If to Affiliating Agency:

**Health Care Administrator**  
Capital Lakes  
333 W. Main St., Madison, WI 53703

or at other such addresses as a party from time to time may designate by written notice to the other party.
B. Confidential student information. The College and the Affiliating Agency acknowledge
that many student educational records are protected by the Family Educational Rights and
Privacy Act ("FERPA") and that, generally, student permission must be obtained before
releasing specific student data to anyone other than the College. The College agrees to
provide the Affiliating Agency with guidance with respect to compliance with FERPA.

C. Non-discrimination. The Parties shall not unlawfully discriminate against any individual
on the basis of race, creed, color, gender, religion, marital status, disability or national
origin or for any unlawful reason under federal, state, or local laws.

D. Non-exclusivity. The Parties shall be free to enter into similar agreements with other
affiliating agencies.

E. Relationship. The Parties to this Agreement are independent contractors, and this
Agreement shall not be construed to create employer-employee, principal-agent, or joint
venture relationship.

F. Severability. The invalidity or unenforceability of any particular provision of this
Agreement shall not affect the other provisions hereof, and this Agreement shall be
construed in all respects as if such invalid or unenforceable provision were omitted.

G. Amendments. Any amendments to this Agreement shall be in writing and signed by all
Parties.

H. No Assignment. No assignment by a party of this Agreement or its rights and
responsibilities hereunder shall be valid without the specific written consent of the other
Party.

I. Headings. The section and other headings contained in this Agreement are for reference
purposes only and shall not affect in any way the meaning or interpretation of this
Agreement.

J. Governing state laws. This Agreement shall be governed by and construed in accordance
with the laws of the State of Wisconsin.

K. Counterparts; Authority. This Agreement may be executed in one or more counterparts,
each of which shall be deemed to be an original, but all of which, taken together, shall
constitute one and the same agreement. Each of the individuals executing this Agreement
on behalf of a Party, respectively, represents and warrants to the other that the individual
has all the power and authority necessary to bind the Party hereto.

L. Entire Agreement. This Agreement, and any other attached addenda, constitutes the entire
agreement between the Parties, and contains all the agreements between the Parties with
respect to the subject hereof. This Agreement supersedes any and all other agreements, in
writing or oral, between the Parties hereto with respect to the subject matter thereof.

M. Attachments, addendums, and exhibits. The following are attached and incorporated
into this Agreement, including any understandings and expectations:
IX. PERFORMANCE AGREEMENT
Copies of this Agreement shall be provided to signatory Parties.

In Witness Whereof,

The College has executed this Agreement which, when executed by the Affiliating Agency, shall bind all Parties to the terms thereof.

<table>
<thead>
<tr>
<th>Madison College</th>
<th>Area Technical</th>
<th>Capitol Lakes, Inc.</th>
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<tr>
<td>Mark Thomas</td>
<td>Vice President of Administrative Services</td>
<td>Teddy J. Carney, Executive Drector</td>
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<tr>
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<td>333 W Main St</td>
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<td>Madison, WI 53703</td>
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Carolyyn Jarrett/Legal/Drafted August 2013/Nursing Template
MADISON AREA TECHNICAL COLLEGE DISTRICT

Madison Area Technical College
School of Health Education

AGREEMENT is made and entered into this 4th day of May 2013 by and between Madison Area Technical College, School of Health Education (hereinafter called the College) and the Oakwood Village Prairie Ridge, Madison WI (hereinafter called the Agency).

BASIS AND PURPOSE OF THE AGREEMENT

The College has established educational programs in nursing (including Associate Degree Nursing, Practical Nursing, Surgical Technologist and Nursing Assistant) which require the patient care and patient service facilities of the Agency for clinical experience. The Agency has clinical facilities suitable to meet the needs of the nursing education programs. It is to the mutual benefit of the College and the Agency that students have opportunities for clinical experience as students and as future practitioners.

The following agreement of cooperative action is effected by the proper authorizing bodies of both parties.

I. Responsibilities of the College.

A. The College will provide faculty who are qualified instructors and competent nurses.

B. The College will assign a coordinator to make coordinating contacts with the nursing divisions of the Agency to which students are assigned.

C. The College faculty will plan, develop, implement and be responsible for all clinical instruction over which they have direct supervision and control and for the evaluation of students. The faculty will not assume nursing service responsibility, and students will be assigned to patient care areas only where licensed personnel are in charge. Students in programs leading to licensure will be assigned only to areas where a registered nurse is in charge.

It is understood and agreed that the students and faculty participating in College educational programs are not in any way or for any purpose employees or agents of the Agency.

D. The College faculty will develop an instructional plan for use of the Agency’s clinical facilities. This plan will be provided to the Agency at a mutually agreed upon time and will be subject to revision in instances where conflicts with the Agency’s patient care responsibilities appear to exist.
E. The College shall carry liability insurance for the students and instructors during their clinical assignments. Such protection shall include but shall not be limited to: claims, demands, losses, costs, damages and expenses of every kind and description (including death), or damage to persons or property arising out of or in connection with the program at the Agency where such liability is founded upon or grows out of the acts or omissions of any of the assigned students, faculty, or agency personnel. The College shall provide the Agency with a copy of the certificate of insurance upon request.

F. The College will make available to students a student health insurance plan covering accident and illness. It should be understood that the College cannot legally assume any financial obligation for the student's health care.

G. The College shall accept the responsibility for initiating at least one meeting a year with designated representatives from the Agency. The purpose for the meeting will be to provide for the continuous development, implementation and evaluation of the student educational program.

H. The faculty of the College, through the Program Director or Associate Dean, shall keep the channels of communication open between the two agencies.

I. The timetable for the faculty and the students shall conform to the College week, the College class period schedule, and the college calendar.

J. Each of the students and faculty participating in the educational programs shall abide by the Agency's policies and procedures.

K. The College has the responsibility for providing instruction about infection control, hazardous materials and the blood borne pathogens standard.

L. The College will have the responsibility to ensure that students meet the health and CPR requirements specified by the Agency.

M. The College is responsible for performing caregiver background checks under Wisconsin Act 27 for students and faculty.

N. All information regarding patients and families will be kept confidential in accordance with the Health Insurance Portability and Accountability Act of 1996.

II. Responsibilities of the Agency

It is agreed hereto as follows:

A. The personnel of the Agency will recognize the student as a participant in an educational program and will cooperate in every way in making arrangements
for learning opportunities, which will contribute to the student’s growth and development.

B. Access to educational opportunities will be on a 24-hour-a-day, 7-day-a-week basis. Assignments will be developed cooperatively between the charge nurse and the College instructor. It is recognized that assignments may vary with the ability of the students, the condition of the patients, and the instructor’s educational objectives. It is understood and agreed that the Agency can accept only as many students for experience as is consistent with the welfare and treatment of the patient and the orderly administration of the Agency.

C. The Agency shall make available for educational purposes rooms or areas where groups of students may hold discussions and receive clinical instruction from the College’s faculty to include:

1. Areas for demonstration of equipment
2. Areas for clinical conferences (pre and post)
3. Work space where the instructor may make clinical assignments

D. The Agency shall provide:

1. Locker/storage areas for coats, boots, and other (limited) personal belongings.
2. Access to cafeteria or dining room facilities on the same payment basis as employees.
3. Emergency medical care consistent with Agency policies concerning volunteers and visitors.

E. The Agency shall provide access to sources of information for educational purposes:

1. Charts, kardex, nursing care plans, record room
2. Procedure guides, policy manuals
3. Standard clinical references such as medical dictionary, information on diagnostic tests, drugs, and standard references suitable to the clinical area and care program.

F. Library facilities of the Agency shall be available to College faculty and students.

G. The Agency shall permit the attendance of College faculty and students at in-service meetings when appropriate and germane to the educational objectives.

H. The Agency shall designate a staff member who will serve as Education Coordinator for all educational use of the Agency facilities.
I. The Agency shall provide for orientation of faculty to the Agency's according to the individual instructor's needs.

PATIENTS' RIGHTS AND CARE

Any patient of the Agency may for any reason refuse to participate or to be involved in the educational program.

The Agency shall have the sole and unfettered authority for determining the plan of care for patients of the Agency, and nothing in this Agreement shall be construed in any way to give any such authority to the College, its students or faculty. In this regard, the Agency shall have the right to request the removal from the Agency any student or faculty member who disrupts the continuity of patient care or who fails to follow the Agency's policies and procedures.

CONDITIONS OF THE AGREEMENT

This agreement shall automatically renew itself annually. Either party may initiate termination of this agreement by providing 180 days' written notice of intention to terminate.

It is understood and agreed that the parties shall not discriminate against any person because of age, sex, race, religion or national origin, or because of any form of disability. When an accommodation for a disability is requested, the College will disclose information regarding a student's disability to the Agency in so far as the student has disclosed information to the College.

In respect to the performance of this Agreement, the Agency will be represented by a staff member to be selected and designated by it; the College will be represented by a Coordinator for each of the programs unless some higher authority directs otherwise.
Subject to liability set forth in Wisconsin Statutes 893 et. seq, the College shall agree to indemnify and hold harmless the Agency, its officers, directors, employees and agents against and from any and all expenses, costs, damages, claims and liabilities of any kind or nature, including without limitation reasonable attorney’s fees, arising or caused, in whole or in part, by the intentional or negligent act or omission of College or any individual employed by or agents of College in the course of the performance of duties and obligations under this Agreement. The Agency agrees to indemnify and hold harmless the College, its officers, directors, employees and agents, against and from any and all expenses, costs, damages, claims and liabilities of any kind or nature, including without limitation reasonable attorneys’ fees, arising or caused in whole or in part, by the intentional or negligent act or omission of Agency or any individual employed by or agents of Agency in the course of the performance of duties and obligations under this Agreement. The indemnification obligations of the parties hereto pursuant to this Section shall continue in full force and effect notwithstanding the expiration or termination of this Agreement with respect to any such expenses, costs, damages, claims and liabilities which arise out of or are attributable to the performance of this Agreement prior to its expiration or termination.

Madison Area Technical College

[Signature]

Date 5/13/13

Oakwood Village Prairie Ridge Inc.

[Signature]

Date 9/4/13
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Madison Area Technical College

[Signature]

5/13/13

Date

Oakwood Village Prairie Ridge Inc.

[Signature]

9/4/13

Date
2/19/2019

Wisconsin Department of Safety and Professional Services
State Board of Nursing
1400 E. Washington St.
P.O. Box 8366
Madison, WI 53708-8366

State Board of Nursing Members:

Please accept this letter of endorsement and support of the Madison College Goodman South Campus standalone Practical Nursing Program for the Fall Semester of the 2019-2020 school term. At SSM Health St. Mary’s Care Center, we currently collaborate with the Nursing Schools of Madison College, University of Wisconsin-Madison, and Edgewood College. SSM Health is founded on 5 Core Values, one of which is Community. As such, we look forward each semester to being a nursing clinical site in order to develop our future nurses.

Our facility is a 184-bed, skilled nursing facility (SNF), which consists of memory (dementia) care, long term care, and rehabilitation. We serve multiple patient populations including: post-surgical orthopedics, post-cardiac care, long term chronic health management, dementia care and palliative/hospice care. We provide treatments such as: respiratory therapy, intravenous therapy, tube feedings, trach care and wound care including wound vats. We hire licensed practical nurses on all three shifts. They are responsible for providing care to residents under the direction of a registered nurse. Their responsibilities include medication administration, skin/wound treatments, the collection and documentation of the stable and/or changing patient status, care planning and communication with physicians and geriatric nurse practitioners. Additionally, they provide guidance and direction to non-licensed staff.

As the Director of Nursing at SSM Health St. Mary’s Care Center, I am acutely aware of the nursing shortage that the healthcare field currently faces. It is becoming increasingly difficult to find and secure nurses who want to work in SNFs. Competing with hospital wages can be difficult given the changing Medicare and Medicaid reimbursement rates. A Practical Nursing Program would be an excellent solution to ensure SNFs have the staffing to support the influx of baby boomers and retiring nurses, and we welcome the opportunity to be a clinical site for Practical Nursing students.

In conclusion, we support the standalone Practical Nursing Program at Madison College Goodman South Campus.

Sincerely,

[Signature]

John Galewski, RN, BSN, DNS-CT | Director of Nursing
SSM Health St. Mary’s Care Center
3401 Maple Grove Drive, Madison, WI 53719
608-845-0460 (Phone)
608-845-1001 (Fax)
john.galewski@ssmhealth.com | www.stmarysmadison.com/st-marys-care-center

3401 Maple Grove Drive | Madison WI 53719 | 608.845.1000 | www.stmarysmadison.com/st-marys-care-center
**POSITION**

**Job Title:** Licensed Practical Nurse  
**Status** ☑ Regular ☐ Flex  
**FLSA:** ☐ Exempt ☑ Non-Exempt  
**Dept/Supv Title:** In Home/Team Leader  
**Driving Position:** ☑ Yes ☐ No

**SUMMARY**

The Licensed Practical Nurse performs direct patient care activities under the direction of an RN within the scope of LPN license and in accordance with accepted standard of practice. An LPN caseload expectation is 15 patients based on a 1.0 FTE and provide 20 visits per week.

**ESSENTIAL FUNCTIONS**

1) Performs basic physical and psychosocial observation and data collection skills.  
   a) Collects data through observation of the patient/family’s physical and psychosocial needs.  
   b) Utilizes data collected from the patient, family and/or significant other and other health care professionals.  
   c) Reports observations to an RN in a timely manner so that care can be modified to accommodate patient/family needs.  
   d) Documents the relevant data collected in the nursing interview, physical observation and other health data.  
   e) Completes observations (including re-observations) within established time frames.  
   f) Observes the patient/family on a regular and systematic basis based on direction of the RN Case Manager and their needs as outlined in the POC.  
   g) Schedules visits to occur based on patient/family needs.  
   h) Articulates, identifies, and reports signs and symptoms of client abuse and/or neglect, suicide ideation or violence.

2) Performs observation and data collection per plan of care, including identification of home safety risk.  
   a) Identifies home safety risks.  
   b) Observes appropriateness of the home environment to the delivery of care.  
   c) Observes and reports availability and capacity of support systems and community agencies.  
   d) Observes and reports patient/family need for referral to other agencies and care providers

3) Performs patient care tasks according to Agrace standards and the Plan of Care. Demonstrates age appropriate care.  
   a) Demonstrates proper body mechanics when lifting, bending, kneeling, pushing and pulling.  
   b) Demonstrates proper techniques in application of Universal Precautions.  
   c) Demonstrates safe and effective use of DME and other medical equipment and supplies.  
   d) Demonstrates accepted techniques in:  
      i) Obtaining vital signs  
      ii) Giving a bed bath  
      iii) Assisting with showering  
      iv) Washing hair  
      v) Shaving  
      vi) Assisting with ambulation devices  
      vii) Assisting with ADLs  
      viii) Transfer techniques  
      ix) Clean dressing changes  
      x) Catheter care  
      xi) Oral care  
      xii) Skin care  
      xiii) Administering a bowel program  
      xiv) Collecting specimens  
      xv) Schedules visits to occur based on patient/family needs.  
   e) Demonstrates proficiency in administration of medications (including PO, IM, SQ, SL, PR, transdermal and enteral tube routes)
4) Reinforces education to patients and families.
   a) Reviews with RN the need for individualized patient and family education.
   b) Follows plan of care in meeting the educational needs.
   c) Observes and reports the effectiveness of patient/family education.
   d) Utilizes resources that have been approved by the Agrace Clinical Leadership Team.

5) Effectively documents care provided according to Agrace standards.
   a) Documents all observations and interventions as described in Agrace Policies and Procedures.
   b) Documents within the time frames specified in Agrace Policies and Procedures.
   c) Reports significant changes in patient/family condition or situation of care to RN in a timely manner.

6) Develops and maintains a working knowledge of various coping styles common to patients and caregivers.
   a) Uses knowledge of coping styles to develop therapeutic relationships with patients/family members.
   b) Observes and reports unusual/harmful coping mechanisms to IDG team.

7) Effectively participates and acts as an integral part of the IDG.
   a) Acknowledges/respects different values/opinions.
   b) Demonstrates the ability to evaluate his/her own therapeutic involvement, including identification of own stressor and life events that may impact ability to provide care.
   c) Assists staff members, as appropriate, in processing feelings.
   d) Understands the roles of all disciplines on the IDG and utilizes them appropriately.
   e) Participates in staff & team meetings to effectively plan and evaluate services for patient/families.
   f) Demonstrate ability to collaborate with the IDG.

8) Maintains a therapeutic working relationship with the patient and family.
   a) Recognize importance of and maintain professional boundaries
   b) Utilizes team approach.
   c) Reports coping/relationship difficulties to team.

9) Efficiently utilizes resources.
   a) Carries a caseload in accordance with Agrace staffing guidelines.
   b) Delivers patient care in a cost-effective manner.
   c) Appropriately plans for patient care needs on days off.
   d) Utilizes Agrace equipment/supplies appropriately for patient needs.
   e) Assesses and evaluates needed supplies and medications on a continual basis according to Agrace standards and practices.
   f) Utilizes appropriate staff, including volunteers, to meet patient/family needs in a cost-effective manner.

10) Contributes to the professional development and evaluation of peers, colleagues and partners.
    a) Participates in the clinical orientation of all staff, including volunteers.
    b) Participates in the education of students and health care professionals of all disciplines.
    c) Shares expertise through role modeling, precepting, mentoring, and/or in-service programs.
    d) Serves as a consultant on hospice and palliative care to other health care providers.
    e) Constructively participates in peer review activities, team member feedback and staff performance as requested.

11) Assumes on call responsibilities as directed.
    a) Maintains ready availability when on-call.
    b) Communicates with On-call RN to provide continuity of care to patients at all times.

12) Performs all other duties as assigned.

**EDUCATION & LICENSURE**
1. Graduation from an accredited program for Licensed Practical Nurses
2. Certification/Registration/Licensure: Current, unrestricted Wisconsin LPN license
3. CPR Certification preferred (required within 90 days of hire)
KNOWLEDGE, SKILLS AND ABILITIES
1. Two years relevant experience in hospice, oncology or ICU preferred
2. Ability to communicate effectively verbally and in writing.
3. Ability to be flexible and effectively manage priorities, multiple tasks and meet deadlines.
4. Ability to maintain patient confidentiality.
5. Valid Wisconsin driver’s license and car insurance. Must have access to an automobile in good operating condition.

PHYSICAL DEMANDS
1. The ability to lift 50 pounds

HIPAA CATEGORIES FOR ACCESS FOR EMPLOYEES AND VOLUNTEERS
- I Full Access: Routine access to patient information as needed to do your assigned job and potential disclosure of patient information with appropriate releases and/or consents.
- II Modified Access: Access to patients that you work with, but only some patient information.
- III Minimal Access: Access only on a case-by-case basis as assigned by a supervisor.

ACKNOWLEDGEMENT
I can perform the above essential job duties with or without reasonable accommodations.

☐ Yes  ☐ No Initial Here

Agrace HospiceCare (Agrace) is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, and other state and federal laws, Agrace will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective employees and incumbents to discuss potential accommodations with the employer. This job description is not considered an employment agreement or contract. The specific statements shown in each section of this job description are not intended to be all-inclusive. They represent typical elements and criteria necessary to successfully perform the position. Management has the exclusive right to alter job responsibilities at any time without notice to meet business and agency needs.

Employee: 
Print Name
Sign Name
Date

Supervisor: 
Print Name
Sign Name
Date

Supervisor: Return signed job description to Human Resources.

Revision History

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<th>Revision Date (Month/Year)</th>
<th>Section(s)</th>
<th>Description of Change</th>
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</table>
POSITION DESCRIPTION

Job Title: Licensed Practical Nurse (LPN IPU)
Department: Inpatient Unit
Reports to: Clinical Team Manager
Manages Others: ☐ Yes ☒ No

SUMMARY

The LPN is responsible for patient and family satisfaction through the provision of nursing care under the direct supervision on an RN by making patient visits as assigned, gathering data, following and updating the plan of care, administrating medications, communicating, and documenting. The LPN provides patient and family centered care consistent with Agrace philosophy, goals, standards, regulations and policies.

ESSENTIAL FUNCTIONS

1. Patient and Family Observation and Data Collection (Percentage of time: 30%)
   a. Observe patient’s and family’s physical, pain, psychosocial, emotional, spiritual, environmental and educational needs as outlined by the plan of care (POC).
   b. Collect data from the patient, family, significant other or other members of the interdisciplinary team and other health care professionals.
   c. Document and report significant changes in condition or unusual incidents to appropriate IDT member such as client abuse/neglect, suicidal intent, harmful coping mechanisms or violence, etc.

2. Patient Care (percentage of time 50%)
   a. Anticipate and respond to patient needs.
   b. Administer medications (including PO, IM, SQ, SL, PR, transdermal, enteral tube routes).
   c. Assist patients with Activities of Daily Living (ADL) such as bowel programs, toileting, incontinence care, bathing, dressing, oral care, and grooming, etc.
   d. Collect specimens and obtain vital signs.
   e. Provide catheter care, Foley insertion, bladder scan and irrigation
   f. Perform nursing procedures after demonstrated competency including dressing changes, wound care, central line dressing change, tracheostomy care, chest tubes, blood draws, SQ insertion, peripheral, accu check, etc.
   g. Reinforce patient and family education.
   h. Perform post mortem care.

3. Plan of Care (percentage of time 10%)
   a. Read, understand, and follow the POC. Document cares, medications administered, and changes in patient condition in electronic health record.
   a. Delegate cares to appropriate disciplines and volunteers.
   b. Oversee work of Certified Nursing Assistants (CNA).

4. Miscellaneous (Percentage of Time 10%)
   a. Participate in meetings to plan and evaluate patient/family services.
   b. Precept new staff and students.

The above are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.
REQUIREMENTS
1. Graduation from an accredited program for Licensed Practical Nurses
2. Current, unrestricted LPN in state of employment
3. One-year LPN experience, preferred
4. Valid driver’s license, auto insurance, and access to a reliable vehicle
5. Must be at least 18 years of age

KNOWLEDGE, SKILLS AND ABILITIES
1. Ability to develop, maintain, and apply knowledge of hospice and end of life process
2. Ability to maintain professional boundaries with patients, families and co-workers
3. Ability to create and follow plans of care, and patient, family, and clinical staff directions
4. Basic Microsoft Office skills
5. Intermediate electronic health records skills; Epic preferred
6. Ability to work effectively and cooperatively with others
7. Ability to communicate effectively verbally and in writing
8. Ability to be flexible in time and task to meet organizational needs
9. Ability to maintain confidentiality about patients, families, caregivers, staff, donors, and organizational intellectual property
10. Ability to use proper body mechanics, safe patient handling, and standard precautions

PHYSICAL DEMANDS
☒ Medium work – Exerting up to 50 pounds of force occasionally with frequent lifting and/or carrying of objects weighing up to 25 pounds.

Physical Requirements Check if essential to perform the job.
☒ Talk/hear ☒ Walk ☒ Taste/Smell
☒ Climb ☒ Stand or Sit ☒ Repetitive Motion
☒ Use hands/fingers to handle, feel, type ☒ Pushing or Pulling ☒ Stoop, kneel, crouch, or crawl
☒ See ☒ Reaching

ENVIRONMENTAL DEMANDS
☒ Category I: Duties performed routinely require exposure to blood, body fluid and tissue.

Other Environmental Demands
Duties are performed in an inpatient hospice unit and may include exposure to clients' health conditions, some unpleasant sights, smells, contagious diseases, moderate noise levels, and some temperature fluctuations.

HIPAA CATEGORIES FOR ACCESS FOR EMPLOYEES AND VOLUNTEERS
☒ I Full Access: Routine access to patient information as needed to do your assigned job and potential disclosure of patient information with appropriate releases and/or consents.

ACKNOWLEDGEMENT
I can perform the above essential job duties with or without reasonable accommodations. ☐ Yes ☐ No

Agrace HospiceCare (Agrace) is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, and other state and federal laws, Agrace will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective employees and incumbents to discuss potential accommodations with the employer. This job description is not considered an employment agreement or contract. The specific statements shown in each section of this job description are not intended to be all-inclusive. They represent typical elements
and criteria necessary to successfully perform the position. Management has the exclusive right to alter job responsibilities at any time without notice to meet business and agency needs.

Employee:

Print Name ___________________________ Signature ___________________________ Date ________________
BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

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

I. IDENTIFYING DATA

A. Name of facility: Oak Park Place

Address: 718 Jupiter Dr, Madison WI 53703

Telephone: 608-663-8600

B. Type of facility: ☑ Nursing Home  ☐ Community Health Agency
☐ Other: ____________________________

C. Number of beds at facility: 100

1. Types of patients: a variety of short term rehabilitation, long term care residents and wound care patients

D. Administrator of facility: Scott Frank, CEO

E. Director of nursing service: Janese Rix, RN DON

F. School(s) of nursing utilizing the facility: Herzing Nursing program, Madison College Nursing Assistant program

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Educational administrator of nursing school

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  
   
   XX Yes  _____ No
   Comments: 

B. Does the facility agree to cooperate in promoting the nursing school objectives?  
   
   XX Yes  _____ No
   Comments: Prior to clinical contractual agreement, an initial clinical site evaluation is completed by program director, or Associate Dean to assure site promotes nursing school and clinical course objectives. Clinical sites are evaluated following the first year of clinical experiences, every three years, thereafter, or with any significant clinical facility change.

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

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

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

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:  
   
   Not applicable. No simulated activities are utilized at this clinical site at this time.

_____________________________________________________________

Madison Area Technical College
Nursing School

Dr. Lisa Marie Greenwood
Educational Administrator
Signature

608-616-1068
Telephone Number

Nursing Program(s) Utilizing Facility/Simulated Setting
Associate Dean-Nursing
Title
02.04.19
Date
lgreenwood@madisoncollege.edu
Email Address
BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

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

I. IDENTIFYING DATA

A. Name of facility: Oakwood Prairie Ridge

Address: 5833 American Parkway

Madison, WI 53718

Telephone: 608 230-4677

B. Type of facility: □ Hospital  ☑ Nursing Home  □ Community Health Agency

☐ Other: ____________________________

C. Number of beds at facility: 42

I. Types of patients: a variety of short term rehabilitation, and long term care residents residents

D. Administrator of facility: Nelson Kling, Interim CEO

E. Director of nursing service: Jenna Heim, RN DON

F. School(s) of nursing utilizing the facility: Madison College ADN program

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:

1. Administrator of facility

2. Educational administrator of nursing school

B. Copy of the position description for:

1. Registered Nurses

2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

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

Comments: _______________________________________________________

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

Comments: Prior to clinical contractual agreement, an initial clinical site evaluation is completed by program director, or Associate Dean to assure site promotes nursing school and clinical course objectives. Clinical sites are evaluated following the first year of clinical experiences, every three years, thereafter, or with any significant clinical facility change

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

Comments: _______________________________________________________

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

Comments: _______________________________________________________

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

Comments: _______________________________________________________

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

Not applicable. No simulated activities are utilized at this clinical site at this time.

______________________________________________________________

Madison Area Technical College
Nursing School

Dr. Lisa Marie Greenwood
Educational Administrator

Signature

608-616-1068
Telephone Number

Nursing Program(s) Utilizing Facility/Simulated Setting

Associate Dean-Nursing

Title

02.04.19
Date

lgreenwood@madisoncollege.edu
Email Address
Jenna Heim, RN, DNS-CT  
Director of Nursing  
Oakwood Village Prairie Ridge HRC  
5833 American Parkway, Madison, WI 53718  
608-230-4677  
jenna.heim@oakoodvillage.net

Wisconsin Department of Safety and Professional Services  
State Board of Nursing  
1400 E. Washington St.  
P.O. Box 8366  
Madison, WI 53708-8366

January 30, 2019

Dear State Board of Nursing Members:

Please accept this letter of endorsement and support of the Madison Area Technical College, stand-alone Practical Nursing program, located at the Goodman South Campus in Madison, WI that will begin enrolling students for the 2019-2020 school term in the Fall, 2019 semester. As an existing community clinical partner with Madison Area Technical College, we welcome Practical Nursing students to our facility with the intent to provide clinical educational experiences. Currently, we have an existing contract with Madison Area Technical College for student clinical experiences that is inclusive of nursing. As such, we look forward to working collaboratively with both the nursing faculty and the leadership team within the School of Health Education at Madison Area Technical College to facilitate the growth and development of future practical nurses within our community.

Our facility is a 42 bed skilled nursing facility. The patient populations we serve include the following: long-term skilled nursing facility residents and short-term rehabilitation residents. In our facility, we currently hire licensed practical nurses. Their roles within our facility included the following direct care providers, team leaders, medication nurses, and treatment nurses. We believe that we are an ideal clinical site for Practical Nursing students, as these students will have opportunities to implement many of the skills learned in the Practical Nursing program curriculum. These skills include the following: resident assessment, documentation, care planning, medication and treatment administration, wound care, and opportunities for interprofessional collaboration.

In summary, we support the stand-alone Practical Nursing program at Madison Area Technical College Goodman South campus and look forward to working with Practical Nursing students at our facility.

Sincerely,

[Signature]

Jenna Heim, RN, DNS-CT
Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
Madison, WI 53708-8366
FAX #: (608) 266-2602
Phone #: (608) 266-2112
1400 E. Washington Avenue
Madison, WI 53708-8366
E-Mail: dps@wisconsin.gov
Website: dps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

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

I. IDENTIFYING DATA

A. Name of facility: Oakwood Prairie Ridge

Address: 5833 American Parkway
Madison, WI 53718

Telephone: 608 230-4677

B. Type of facility: ☑ Nursing Home

☐ Hospital
☐ Community Health Agency
☐ Other: ____________________________________________

C. Number of beds at facility: 42

I. Types of patients: a variety of short term rehabilitation, and long term care residents residents

D. Administrator of facility: Nelson Kling, Interim CEO

E. Director of nursing service: Jenna Heim, RN DON

F. School(s) of nursing utilizing the facility: Madison College ADN program

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:

1. Administrator of facility
2. Educational administrator of nursing school

B. Copy of the position description for:

1. Registered Nurses
2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  
   XX Yes  ____ No  
   Comments: ____________________________________________

B. Does the facility agree to cooperate in promoting the nursing school objectives?  
   XX Yes  ____ No  
   Comments:  Prior to clinical contractual agreement, an initial clinical site evaluation is completed by  
   program director, or Associate Dean to assure site promotes nursing school and clinical course objectives.  
   Clinical sites are evaluated following the first year of clinical experiences, every three years, thereafter, or with  
   any significant clinical facility change

C. Are there experiences in the facility available to students to meet clinical objectives?  
   XX Yes  ____ No  
   Comments: ____________________________________________

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

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

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the  
   learning experience:  
   Not applicable. No simulated activities are utilized at this clinical site at this time.

__________________________________________
Madison Area Technical College
Nursing School

__________________________________________
Dr. Lisa Marie Greenwood
Educational Administrator

Signature __________________________________________________________________________
608-616-1068 
Telephone Number

__________________________________________
Nursing Program(s) Utilizing Facility/Simulated Setting

__________________________________________
Associate Dean-Nursing

Title ________________________________

Date 02.04.19

Email Address lgreenwood@madisoncollege.edu
Wisconsin Department of Safety and Professional Services
State Board of Nursing
1400 E. Washington St.
P.O. Box 8366
Madison, WI 53708-8366

January 30, 2019

Dear State Board of Nursing Members:

Please accept this letter of endorsement and support of the Madison Area Technical College, stand-alone Practical Nursing program, located at the Goodman South Campus in Madison, WI that will begin enrolling students for the 2019-2020 school term in the Fall, 2019 semester. As an existing community clinical partner with Madison Area Technical College, we welcome Practical Nursing students to our facility with the intent to provide clinical educational experiences. Currently, we have an existing contract with Madison Area Technical College for student clinical experiences that is inclusive of nursing. As such, we look forward to working collaboratively with both the nursing faculty and the leadership team within the School of Health Education at Madison Area Technical College to facilitate the growth and development of future practical nurses within our community.

Our facility is a 42 bed skilled nursing facility. The patient populations we serve include the following: long-term skilled nursing facility residents and short-term rehabilitation residents. In our facility, we currently hire licensed practical nurses. Their roles within our facility included the following direct care providers, team leaders, medication nurses, and treatment nurses. We believe that we are an ideal clinical site for Practical Nursing students, as these students will have opportunities to implement many of the skills learned in the Practical Nursing program curriculum. These skills include the following: resident assessment, documentation, care planning, medication and treatment administration, wound care, and opportunities for interprofessional collaboration.

In summary, we support the stand-alone Practical Nursing program at Madison Area Technical College Goodman South campus and look forward to working with Practical Nursing students at our facility.

Sincerely,

[Signature]

Jenna Heim, RN, DNS-CT
Dear State Board of Nursing Members:

Please accept this letter of endorsement and support of the Madison Area Technical College, stand-alone Practical Nursing program, located at the Goodman South Campus in Madison, WI that will begin enrolling students for the 2019-2020 school term in the Fall, 2019 semester. As an existing community clinical partner with Madison Area Technical College, we welcome Practical Nursing students to our facility with the intent to provide clinical educational experiences. Currently, we have an existing contract with Madison Area Technical College for student clinical experiences that is inclusive of nursing. As such, we look forward to working collaboratively with both the nursing faculty and the leadership team within the School of Health Education at Madison Area Technical College to facilitate the growth and development of future practical nurses within our community.

Our facility is a 100-bed setting that provides skilled nursing, rehabilitation, long term care and memory programing. The patient populations we serve includes the following: post-surgical rehabilitation, neurological/respiratory/cardiac event rehabilitation, long term chronic health management, end of life care alone or in collaboration with a hospice, and memory care specific programing. Our treatments include standard wound care in addition to Negative Pressure Wound Therapy, IV therapy and respiratory therapy. In our facility, we currently hire licensed practical nurses. Their roles within our facility included the following: direct care including administering medication, documentation of ongoing and acute events, communication with providers to ensure quality care standards are met, treatment of various wounds. We believe that we are an ideal clinical site for Practical Nursing students, as these students will have opportunities to implement many of the skills learned in the Practical Nursing program curriculum. These skills include the following: patient assessment, documentation, care planning, medication administration, wound care, use of information technology, and opportunities for interprofessional collaboration, IV therapy.

In summary, we support the stand-alone Practical Nursing program at Madison Area Technical College Goodman South campus and look forward to working with Practical Nursing students at our facility.

Sincerely,
Janese Rix, RN, WCC, DON
JOB DESCRIPTION

JOB CLASSIFICATION: Registered Nurse (RN)
DEPARTMENT: Nursing Services
STATUS: Non-Exempt

BASIC FUNCTION

The RN position is accountable for participating in assessment, planning, implementation, and evaluation of resident care. The RN collaborates with nurses from all shifts, interdisciplinary staff, and physicians on issues related to the management and coordination of resident care. Responsibilities include direct resident care, leadership of LPN, MAA, and CNA staff.

The RN reports to their designated supervisor or Director of Nursing.

ESSENTIAL RESPONSIBILITIES

1. Fully embraces a culture of hospitality and teamwork by living the Oakwood Core Values:
   a. Compassion: We care deeply about the people we serve and the people we work with on a daily basis. We work together to help one another.
   b. Faith: We have a commitment to remain true to the vision and mission of Oakwood.
   c. Inclusion: We include everyone. We welcome opinions and strive to consider different perspectives to create fair, welcoming, and accessible experiences for all.
   d. Integrity: We work to be transparent and fair. We act with honor and respect for our residents, their families, and our co-workers.
   e. Dedication: We care about the people we serve and work with on a daily basis. We are dedicated to providing superior service to one another and our community.

Clinical Resident Care:

2. Perform resident care, such as medication, treatment, therapy, admissions/discharge assessments, and education of resident and family.
3. Lead the assessment, planning, implementation, evaluation, and documentation of resident condition and care.
   a. Document and report change in condition, interventions, and resident response. Initiate/follow-through/discontinue acute care plans, as appropriate.
   b. Update care plan and problem list as appropriate.
   c. Communicate care plan changes.
   d. Complete MDS sections as assigned.
   e. Attend care conferences as appropriate and assigned.
   f. Follow-up on Pharmacy medication action plans as assigned.

4. Communicate changes in condition to MD, family and team members in a timely manner.


6. Collaborate with nursing team, medical consultants, therapy staff, and other team members to ensure resident and family needs are met.

7. Complete physician order entry, as well as double & triple checks of new physician orders. Complete MAR monthly check of orders as delegated.

8. Serve as a consultant to the LPN, Med Tech and CNA staff.

9. Demonstrate effective time management.

10. Complete daily Medicare assessments as assigned and document accordingly.

11. Document in a timely manner in the eMAR and eTAR, and complete all other assigned assessments per facility policy.

12. Communicate all resident care needs to MD/NP timely.

Team Leading:


15. Carry out compliance rounds as needed.

16. Facilitate development of knowledge and skills of CNAs and other staff nurses.

17. Role model resident care.

18. Advise and assist LPNs, Med Techs, CNAs, volunteers, and other team members.
19. Assist in interviewing qualified candidates to meet facility needs.

20. Delegate as appropriate.

Budgeting:


22. Use cost effective techniques.

Family Support:

23. Ensure families of residents are knowledgeable of resident status and prognosis.

24. Inform DON and NHA of family concerns/issues.

Education:

25. In coordination with Human Resources Staff Development, provide in-service to other staff members.

26. Advise Nurse Manager/Supervisor/Nurse Educator of topics of interest for continuing education.

27. Identify personal professional strengths and areas for development.

28. Attend continuing education offerings to maintain current knowledge of trends and practices in nursing and long term care.

29. Other duties as assigned.

**QUALIFICATIONS**

1. Knowledge of both the State of Wisconsin regulations and the Code of Federal regulations, preferred.

2. Knowledge of Medicare requirements, preferred.

3. Ability to work in a partnership environment, which fosters effective team work in meeting the mission of Oakwood, required.

4. Ability to use independent judgment and make sound decisions, required.

**EXPERIENCE, EDUCATION, AND/OR TRAINING**

1. Registered Nurse licensed in the State of Wisconsin, required.
2. One year relevant nursing experience preferred.

3. CPR certified preferred.


I have read and agree to fulfill the requirements of the job.

Print Staff Member Name: ____________________________

Staff Member Signature: ____________________________   Date: ____________

cc: Original - Personnel File
    Copy - Staff Member
JOB DESCRIPTION

JOB CLASSIFICATION: LPN
DEPARTMENT: Nursing Services
STATUS: Non-Exempt

BASIC FUNCTION

The LPN position is responsible for contributing to the assessment, planning, implementation, and evaluation of resident care on a defined unit.

The LPN collaborates with nurses from all shifts, interdisciplinary staff, and physicians on issues related to the management of resident care. Responsibilities include direct resident and family care and leadership of CNA and MAA staff.

This position is accountable to the Director of Nursing.

ESSENTIAL RESPONSIBILITIES

Clinical Resident Care
1. Perform resident care including but not limited to: medication administration, completion of treatments, data collection, and basic teaching, and reinforcement education.

2. Contribute to the assessment, planning, implementation, evaluation, and documentation of resident conditions and care.
   a. Document and report change in condition, intervention, and resident response in coordination with RN. Initiate/follow-up/discontinue acute care plans as appropriate.
   b. Update Care Plan consulting with RN as appropriate.
   c. Communicate Care Plan changes with Nursing and therapy staff.
   d. Attend Care conferences as designated.
3. Report change in resident condition to supervisor and seek guidance from RN as appropriate.

4. Deliver nursing care in compliance with Nurse Practice Act, State and Federal regulations applicable to SNF setting and policies and procedures of Oakwood Village.

5. Collaborate with nursing team, medical consultants, and other interdisciplinary team members to ensure resident and family needs are met.

6. Demonstrate effective time management and problem solving skills.

7. Communication to physicians with any change in condition, need for order clarification, and when necessary Transcription of physician orders, including EMR entry, per Oakwood policy.

8. Other duties as assigned

Team Leading

1. Give shift to shift report. Communicate to CNAs on their job performance. Meets with CNAs throughout shift to coordinate resident care needs.

2. Inform Nurse in charge of staff concerns/issues.

3. Carry out compliance rounds every shift.

4. Facilitate development of knowledge and skills of CNAs and other staff nurses.

5. Delegate as appropriate.

Budgeting

1. Evaluate and report to Nursing leadership efficacy of staffing pattern.

2. Use cost effective techniques.

Family Support

1. Inform Nursing Supervisor/Manager, DON, and NHA of family concerns/issues.
Education

1. Advise Nursing Manager/Supervisor/Staff Development coordinator of topics of interest for continuing education.
2. Identify personal professional strengths and areas for development.
3. Attend continuing education offerings to maintain current knowledge of trends and practices in nursing and long term care, including nursing staff meetings as scheduled.

NON-ESSENTIAL

Team Leading

1. Advise and assist CNAs, MAAs, volunteers and students.
2. Carry out compliance rounds every shift.

Family Support

1. Ensure families of residents are knowledgeable of resident status and prognosis.

Education

1. In coordination with Human Resources-Staff Development, provide in servicing regarding technical care to other staff members.

QUALIFICATIONS

1. Knowledge of HSS 132 and all Federal tags preferred.
2. Knowledge of Medicare A requirements preferred.
3. Ability to work in a partnership environment which fosters effective team work in meeting the mission of Oakwood.
4. Independent initiation based on sound judgment.
5. Compliance with Oakwood's Nursing dress code policy.
6. Ability to work every other weekend, holidays, and occasional overtime. (overtime?)
EXPERIENCE AND/OR TRAINING

1. Licensed practical nurse license required.
2. One year relevant nursing experience in long term care preferred.
3. CPR Certified required.

I have read and agree to fulfill the requirements of the job.

Print Staff Member Name: ____________________________

Staff Member Signature: ____________________________ Date: __________

cc: Original - Personnel File
Copy - Staff Member

DISCLAIMER: This is not necessarily an exhaustive list of all responsibilities, duties, skills, efforts, requirements or working conditions associated with the job. While this is intended to be an accurate reflection of the current job, management reserves the right to revise the job or to require that other or different tasks be performed as assigned.
POSITION DESCRIPTION

Job Title: Registered Nurse IPU (RN IPU)
Department: Inpatient Unit (IPU)
Reports to: Clinical Team Manager
Manages Others: ☐ Yes ☒ No

SUMMARY

The RN IPU is responsible for patient and family satisfaction through the provision of nursing care by seeing patients, conducting assessments, following and updating the plan of care, providing interventions, communicating, and documenting. The RN IPU provides patient and family centered care consistent with Agrace philosophy, goals, standards, regulations and policies.

ESSENTIAL FUNCTIONS

1. Patient and Family Assessments (Percentage of time: 40%)
   a. Assess patient’s and family’s physical, pain, psychosocial, emotional, spiritual, environmental and educational needs as outlined by the plan of care (POC).
   b. Collect data from the patient, family, significant other or other members of the interdisciplinary team and other health care professionals.
   c. Identify, interpret, and document assessment data collected in the nursing interview, physical assessment and other health data.
   d. Document and report significant changes in condition or unusual incidents to appropriate IDT member such as client abuse/neglect, suicidal intent, harmful coping mechanisms or violence, etc.

2. Patient Care (percentage of time 40%)
   a. Respond to patient and family needs or change in condition or need for acute patient intervention.
   b. Provide interventions, treatments, and pain management to patient and family to meet needs. Evaluate the effectiveness of pain management or other intervention and adjust to meet needs.
   c. Provide patient and family education on pain, symptom management, end of life, etc. Evaluate the effectiveness of education and adjust to meet needs.

3. Plan of Care (percentage of time 10%)
   a. Formulate, implement, and revise individualized POC in collaboration with Interdisciplinary Team (IDT), patient, and family. The POC to include goals, pain management, interventions, education, discharge plan, etc.
   b. Develop reasonable and achievable outcome measures and establish priorities in the planning and provision of care.
   c. Read, understand, and follow the plan of care. Document interventions, outcomes, and changes in patient condition in electronic health record (EHR).
   d. Delegate cares and make referrals to appropriate disciplines and volunteers.
   e. Oversee work of Certified Nursing Assistants (CNA) and Licensed Practical Nurses (LPN).

4. Miscellaneous (Percentage of Time 10%)
   a. Participate in staff meetings to plan and evaluate patient/family services.
   b. Precept new staff and students.

The above are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

REQUIREMENTS
1. ADN required, BSN, preferred
2. Current, unrestricted Registered Nursing License in state of employment
3. One-year nursing experience, preferred
4. Must be at least 18 years of age

**KNOWLEDGE, SKILLS AND ABILITIES**

1. Ability to develop, maintain, and apply knowledge of hospice and end of life process
2. Ability to maintain professional boundaries with patients, families and co-workers
3. Ability to create and follow plans of care, and patient, family, and clinical staff directions
4. Basic Microsoft Office skills
5. Intermediate electronic health records skills; Epic preferred
6. Ability to work effectively and cooperatively with others
7. Ability to communicate effectively verbally and in writing
8. Ability to be flexible in time and task to meet organizational needs
9. Ability to maintain confidentiality about patients, families, caregivers, staff, donors, and organizational intellectual property
10. Ability to use proper body mechanics, safe patient handling, and standard precautions

**PHYSICAL DEMANDS**

- Medium work – Exerting up to 50 pounds of force occasionally with frequent lifting and/or carrying of objects weighing up to 25 pounds.

**Physical Requirements Check if essential to perform the job.**

- Talk/hear
- Climb
- Use hands/fingers to handle, feel, type
- See
- Walk
- Stand or Sit
- Pushing or Pulling
- Reaching
- Taste/Smell
- Repetitive Motion
- Stoop, kneel, crouch, or crawl

**ENVIRONMENTAL DEMANDS**

**OSHA Categories**

- Category I: Duties performed routinely require exposure to blood, body fluid and tissue.

**Other Environmental Demands**

Duties are performed in an inpatient hospice unit and may include exposure to clients' health conditions, some unpleasant sights, smells, contagious diseases, moderate noise levels, and some temperature fluctuations.

**HIPAA CATEGORIES FOR ACCESS FOR EMPLOYEES AND VOLUNTEERS**

- I Full Access: Routine access to patient information as needed to do your assigned job and potential disclosure of patient information with appropriate releases and/or consents.

**ACKNOWLEDGEMENT**

I can perform the above essential job duties with or without reasonable accommodations. ☐ Yes ☐ No

Agrace HospiceCare (Agrace) is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, and other state and federal laws, Agrace will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective employees and incumbents to discuss potential accommodations with the employer. This job description is not considered an employment agreement or contract. The specific statements shown in each section of this job description are not intended to be all-inclusive. They represent typical elements and criteria necessary to successfully perform the position. Management has the exclusive right to alter job responsibilities at any time without notice to meet business and agency needs.
<table>
<thead>
<tr>
<th>Employee:</th>
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POSITION DESCRIPTION

Job Title: Registered Nurse Visit (RN Visit)
Department: Homecare
Reports to: Clinical Team Manager
Manages Others: ☐ Yes  ☒ No

SUMMARY

The RN Visit is responsible for patient and family satisfaction through the provision of nursing care by making patient visits as assigned, conducting assessments, following and updating the plan of care, providing interventions, communicating, and documenting. The RN Visit provides patient and family centered care consistent with Agrace philosophy, goals, standards, regulations and policies.

ESSENTIAL FUNCTIONS

1. Patient and Family Assessments (Percentage of time: 40%)
   a. Assess patient’s and family’s physical, pain, psychosocial, emotional, spiritual, environmental and educational needs as outlined by the plan of care (POC).
   b. Collect data from the patient, family, significant other or other members of the interdisciplinary team and other health care professionals.
   c. Identify, interpret, and document assessment data collected in the nursing interview, physical assessment and other health data.
   d. Document and report significant changes in condition or unusual incidents to appropriate IDT member such as client abuse/neglect, suicidal intent, harmful coping mechanisms or violence, etc.

2. Patient Visits (percentage of time 40%)
   a. Respond to patient and family needs or change in condition or need for acute patient intervention.
   b. Provide interventions, treatments, and pain management to patient to meet needs. Evaluate the effectiveness of pain management or other intervention and adjust to meet needs.
   c. Provide patient and family education on pain, symptom management, end of life, etc. Evaluate the effectiveness of education and adjust to meet needs.

3. Plan of Care (percentage of time 10%)
   a. Read, understand, update, and follow the POC. Document interventions, outcomes, and changes in patient condition in electronic health record (EHR).
   b. Delegate visits and make referrals to appropriate disciplines and volunteers.
   c. Oversee work of Certified Nursing Assistants (CNA) and Licensed Practical Nurses (LPN).

4. Miscellaneous (Percentage of Time 10%)
   a. Participate in meetings to plan and evaluate patient/family services.
   b. Precept new staff and students.

The above are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

REQUIREMENTS

1. ADN, required; BSN, preferred
2. Current, unrestricted Registered Nursing License in state of employment
3. One-year nursing experience, preferred
4. Valid driver’s license, auto insurance, and access to a reliable vehicle
5. Must be at least 18 years of age

**KNOWLEDGE, SKILLS AND ABILITIES**

1. Ability to develop, maintain, and apply knowledge of hospice and end of life process
2. Ability to maintain professional boundaries with patients, families and co-workers
3. Ability to create and follow plans of care, and patient, family, and clinical staff directions
4. Basic Microsoft Office skills
5. Intermediate electronic health records skills; Epic preferred
6. Ability to work effectively and cooperatively with others
7. Ability to communicate effectively verbally and in writing
8. Ability to be flexible in time and task to meet organizational needs
9. Ability to maintain confidentiality about patients, families, caregivers, staff, donors, and organizational intellectual property
10. Ability to use proper body mechanics, safe patient handling, and standard precautions

**PHYSICAL DEMANDS**

- Medium work – Exerting up to 50 pounds of force occasionally with frequent lifting and/or carrying of objects weighing up to 25 pounds.

**Physical Requirements Check if essential to perform the job.**

- Talk/hear
- Climb
- Use hands/fingers to handle, feel, type
- See
- Walk
- Stand or Sit
- Pushing or Pulling
- Reaching
- Taste/Smell
- Repetitive Motion
- Stoop, kneel, crouch, or crawl
- See
- Reaching

**ENVIRONMENTAL DEMANDS**

**OSHA Categories**

- Category I: Duties performed routinely require exposure to blood, body fluid and tissue.

**Other Environmental Demands**

Duties are performed in client homes and may include exposure to clients’ health conditions, some unpleasant sights, smells, contagious diseases, moderate noise levels, and some temperature fluctuations.

**ACKNOWLEDGEMENT**

I can perform the above essential job duties with or without reasonable accommodations. ☐ Yes ☐ No

Agrace HospiceCare (Agrace) is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, and other state and federal laws, Agrace will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective employees and incumbents to discuss potential accommodations with the employer. This job description is not considered an employment agreement or contract. The specific statements shown in each section of this job description are not intended to be all-inclusive. They represent typical elements and criteria necessary to successfully perform the position. Management has the exclusive right to alter job responsibilities at any time without notice to meet business and agency needs.

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POSITION DESCRIPTION

Job Title: Registered Nurse Case Manager (RNCM)
Department: Homecare
Reports to: Clinical Team Manager
Manages Others: ☐ Yes ☒ No

SUMMARY

The RNCM is responsible for patient and family satisfaction through the provision of nursing care and case management by conducting assessments, creating and updating the plan of care, providing interventions, communicating, and documenting. The RNCM provides patient and family centered care consistent with Agrace philosophy, goals, standards, regulations and policies.

ESSENTIAL FUNCTIONS

1. Patient and Family Assessments (Percentage of time: 40%)
   a. Assess patient’s and family’s physical, pain, psychosocial, emotional, spiritual, environmental and educational needs as outlined by the plan of care (POC).
   b. Collect data from the patient, family, significant other or other members of the interdisciplinary team and other health care professionals.
   c. Identify, interpret, and document assessment data collected in the nursing interview, physical assessment and other health data.
   d. Document and report significant changes in condition or unusual incidents to appropriate IDT member such as client abuse/neglect, suicidal intent, harmful coping mechanisms or violence, etc.
   e. Collaborate with IDT and primary care provider to create HES for determination of hospice eligibility.

2. Patient Visits (percentage of time 40%)
   a. Respond to patient and family needs or change in condition or need for acute patient intervention.
   b. Provide interventions, treatments, and pain management to patient and family to meet needs. Evaluate the effectiveness of pain management or other intervention and adjust to meet needs.
   c. Provide patient and family education on pain, symptom management, end of life, etc. Evaluate the effectiveness of education and adjust to meet needs.

3. Plan of Care (percentage of time 10%)
   a. Formulate, implement, and revise individualized POC in collaboration with Interdisciplinary Team (IDT), patient, and family. The POC to include goals, pain management, interventions, education, discharge plan, etc.
   b. Develop reasonable and achievable outcome measures and establish priorities in the planning and provision of care.
   c. Read, understand, and follow the plan of care. Document interventions, outcomes, and changes in patient condition in electronic health record (EHR).
   d. Delegate visits to appropriate disciplines and manage visit sets.
   e. Oversee work of Certified Nursing Assistants (CNA) and Licensed Practical Nurses (LPN).

4. Miscellaneous (Percentage of Time 10%)
   a. Participate in meetings to plan and evaluate patient/family services.
   b. Precept new staff and students.

The above are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.
REQUIREMENTS
1. ADN, required; BSN, preferred
2. Current, unrestricted Registered Nursing License in state of employment
3. One-year nursing experience, preferred
4. Valid driver’s license, auto insurance, and access to a reliable vehicle
5. Must be at least 18 years of age

KNOWLEDGE, SKILLS AND ABILITIES
1. Ability to develop, maintain, and apply knowledge of hospice and end of life process
2. Ability to maintain professional boundaries with patients, families and co-workers
3. Ability to create and follow plans of care, and patient, family, and clinical staff directions
4. Basic Microsoft Office skills
5. Intermediate electronic health records skills; Epic preferred
6. Ability to work effectively and cooperatively with others
7. Ability to communicate effectively verbally and in writing
8. Ability to be flexible in time and task to meet organizational needs
9. Ability to maintain confidentiality about patients, families, caregivers, staff, donors, and organizational intellectual property
10. Ability to use proper body mechanics, safe patient handling, and standard precautions

PHYSICAL DEMANDS
☒ Medium work – Exerting up to 50 pounds of force occasionally with frequent lifting and/or carrying of objects weighing up to 25 pounds.

Physical Requirements Check if essential to perform the job.
☒ Talk/hear            ☐ Walk
☒ Climb               ☐ Stand or Sit   ☐ Taste/Smell
☒ Use hands/fingers to handle, feel, type  ☐ Pushing or Pulling ☒ Repetitive Motion
☒ See                 ☐ Reaching     ☒ Stoop, kneel, crouch, or crawl

ENVIRONMENTAL DEMANDS

OSHA Categories
☒ Category I: Duties performed routinely require exposure to blood, body fluid and tissue.

Other Environmental Demands
Duties are performed in client homes and long-term care facilities and may include exposure to clients' health conditions, some unpleasant sights, smells, contagious diseases, moderate noise levels, and some temperature fluctuations.

ACKNOWLEDGEMENT
I can perform the above essential job duties with or without reasonable accommodations. ☐ Yes ☐ No

Agrace HospiceCare (Agrace) is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, and other state and federal laws, Agrace will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective employees and incumbents to discuss potential accommodations with the employer. This job description is not considered an employment agreement or contract. The specific statements shown in each section of this job description are not intended to be all-inclusive. They represent typical elements and criteria necessary to successfully perform the position. Management has the exclusive right to alter job responsibilities at any time without notice to meet business and agency needs.
Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
Madison, WI 53708-8366
1400 E. Washington Avenue
Madison, WI 53708-8366
FAX #: (608) 266-2602
Phone #: (608) 266-2112
E-Mail: dsps@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

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

I. IDENTIFYING DATA

A. Name of facility: Madison Area Technical College
B. Type of facility:
   ☐ Hospital    ☐ Nursing Home    ☐ Community Health Agency
   ☑ Other: Technical College – high fidelity simulation center
C. Number of beds at facility: Truax campus: 6 bed, high fidelity simulation center
D. Administrator of facility: Dr. Kendricks Hooker, Dean of Health Education
E. Director of nursing service: Lisa Marie Greenwood, Associate Dean-Nursing
F. School(s) of nursing utilizing the facility: Madison College ADN program

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by: N/A as the high fidelity simulation lab is part of the School of Health Education
   1. Administrator of facility
   2. Educational administrator of nursing school

B. Copy of the position description for: N/A as the high fidelity simulation lab is part of the School of Health Education
   1. Registered Nurses
   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?
   "XX Yes ___ No"
   Comments: Simulation scenarios are developed by nursing faculty and meet the program objectives.

B. Does the facility agree to cooperate in promoting the nursing school objectives?
   "XX Yes ___ No"
   Comments: Simulation experiences are determined by nursing faculty such that they meet the PN program objectives.

C. Are there experiences in the facility available to students to meet clinical objectives?
   "XX Yes ___ No"
   Comments: 

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

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

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

High fidelity simulation experiences may be provided throughout the Practical Nursing program to allow for maternal-child nursing exposure. These experiences may include the following: pediatric assessment, uncomplicated labor and delivery, therapeutic communication, medication administration, care of the patient with chronic health conditions, and care of the patient pre/post operatively.

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Madison Area Technical College
Nursing School
Dr. Lisa Marie Greenwood
Educational Administrator

Nursing Program(s) Utilizing Facility/Simulated Setting
Associate Dean-Nursing

Title
02.04.19

Date
l.greenwood@madisoncollege.edu
Email Address
BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

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

I. IDENTIFYING DATA

A. Name of facility:  Madison Area Technical College

   Address:  1701 Wright St

   Madison, WI

   Telephone:  School of Health Education 608 246-6065

B. Type of facility:  □ Hospital  □ Nursing Home  □ Community Health Agency

   □ Other:  Technical College –high fidelity simulation center

C. Number of beds at facility:  Truax campus: 6 bed, high fidelity simulation center

   1. Types of patients:  Population mix of newborn, pediatric adult and OB patients

D. Administrator of facility:  Dr. Kendricks Hooker, Dean of Health Education

E. Director of nursing service:  Lisa Marie Greenwood, Associate Dean-Nursing

F. School(s) of nursing utilizing the facility:  Madison College ADN program

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:  N/A as the high fidelity simulation lab is part of the School of Health Education

   1. Administrator of facility

   2. Educational administrator of nursing school

B. Copy of the position description for:  N/A as the high fidelity simulation lab is part of the School of Health Education

   1. Registered Nurses

   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?  
   Comments:  
   

B. Does the facility agree to cooperate in promoting the nursing school objectives?  
   Comments:  
   

C. Are there experiences in the facility available to students to meet clinical objectives?  
   Comments:  
   

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

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

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

   High fidelity simulation experiences may be provided throughout the Practical Nursing program to allow for maternal-child nursing exposure. These experiences may include the following: pediatric assessment, uncomplicated labor and delivery, therapeutic communication, medication administration, care of the patient with chronic health conditions, and care of the patient pre/post operatively.

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Madison Area Technical College  
Nursing School  
Dr. Lisa Marie Greenwood  
Educational Administrator  
Signature  
608-616-1068  
Telephone Number

Nursing Program(s) Utilizing Facility/Simulated Setting  
Associate Dean-Nursing  
Title  
02.04.19  
Date  
l.greenwood@madisoncollege.edu  
Email Address
BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

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

I. IDENTIFYING DATA

A. Name of facility: St. Mary's Care Center

Address: 3401 Maple Grove Drive, Madison, WI 53719

Telephone: 608 845-1000

B. Type of facility: ☑ Nursing Home

C. Number of beds at facility: 184 bed unit

Types of patients: ☑ short term rehabilitation patients and long term care residents with skilled nursing needs

D. Administrator of facility: Karen Hayden

E. Director of nursing service: John Gelewski, RN DON

F. School(s) of nursing utilizing the facility: Madison College ADN program

II. EXHIBITS (attach to this form)

A. Copy of formal agreement signed by:
   1. Administrator of facility
   2. Educational administrator of nursing school

B. Copy of the position description for:
   1. Registered Nurses
   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized
III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?   \(\text{XX Yes} \quad \text{No}\)

Comments:

B. Does the facility agree to cooperate in promoting the nursing school objectives?  \(\text{XX Yes} \quad \text{No}\)

Comments: Prior to clinical contractual agreement, an initial clinical site evaluation is completed by 
program director, or Associate Dean to assure site promotes nursing school and clinical course objectives. 
Clinical sites are evaluated following the first year of clinical experiences, every three years, thereafter, or with 
any significant clinical facility change

C. Are there experiences in the facility available to students to meet clinical objectives?  \(\text{XX Yes} \quad \text{No}\)

Comments:

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

Comments:

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

Comments:

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

Not applicable. No simulated activities are utilized at this clinical site at this time.


Madison Area Technical College
Nursing School

Dr. Lisa Marie Greenwood
Educational Administrator

Signature

608-616-1068
Telephone Number

Nursing Program(s) Utilizing Facility/Simulated Setting

Associate Dean-Nursing

Title

02.04.19
Date

I. Greenwood@madisoncollege.edu
Email Address
ACADEMIC AFFILIATION AGREEMENT
Madison Area Technical College: Health Occupation Programs SSM Health

This ACADEMIC AFFILIATION AGREEMENT (“Agreement”) is effective July 19, 2015 (“Effective Date”) by and between Madison Area Technical College (“SCHOOL”) and SSM Health Care Corporation, a Missouri nonprofit corporation, doing business as SSM Health and its subsidiaries (each individually and collectively, “FACILITY”).

WHEREAS, SCHOOL, in conferring credentials upon its health occupation program students, must provide and certify completion of certain practical learning and/or clinical experience, some of which may involve interaction with patients;

WHEREAS, SCHOOL desires that certain of its students (“Students”) and, when appropriate, certain of its faculty members, be permitted to visit and utilize the premises of FACILITY to afford such Students the opportunity to have practical learning and clinical experiences at FACILITY; and

WHEREAS, FACILITY recognizes the need for and desires to aid in the educational development of nursing and ancillary health professionals, including Students, in an operating facility for the provision of health care services to its patients, and is willing to permit SCHOOL’s faculty and Students to participate in providing some of those services on its premises to the extent it is reasonable, proper, and professionally acceptable for them to do so.

THEREFORE, it is understood and agreed upon by the parties hereto as follows:

1. **Duties of SCHOOL.**

Prior to assigning Students to FACILITY, SCHOOL shall:

1.1 Designate a member of its faculty (“Faculty Coordinator”) to coordinate this Agreement with a designated member of FACILITY’s staff, and obtain FACILITY’s written or verbal approval of such Faculty Coordinator, which such approval FACILITY shall not unreasonably withhold. The coordination shall include on-site visits when practical and a continuing exchange of information on progress of the program. SCHOOL shall obtain and provide verification of a criminal background check on the Faculty Coordinator as provided by state law for health care workers if the Faculty Coordinator will be on FACILITY’s site or will have access to FACILITY’s patient medical records or patients. If the Faculty Coordinator will not be on FACILITY’s site and will not have access to patient medical records or patients, then a criminal background check will not be required. In the event adverse information is obtained from the criminal background check, SCHOOL shall provide the information obtained to FACILITY. Failure to provide the information obtained shall disqualify the designated Faculty Coordinator from participation at FACILITY. The results of the criminal background check must be satisfactory to FACILITY;

1.2 Recommend for affiliation only those Students who have successfully completed all necessary requirements of SCHOOL’s educational program and any appropriate professional requirements, and who have knowledge and skills consistent with an ability to properly discharge the clinical duties or functions associated with the clinical experiences in which the Students will participate;
1.3 Be responsible for orienting Students to those applicable policies and procedures provided by FACILITY to SCHOOL, including standards of The Joint Commission and Students’ responsibilities for the cost of his/her food, transportation, clothing and medical expenses, and to such other policies, procedures, rules and regulations as SCHOOL deems appropriate;

1.4 Obtain and provide verification that names, health status reports, including records of any immunizations required by FACILITY, and other pertinent information about each Student to be assigned to FACILITY are maintained at SCHOOL before the beginning date of the Students’ assignment at FACILITY;

1.5 Obtain FACILITY’s written approval of Students and periods of affiliation;

1.6 Advise Students to maintain the confidential nature of all information which may come to them with regard to patients and FACILITY records during the duration of the program and obtain from each Student a Confidentiality and Security Agreement in the form attached to this Agreement as Exhibit 1;

1.7 Keep all records and reports on each Student’s experience;

1.8 Represent and certify that its teaching program for Students involved under this Agreement is accredited and that SCHOOL is responsible for notifying FACILITY within ten (10) days in the event such accreditation is cancelled, withdrawn or otherwise terminated;

1.9 Advise Students that each Student is accountable for costs incurred in receipt of healthcare pursuant to Section 8.4, regardless of health insurance status;

1.10 Obtain and provide verification of a criminal background check as provided by state law for health care workers for each Student prior to that Student’s assignment at FACILITY. In the event adverse information is obtained from the criminal background check, SCHOOL shall provide the information to FACILITY after obtaining an Authorization and Release from the Student. In the event such Authorization and Release are not given by the Student, the Student shall be disqualified from participation at FACILITY. The results of the check must be satisfactory to FACILITY. In addition, for FACILITY sites in the state of Missouri, SCHOOL shall comply with the background check provisions of the regional guidelines for allied health/nursing districts of the St. Louis Metropolitan Hospital Council.

1.11 Agree that it and its Students will comply with the purpose and standards recommended by The Joint Commission; and

1.12 In recognition of the fact that the Students and faculty of SCHOOL shall see patient identifiable health information, SCHOOL shall ensure that patient identifiable health information provided by FACILITY to SCHOOL will be treated as confidential in accordance with applicable law and the Health Insurance and Portability and Accountability Act of 1996 ("HIPAA"), as amended. SCHOOL acknowledges that Students must complete the FACILITY’s in-service on HIPAA, which will be part of the Students’ orientation process.
The following requirements in Sections 1.13 through 1.15 apply for FACILITY sites in the state of Oklahoma:

1.13 SCHOOL/Faculty Coordinator must complete and submit the following two (2) weeks prior to the clinical rotation:

(a) Provide a letter requesting clinical time, dates, department and Student at least two (2) weeks prior to the beginning of the clinical rotation;
(b) Sign a Confidentiality and Security Agreement, if on campus at FACILITY with Students, in the form attached hereto as Exhibit 1;
(c) Provide clinical objectives;
(d) Provide a competency checklist;
(e) Complete a health screening form and appropriate documentation, if on campus at FACILITY with Students;
(f) Provide a copy of license/registration/certification, if on campus at FACILITY with Students; and
(g) All orientation, materials and documentation listed in Section 1.14.

1.14 Each Student must complete and submit the following two (2) weeks prior to the clinical rotation:

(a) Complete FACILITY orientation which includes the following:
   (1) Read the general orientation packet and complete the test;
   (2) Sign a Confidentiality and Security Agreement, in the form attached hereto as Exhibit 1;
   (3) Provide a copy of the Student’s current American Heart Association (AHA) Healthcare Provider CPR Training Card, for rotations in clinical areas;
   (4) Provide documentation of Occupational Safety and Health Administration (OSHA) tuberculosis and blood borne pathogens education (provided by SCHOOL);
   (5) Complete restraint packet or provide documentation that this has been addressed in the school program.
   (6) Complete the student health screening form and provide the appropriate documentation, which includes proof of: (i) current PPD (Students with a positive Blood Assay Mycobacterium Tuberculosis (BAMT) test or students with a past positive PPD will need to complete annual symptom survey and provide documentation from a healthcare provider and/or state health department for clearance to work with the public); (ii) proof of two (2) measles, mumps and rubella (MMR) vaccinations (must be official records, not SCHOOL records); (iii) proof of chickenpox by titer or two (2) varicella immunizations; (iv) three (3) hepatitis B immunizations, positive titer or declination; and (v) proof of current flu shot during flu season and Tdap immunization. The only way Students may opt out of the flu or Tdap immunization is a signed document from the Student’s health care provider or a statement from the Student’s clergy citing the religious conviction that prevents Student from getting the immunization.
1.15 Complete a FACILITY evaluation at the conclusion of the clinical rotation. This form is to be returned to FACILITY’s Clinical Education Division

2. **Duties of Faculty Coordinator.**

SCHOOL, through the Faculty Coordinator, shall:

2.1 Select, in cooperation with designated FACILITY personnel, the appropriate clinical experiences for Students;

2.2 Guide, coordinate and evaluate Students’ performance at all times while Students are affiliated with FACILITY;

2.3 Meet with FACILITY personnel prior to and following Students’ affiliations, and at such times as either party shall deem appropriate, to evaluate Students’ performance and clinical experiences; and

2.4 Ensure that Students participate in ongoing training with respect to the learning and clinical experiences at the FACILITY, including but not limited to, being advised of any changes in FACILITY’s policies and procedures, which may impact Students’ experiences hereunder.

3. **Duties of FACILITY.**

During this Agreement FACILITY shall:

3.1 Provide practical learning and/or clinical experiences to Students assigned to FACILITY;

3.2 Maintain primary responsibility at all times for patient care and total health services;

3.3 Cooperate with the Faculty Coordinator in the selection of any appropriate clinical experiences for Students;

3.4 Provide physical space for faculty members and Students to hold conferences and for their apparel and personal effects;

3.5 Provide SCHOOL with any applicable policies and procedures and inform SCHOOL, through the Faculty Coordinator, of any new applicable procedures and/or policies or any changes in procedures and/or policies which may affect the affiliation described hereunder; and

3.6 Allow Students to perform services for patients only when under the supervision of a registered, licensed or certified professional. Such professional is to be registered, certified or licensed in the discipline in which supervision is provided. Students shall work, perform assignments, and participate in ward rounds, clinics, staff meetings, and in-service educational programs at the discretion of their supervisors designated by FACILITY.
4. **Immediate Removal of Student.**

Upon the request of FACILITY, SCHOOL shall immediately remove a Student or SCHOOL faculty member, including Faculty Coordinator, from FACILITY in the sole discretion of FACILITY, with or without cause; however, FACILITY shall provide SCHOOL with written notice thereof within a reasonable time following the removal.

5. **Insurance.**

5.1 SCHOOL will maintain for each Student and faculty member assigned to FACILITY professional liability insurance in minimum amounts of One Million Dollars ($1,000,000.00) per occurrence, Three Million Dollars ($3,000,000.00) annual aggregate. If SCHOOL procures professional liability coverage that is not on an “occurrence basis,” SCHOOL or Student shall, at all times, maintain insurance coverage for medical professional liability directly or indirectly resulting from acts or omissions of SCHOOL or SCHOOL’s employees and agents (including Student), occurring in whole or in part during the term of this Agreement (“Continuing Coverage”). In addition, SCHOOL shall maintain general liability insurance on an occurrence basis for SCHOOL and all its Students, employees and faculty members participating in training programs at FACILITY. The limits for general liability shall be One Million Dollars ($1,000,000.00) per occurrence, Two Million Dollars ($2,000,000.00) annual aggregate. SCHOOL shall also maintain workers’ compensation insurance for any employees of SCHOOL performing services under this Agreement. SCHOOL shall furnish FACILITY with a certificate of insurance before the beginning date of each Student’s assignment at the FACILITY. Such certificate of insurance shall provide that FACILITY shall receive thirty (30) days written notice prior to the effective date of any cancellation of such insurance.

5.2 It is understood that coverage of SCHOOL’s Students, employees, and faculty, including Faculty Coordinator, under the above-referenced policies, or an acceptable substitute therefore, shall be a continuing condition of this Agreement. SCHOOL shall be responsible for satisfying any deductible or self-insured retention required by its liability coverage.

6. **Term and Termination.**

This Agreement shall commence on the Effective Date for an initial term of five (5) years unless earlier terminated as provided herein. Thereafter, this Agreement may be renewed upon mutual written agreement. Notwithstanding the foregoing, either party may terminate this Agreement without cause at any time during a term by giving sixty (60) days prior written notice, effective on the date stated therein, provided Students assigned to FACILITY shall be given an opportunity to complete their affiliation if reasonably practicable. Both parties agree to meet at least thirty (30) days prior to the expiration of the initial term of this Agreement and annually thereafter to evaluate the affiliation program and to review this Agreement. In the event the parties fail to appropriately document an extension, and SCHOOL continues to provide Students hereunder, the term of this Agreement shall be deemed to be automatically extended on a day to day basis until terminated by either party upon thirty (30) days prior written notice if the termination is without cause, or if the termination is not without cause, then as provided by the applicable time frame set forth in the Agreement.
7. **Notice.**

Any notice or communication required or permitted to be given under this Agreement shall be served personally, sent by United States certified mail or sent by email to the following address:

If to FACILITY: 
SSM Health  
Attn: Contracts  
10101 Woodfield Lane  
St. Louis, MO 63132  
Email: ContractNotices@ssmhc.com  

If to SCHOOL: 
Madison Area Technical College  
Attn:  
1701 Wright St.  
Madison, WI 53704  
Email:  

Any change to the notice address listed above must be given to the other party in the same manner as described in this section. The date of notice shall be the date of delivery if the notice is personally delivered, the date of mailing if the notice is sent by United States certified mail or the date of transmission if the notice is sent by email. Each party agrees to maintain evidence of the respective notice method utilized.

8. **Miscellaneous.**

8.1 SCHOOL and FACILITY agree that no individual will be discriminated against on the basis of age, race, religion, creed, sex, national origin, disability, sexual orientation or veteran’s status.

8.2 Students and faculty members, including Faculty Coordinator, shall remain at all times during this Agreement students and faculty members of SCHOOL and shall in no way be considered servants, agents, or employees of FACILITY. Students are trainees, not employees, and are not to replace FACILITY staff or to be covered by FACILITY’s Social Security Workers’ Compensation or Unemployment Compensation.

8.3 This Agreement shall not prevent FACILITY from accepting students for affiliation from other educational institutions.

8.4 In the event of accidental injury or illness of any Student or faculty member, FACILITY shall, upon request, provide emergency care at FACILITY, but FACILITY shall not be responsible for follow-up care, hospitalization or costs incurred in providing such care.

8.5 This Agreement shall be governed by and interpreted in accordance with the substantive laws of the State of Missouri, without application of choice of law rules.

8.6 This Agreement shall be binding upon and shall inure to the benefit of both parties and their respective successors, heirs, assigns and legal representatives. Neither this Agreement nor any rights hereunder may be assigned without the prior consent in writing of the non-assigning party; provided, however, that written consent is not
required for FACILITY to assign this Agreement to any entity under common control, or affiliated, with FACILITY.

8.7 Individuals executing this Agreement on behalf of organizations represent and warrant that they have been authorized to do so.

8.8 This Agreement contains the entire understanding of the parties relating to the subject matter of this Agreement. Prior agreements, promises, negotiations or representations between the parties, either oral or written, relating to the subject matter of this Agreement not expressly set forth herein are of no force or effect. Any modifications or amendments hereto must be agreed to by both parties in writing and shall become effective on the date stated therein.

8.9 This Agreement may be signed in one or more counterparts including via facsimile or email, or by electronic signature in accordance with applicable law, all of which shall be considered one and the same agreement, binding on all parties hereto, notwithstanding that both parties are not signatories to the same counterpart. A signed facsimile or photocopy of this Agreement shall be binding on the parties to this Agreement.

8.10 In the event that any sections, paragraphs, sentences, clauses or phrases of this Agreement (individually, “Provision”) shall be found invalid, void and/or unenforceable, for any reason, neither this Agreement generally nor the remainder of this Agreement shall thereby be rendered invalid, void and/or unenforceable, but instead each such Provision and (if necessary) other Provisions hereof, shall be reformed by a court of competent jurisdiction so as to effect, insofar as is practicable, the intention of the parties as set forth in this Agreement, and this Agreement shall then be enforced as so reformed. Notwithstanding the preceding sentence, if such court is unable or unwilling to effect such reformation, the remainder of this Agreement shall be construed and given effect as if such invalid, void and/or unenforceable Provision(s) had not been a part hereof.

8.11 The failure of FACILITY or SCHOOL to object to or take affirmative action with respect to any conduct of the other which is in violation of the provisions of this Agreement shall not be construed as a waiver of that violation or of any future violations of the provisions of this Agreement.

8.12 During the term of this Agreement and thereafter, FACILITY and SCHOOL and their employees and students shall hold information in the strictest confidence except as otherwise required by this Agreement or by federal law. Such information includes but is not limited to patient records and peer review and utilization review documents, the terms of this Agreement, and the finances, earnings, volume of business, systems, practices, plans, contracts, and similar information of each party.

8.13 FACILITY is an equal opportunity employer. As part of its affirmative action policies and obligations, FACILITY is subject to and will comply with the provisions governing federal contractors as set forth in 41 CFR 60-1.4(a), 41 CFR 60-741.5(a) and 41 CFR 60-250.5(a), and these regulations are hereby incorporated into this contract by reference.
8.14 SCHOOL represents and warrants to FACILITY that SCHOOL and its owners, employees, agents and any subcontractors (collectively “Personnel”) are not: (i) listed on the System for Award Management website (“sam.gov”) (formerly known as the General Services Administration (“GSA”) Excluded Parties List System (“EPLS”)); or (ii) suspended or excluded from participation in any federal health care programs, as defined under 42 U.S.C. § 1320a-7b(f), any form of state Medicaid program, and are not listed on the Office of the Inspector General’s website (“oig.hhs.gov”) (collectively, “Government Payor Programs”). SCHOOL also represents and warrants that to the best of its knowledge there are no pending or threatened governmental investigations that may lead to suspension or exclusion of SCHOOL or Personnel from Government Payor Programs or may be cause for listing on sam.gov or oig.hhs.gov (collectively, an “Investigation”). SCHOOL shall notify FACILITY of the commencement of any Investigation or suspension or exclusion from Government Payor Programs within three (3) business days of SCHOOL’s first learning of it. FACILITY shall have the right to immediately terminate this Agreement upon learning of any such Investigation, suspension or exclusion. FACILITY shall be timely kept apprised by SCHOOL of the status of any such Investigation. SCHOOL shall indemnify, defend, and hold FACILITY harmless from any claims, liabilities, fines, and expenses (including reasonable attorneys’ fees) incurred as a result of SCHOOL’s breach of this paragraph.

8.15 Each FACILITY shall have the authority to determine participation in this Agreement at the sole discretion of the FACILITY. If a FACILITY determines it will not accept Students, a letter will be provided to the SCHOOL.

8.16 Upon execution of this Agreement, all existing individual FACILITY Agreements with SCHOOL will automatically terminate.

[Remainder of Page Intentionally Left Blank – Signature Page to Follow]
IN WITNESS WHEREOF, each person signing below represents and warrants that he or she is fully authorized to sign and deliver this Agreement in the capacity set forth beneath his or her signature and the parties hereto have signed this Agreement as of the date and year written below.

SCHOOL:

Madison College

By: ____________________________
Name: Lori Mellet
Title: Program Director
Address: 1701 Wright St.
        Madison, WI 53704

Date: 08/25/15

FACILITY:

SSM Health Care Corporation d/b/a
SSM Health

By: ____________________________
Name: Maggie Fowler
Title: System Vice President/Chief Nursing Officer
Address: 1173 Corporate Lake Drive
         St. Louis, MO 63132

Date: Sept. 2, 2015
EXHIBIT 1

CONFIDENTIALITY AND SECURITY AGREEMENT

Employees, Consultants and Volunteers

I understand that the business entity (“SSM”) in which I work, volunteer or provide services has a legal and ethical responsibility to safeguard the privacy of all patients and protect the confidentiality of patients’ health information. SSM must ensure the confidentiality of its propriety information, including, but not limited to, human resources, payroll, fiscal, research, reporting, strategic planning, communications, computer systems, and other information (collectively, with patient identifiable health information, referred to as “Confidential Information”).

In the course of my employment or assignment at SSM, I understand that I may come into the possession of Confidential Information. I further understand that I must sign and comply with this Confidentiality and Security Agreement (“Agreement”) in order to access Confidential Information. I understand that for purposes of this Agreement, the term “SSM” shall include any subsidiaries or affiliates of SSM Health Care Corporation, doing business as SSM Health.

1. I will access, use and disseminate Confidential Information only when it is necessary to perform my job related duties in accordance with SSM’s Policies and Procedures.
2. I will not disclose or discuss any Confidential Information with others, including friends or family, who do not have a need to know it.
3. I will not in any way divulge, copy, release, sell, loan, alter, or destroy any Confidential Information except as properly authorized.
4. I will not discuss Confidential Information where others can overhear the conversation. I understand that it is not acceptable to discuss Confidential Information even if a patient’s name is not used.
5. I will not make any unauthorized transmission, examination, modification or removal of Confidential Information.
6. I have no right to any ownership interest in any information accessed or created by me during my relationship with SSM.
7. I will only access or use systems or devices that I am officially authorized to access, and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.
8. I will practice good workstation security measures such as locking up digital storage devices when not in use, using screen savers with activated passwords and positioning screens away from public view.
9. I will practice secure electronic communications by transmitting Confidential Information only to authorized entities, in accordance with approved security standards.
10. I will use only my officially assigned user ID and password, approved licensed software and devices with virus protection software.
11. I will not share/disclose user IDs or passwords, use tools or techniques to break/exploit security measures or connect to unauthorized networks through the systems or devices.
12. I will notify my manager or appropriate information services contact if my password has been seen, disclosed or otherwise compromised, and I will report activity that violates this Agreement, privacy and security policies or any other incident that could have any adverse impact on Confidential Information.
13. I understand that I should have no expectation of privacy when using SSM information systems. SSM may log, access, review and otherwise utilize information stored on or passing through its systems, including e-mail, in order to manage systems and enforce security.
14. I will act in the best interest of SSM and in accordance with its Policies and Procedures at all times during my relationship with SSM and I acknowledge that my obligations under this Agreement will continue after termination of my employment, expiration of my contract, or ceasing my relationship with SSM.
15. Upon ceasing my relationship with SSM, I will immediately return to SSM any documents, media or property which constitutes Confidential Information, or which gives me access to Confidential Information.
16. I understand that violation of this Agreement may result in disciplinary action, up to and including termination of employment, suspension and loss of privileges, and/or termination of authorization to work within SSM, in accordance with SSM’s policies, and/or civil/criminal prosecution.

IN WITNESS WHEREOF, by signing below, I represent and warrant that I have read this Agreement and agree to comply with all the terms and conditions stated above.

<table>
<thead>
<tr>
<th>Employee/Consultant/ Vendor Signature:</th>
<th>Primary SSM Entity Name where I work, volunteer or provide service:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee/Consultant/ Vendor Printed Name:</td>
<td>Business Name of Employer (if not employed by SSM):</td>
<td></td>
</tr>
</tbody>
</table>
SSM HEALTH STANDARDS OF ETHICAL CONDUCT FOR VENDORS

Mission: “Through our Exceptional Health Care Services, we reveal the healing presence of God”
Values: Compassion, Respect, Excellence, Stewardship and Community

Consistent with SSM Health’s values and in light of increased government scrutiny, SSM Health has voluntarily implemented a compliance plan that formalizes expectations for conduct. In addition, SSM Health desires to do business with partners who abide by similar principles. The following summarizes the principles that SSM Health wishes to reflect in its relationships with vendors.

COMMITMENT TO OUR PATIENTS AND THEIR FAMILIES
Everything we do is designed to provide exceptional care for our patients, their families, and the communities we serve. We reflect ethical and proper business practices in all we do. We expect vendors to do the same in their relationship with us.

BUSINESS ETHICS
All employees must represent SSM Health accurately and honestly and must not engage in any activity intended to defraud anyone of money, property, services, or care. All SSM Health employees must pay careful attention to business transactions with suppliers, contractors, and other third parties. Employees must not accept offers that would result in personal benefit. This includes gifts, favors and other incentives to perform work in a way that benefits outside parties. Only trivial items like pens and pencils may be accepted by an employee from a vendor. We ask that vendors and their representatives act consistently with such standards.

LEGAL COMPLIANCE
SSM Health is committed to conducting all of its activities in compliance with applicable federal, state and local laws. These laws pertain to human resource activities, fraud and abuse in the Medicare and Medicaid programs, lobbying and political activity, and many other areas. We ask that vendors and their representative’s act in accordance with all applicable laws. See the attached written information about SSM Health’s commitment to compliance with federal and state laws related to the false claims and whistleblower protection.

CONFIDENTIALITY: PRIVACY & SECURITY OF INFORMATION
All SSM Health employees, vendors, and their representatives must maintain the confidentiality of patient information and of confidential information concerning employees.

CONFLICTS OF INTEREST
A conflict of interest is any situation where an employee has a financial or business interest that might be in conflict with the financial or business interests of SSM Health. All employees must avoid conflicts of interest or the appearance of conflicts of interest. If a potential conflict of interest exists, make people aware of it, as well as the impact it could have on our patients and their families or on the organization. Talking about conflict-of-interest issues with your supervisor, other entity managers, or the System Vice President – Corporate Responsibility can clarify whether a true conflict exists. We ask that vendors act in accordance with this principle.

If you become aware of any situation involving an SSM Health employee that violates these Standards of Ethical Conduct, please contact the SSM Health Corporate Responsibility Office (314-994-2647) or the confidential CRP Help Line (1-877-4CRP-ASK).

September 2015
750
The False Claims Act – A Federal Law That Fights Fraud and Protects Whistleblowers

**The Federal False Claims Act** and **Program Fraud Civil Remedies Act**. The False Claims Act is a national law that was created to eliminate fraud against the federal government and protect the people who help the government in this effort. “Fraud” is a crime that happens when someone is deceiving someone for personal gain. The False Claims Act makes it a crime for any person or organization to submit a record or claim for payment for services, property or other items to the government, knowing that the information is not true. This is called a “False Claim.” “Knowing” means that the person or organization:

- knows the record or claim is false, or
- is asking for payment and is deliberately ignoring whether or not the record or claim is false, or
- is asking for payment and does not care if the record or claim is false.

Sometimes an inaccurate Medicare, Medicaid, VA, Federal Employee Health Plan or Workers’ Compensation claim could become a False Claim. For example, if a hospital knowingly bills for services that were not provided or were not ordered by a physician or overcharges for a product or service, these would be examples of False Claims.

A person who “knows” that an organization has filed a False Claim for payment can file a lawsuit in Federal Court on behalf of the government. These cases are known as “qui-tam” lawsuits and the person who files the lawsuit is called a “whistleblower.” In some cases, the whistleblower can receive a portion of the damages awarded from a successful False Claim lawsuit. The damages can be large - up to three times the value of the False Claim, plus $5,500 to $11,000 in civil fines per False Claim. An individual who makes a false claim or written statement is also subject to $5,000 in civil fines per false claim or statement.

**Federal Whistleblower Protections**. The federal False Claims Act protects an employee who files a False Claim lawsuit from being fired, demoted, threatened or harassed by his or her employer in retaliation. An employee who is harmed by their employer for filing a False Claims lawsuit must file a lawsuit against employer in Federal Court. If the court finds that the employer retaliated, the court can order the employer to re-hire the employee at the same level and to pay the employee twice the amount of back pay that is owed, plus interest and attorney’s fees.

**State Laws and Whistleblower Protections.** Each state where SSM Health is located – Missouri, Illinois, Oklahoma and Wisconsin – has laws that are very similar to the federal False Claims Act. These laws make it illegal to make or present False Claims or commit fraud against Medicaid and other state programs. Usually these laws can be found on each state’s Medicaid website as a way to help find and prevent health care fraud. Each state also gives some level of protection against employer retaliation to employees who report False Claims.

**Our Policy.** SSM Health’s Corporate Responsibility Process (CRP) monitors and audits compliance to help us find and prevent errors in coding or billing, False Claims or other activities that may be fraudulent. Employees can find these CRP Policies and Procedures on the SSM Health Intranet homepage under “Policies and Procedures” or through their department managers. SSM Health vendors and contractors are also given information about these CRP Policies and Procedures.

- SSM expects that our employees and agents who create and file claims for payments for services, property or any other item will only use true, complete and accurate information to make the claim.
- SSM expects that anyone with a concern about a possible False Claim at an SSM facility will use the Corporate Responsibility reporting process immediately so that SSM can investigate and correct any errors.
- SSM’s non-retaliation policy protects our employees from harm when they do the right thing and report any genuine concern through the Corporate Responsibility reporting process.
- SSM will investigate any allegation of retaliation against an employee for speaking up, and will protect and/or restore rights to anyone who raised a genuine concern.

**Our Promise.** Our employees, contractors, and agents work hard to ensure that every claim for payment for the care we provide is true and accurate, so that we don’t break the law or the trust our patients and communities have placed with us.
FIRST AMENDMENT TO
ACADEMIC AFFILIATION AGREEMENT
Madison College: Health Occupation Programs
SSM Health

This FIRST AMENDMENT TO ACADEMIC AFFILIATION AGREEMENT ("Amendment") is effective July 1, 2018 ("Effective Date") by and between Madison College ("SCHOOL") and SSM Health Care Corporation, a Missouri nonprofit corporation, d/b/a SSM Health, on behalf of itself and its subsidiary entities (each individually and collectively, "FACILITY").

WHEREAS, FACILITY and SCHOOL entered into an Academic Affiliation Agreement dated July 19, 2015 ("Agreement"); and

WHEREAS, FACILITY and SCHOOL desire to modify certain provisions of the Agreement as set forth below in order that the Agreement, as modified, is acceptable to both parties.

THEREFORE, it is understood and agreed upon by the parties as follows:

1. The Agreement shall renew up to and including June 30, 2020.

2. The following replaces Section 7:

Notices. Any notice or communication required or permitted to be given under this Agreement shall be served personally, sent by United States certified mail or sent by email to the following address:

If to FACILITY: SSM Health
   Attn: Contracts
   10101 Woodfield Lane
   St. Louis, MO  63132
   Email: ContractNotices@ssmhealth.com

If to SCHOOL: Madison College
   Attn: Megan Speerschneider
   1701 Wright Street
   Madison, WI 53704
   Email: mspeerschneider@madisoncollege.edu

Any change to the notice address listed above must be given to the other party in the same manner as described in this section. The date of notice shall be the date of delivery if the notice is personally delivered, the date of mailing if the notice is sent by United States certified mail or the date of transmission if the notice is sent by email. Each party agrees to maintain evidence of the respective notice method utilized.

3. The following replaces Section 8.13:

FACILITY and all covered subcontractors shall abide by the requirements of 29 CFR § 471, Appendix A to Subpart A, 41 CFR § 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, sexual orientation, gender identity, or national origin. Moreover, these regulations require that covered prime contractors and
subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, protected veteran status or disability.

4. The following replaces Section 8.14:

SCHOOL represents and warrants to FACILITY that SCHOOL and its owners, employees, agents and any subcontractors (collectively “Personnel”) are not: (i) listed on the System for Award Management website (“sam.gov”) with an active exclusion; (ii) listed on the Office of the Inspector General’s website (“oig.hhs.gov”); (iii) suspended or excluded from participation in any federal health care programs as defined under 42 U.S.C. § 1320a-7b(f); or (iv) suspended or excluded from participation in any form of state Medicaid program ((i)-(iv) collectively, “Government Payor Programs”). SCHOOL also represents and warrants that to the best of its knowledge there are no pending or threatened governmental investigations that may lead to suspension or exclusion of SCHOOL or Personnel from Government Payor Programs or may be cause for listing on sam.gov or oig.hhs.gov (collectively, an “Investigation”). SCHOOL shall notify FACILITY of the commencement of any Investigation, suspension or exclusion from Government Payor Programs within three (3) business days of SCHOOL’s first learning of it. FACILITY shall have the right to immediately terminate this Agreement upon learning of any such Investigation, suspension or exclusion. FACILITY shall be kept apprised by SCHOOL in a timely manner of the status of any such Investigation. SCHOOL shall indemnify, defend and hold FACILITY harmless from any claims, liabilities, fines and expenses (including reasonable attorneys’ fees) incurred as a result of SCHOOL’s breach of this paragraph.

All other terms of the Agreement shall remain in full force and effect. If the terms of the Agreement in any way conflict with or are otherwise inconsistent with the terms of this Amendment, this Amendment shall govern and control.

IN WITNESS WHEREOF, each person signing below represents and warrants that he or she is fully authorized to sign and deliver this Amendment in the capacity set forth beneath his or her signature and the parties hereto have signed this Amendment as of the date and year written below.

SCHOOL:

Madison Area Technical College

By: [Signature]
Name: [Name]
Title: [Title]
Address: [Address]
Email: [Email]
Date: [Date]

FACILITY:

SSM Health Care Corporation, d/b/a SSM Health, on behalf of itself and its subsidiary entities

By: [Signature]
Name: Maggie Fowler
Title: Chief Nursing Officer
Address: 1173 Corporate Lake Drive
St. Louis, MO 63132
Date: 8/24/18
**State of Wisconsin**  
Department of Safety & Professional Services

**AGENDA REQUEST FORM**

<table>
<thead>
<tr>
<th>1) Name and Title of Person Submitting the Request:</th>
<th>2) Date When Request Submitted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan Gage</td>
<td>3/1/2018</td>
</tr>
</tbody>
</table>

Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting.

<table>
<thead>
<tr>
<th>Board of Nursing</th>
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</table>

<table>
<thead>
<tr>
<th>3/14/2019</th>
<th>5) Attachments:</th>
<th>6) How should the item be titled on the agenda page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☑ Yes</td>
<td>Mount Mary University Application to Plan a School of Nursing</td>
</tr>
<tr>
<td></td>
<td>☐ No</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>7) Place Item in:</th>
<th>8) Is an appearance before the Board being scheduled?</th>
<th>9) Name of Case Advisor(s), if required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Open Session</td>
<td>☐ Yes</td>
<td></td>
</tr>
<tr>
<td>☐ Closed Session</td>
<td>☐ No</td>
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</tr>
</tbody>
</table>

10) Describe the issue and action that should be addressed:
Application to plan review for approval

11) Authorization

<table>
<thead>
<tr>
<th>Joan R Gage</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3-1-19</td>
</tr>
</tbody>
</table>

Signature of person making this request  
Date

Supervisor (if required)  
Date

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

Directions for including supporting documents:
1. This form should be attached to any documents submitted to the agenda.
2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director.
3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.
Wisconsin Department of Safety and Professional Services
Mail To: P.O. Box 8366
Madison, WI 53708-8366
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

APPLICATION FOR AUTHORIZATION TO PLAN A SCHOOL OF NURSING

Wis. Admin. Code Chapter N 1.03 requires an institution planning to establish and conduct a school of nursing for professional nursing or practical nursing to submit an application including all of the following to the Board:

(1) Name and address of controlling institution and evidence of accreditation status of controlling institution.
(2) Statement of intent to establish a school of nursing, including the academic and licensure levels of all programs to be offered and the primary method of instruction.
(3) Evidence of the availability of sufficient clinical facilities and resources.
(4) Plans to recruit and employ a qualified educational administrator and qualified faculty.
(5) Proposed timeline for planning and implementing the school and intended date of entry of the first class.

The Board shall make a decision on the application within two months of receipt of the completed application and will notify the controlling institution of the action taken on the application.

To apply, please submit the following to dspsexaminationsoffice@wisconsin.gov:

(1) This completed and signed application form.
(2) A written proposal addressing the five items above.

Institution applying for authorization to plan a nursing school:

Name of School: Mount Mary University

Address: 2900 North Menomonee River Pkwy

Milwaukee, WI 53222-4597

Nursing Program(s) (ADN, BSN, Other): RN to BSN (post-licensure)

________________________________________
Kara Groom
Name of School Representative Submitting Proposal

________________________________________
Kara Groom
Signature

________________________________________
414-930-3391
Telephone Number

________________________________________
Chief Nurse Administrator
Title

12-12-2018
Date

groomk@mtmary.edu
Email Address

#3025 (8/14)
Ch. N 1.03, Wis. Admin. Code

Committed to Equal Opportunity in Employment and Licensing
WISCONSIN BOARD OF NURSING:
APPLICATION FOR AUTHORIZATION

SUBMITTED BY:
Mount Mary University

December 12, 2018
Table of Contents

1. Name and address of controlling institution and evidence of accreditation status of controlling institution

2. Statement of intent to establish a school of nursing, including academic and licensure levels of all programs to be offered and the primary method of instruction

3. Evidence of the availability of sufficient clinical facilities and resources

4. Plans to recruit and employ a qualified educational administrator and qualified faculty

5. Proposed timeline for planning and implementing the school and intended date of entry of the first class
Name and address of controlling institution and evidence of accreditation status of controlling institution

Mount Mary University
2900 North Menomonee River Pkwy
Milwaukee, WI 53222

Mount Mary University (MMU) is accredited by the Higher Learning Commission (HLC). The HLC has approved MMU offering the Bachelor of Science in Nursing Completion Program. MMU is approved for distance education courses and programs (letter below).
February 12, 2016

Dr. Eileen Schwalbach  
President  
Mount Mary University  
2900 N. Menomonee River Parkway  
Milwaukee, WI 53222-4597

Dear President Schwalbach:

This letter serves as formal notification and official record of action taken concerning Mount Mary University by the Institutional Actions Council of the Higher Learning Commission at its meeting on February 8, 2016. The date of this action constitutes the effective date of the institution’s new status with HLC.

**Action.** IAC concurred with the evaluation findings and approved the institution’s request to offer the Bachelor of Science in Nursing Completion Program.

**Action.** IAC concurred with the evaluation findings and approved the institution’s request to offer distance education courses and programs. The new stipulation will be “Approved for distance education courses and programs.”

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

Information on notifying the public of this action is available at [http://www.hlcommission.org/HLC-Institutions/institutional-reporting-of-actions.html](http://www.hlcommission.org/HLC-Institutions/institutional-reporting-of-actions.html).

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

Sincerely,

[Signature]

Barbara Gellman-Danley  
President

CC: ALO
Statement of intent to establish a school of nursing, including academic and licensure levels of all programs to be offered and the primary method of instruction

MMU intends to establish a school of nursing. MMU’s Nursing Program is a post-licensure RN to BSN program. The fall 2018 revision of N1, Approval for Schools of Nursing, now includes post-licensure bachelor degree schools.

The MMU RN to BSN program is offered fully online to accommodate the schedules of working RNs, with a precepted capstone clinical experience with a nurse leader.
Evidence of the availability of sufficient clinical facilities and resources

Letters of support from three large area health systems Advocate Aurora, Froedtert Hospital, and ProHealth Care are provided below as evidence of the availability of sufficient clinical facilities.

Overview of Institutional Resources

Physical Resources
Physical space is sufficient and configured in ways that support the program’s success. All personnel have spacious private offices with computer, phone, desk, and other needed equipment. Shared multi-function devices (MFD) are located on the same wing as the program offices. MFDs include printing, copying, scanning, and faxing functionality. As the RN to BSN program is offered fully online, there is not currently a need for physical laboratory space.

Library Services
Haggerty Library at Mount Mary University is a spacious and comfortable space to promote student learning. Haggerty Library belongs to a Milwaukee-area library consortium called SWITCH, which includes seven other smaller colleges and universities. SWITCH libraries share materials, both physical and online, as well as an online integrated library system (ILS) shared by all library staff. The shared online catalog is called TOPCAT through Koha, but will be changing to Primo in early 2019. Haggerty Library also offers Interlibrary Loan (ILL) for physical materials and online articles from non-SWITCH libraries. Patrons place requests in WorldCat Discovery, a global library catalog, or through any of our A-Z journal databases. Students from any discipline can readily access or request hundreds of thousands of items.

Relevant library formats include nearly 90,000 print books, over 160,000 e-books, hundreds of documentary DVDs, many with a mental and physical health, or social science focus, and three large streaming video databases. A Library Liaison assigned to Nursing keeps dozens of nursing textbooks and testing books regularly updated as new editions are published, and orders new nursing titles to keep current. Many other health- or mental health-related related titles contain nursing or medical chapters. This includes both print and e-books.

Teaching-Learning Technology Resources
Teaching-learning support is provided in a variety of ways. MMU offers a structured new employee orientation, new faculty orientation and faculty mentorship program.

The Information Technology (IT) Department offers extensive support for teaching-learning technology. MMU uses the learning management system e-Learning. There exists substantial IT support for the e-Learning system. In-person training on e-Learning is provided for all new faculty by the IT Department. In addition, training and workshops are offered each semester for instructors to learn additional functionality. There is an e-Learning user group that serves as a resource for creating courses and utilizing e-Learning in instruction. The user group includes feature-specific instructional handouts, useful presentations, and news and announcements.
The Technology Innovation Center is a dedicated space on campus that was created to provide faculty and staff a place to test new and existing academic and administrative technologies. The center is setup to replicate a small classroom and provides a location to provide short, focused workshops, conduct one-on-one or group trainings, host webinars on instructional and administrative technologies, and provide assistance with development of in-person, hybrid, and online courses in our course management system.

Student Affairs
Student Affairs offers a depth and breadth of support for both the traditional undergraduate student and a non-traditional returning student. Student Affairs includes Residence Life, Student Success Center Staff (Academic Advising and Career Development, Accessibility Services, Counseling, Learning Services, and Student Support Consultants) and Campus Ministry, Student Engagement, and a TRIO student support services program, called the Promise Program.
September 19, 2018
Kara Groom, RN, MSN
Chief Nurse Administrator
Mount Mary University
2900 N. Menomonee River Parkway
Milwaukee, WI 53222

Dear Dr. Groom,

Congratulations on your new RN to BSN Completion Program and the application for accreditation through CCNE. Your program aligns with the need for bachelor’s prepared nurses at all levels. The Institute of Medicine states that “undergraduate and graduate nursing students need to be better equipped with knowledge and skills to develop healthcare policies aimed at improving patient safety and quality of care.” In order to meet the need for nurses with increasing education, the Institute of Medicine recommends an 80% increase in the proportion of nurses with a baccalaureate degree by 2020.

We plan to support the capstone clinical experience for students in Mount Mary University’s RN to BSN Completion Program at all of our Milwaukee hospitals. We are interested in providing your students with first-hand experiences with nurse preceptors that hold leadership positions, including case managers, clinical nurse specialists, nurse managers, navigators, coaches, information specialists, nurse educators and at-home care managers.

In light of the Institute of Medicine’s recommendations we have required newly hired nurses with Associate’s Degree to achieve a B.S.N. as a condition of employment. Aurora St. Luke’s Medical Center was recognized as a Magnet hospital for the fourth consecutive time since 2001. Magnet recognition is the highest honor awarded for nursing excellence by the American Nurses Credentialing Center. Receiving Magnet designation for the fourth time places Aurora St. Luke’s Medical Center and its nurses in an elite group of less than one percent of hospitals. Several of our other hospitals are in various phases of Magnet application process. The collaboration within Mount Mary University’s RN to BSN Completion Program aligns with these goals.

If there are any questions regarding our support, please feel free to contact me. Wishing you the best in your accreditation self-study and application.

Sincerely,

Mary Beth Kingston, RN, MSN, NEA-BC
Chief Nursing Officer
Advocate Aurora Health 750 W. Virginia Street
Milwaukee, WI 53204
September 12, 2018

Kara Groom, RN, MSN
Chief Nurse Administrator
Mount Mary University
2900 N. Menomonee River Parkway
Milwaukee, WI 53222

Dear Ms. Groom,

Congratulations on your new RN to BSN Completion Program and the application for accreditation through CCNE. The Institute of Medicine advocates for nurses to be prepared with bachelors degrees in nursing so that they are “better equipped with knowledge and skills to develop healthcare policies aimed at improving patient safety and quality of care.” The Mount Mary University RN to BSN Completion Program aligns with this need for bachelor’s prepared nurse leaders.

We will support the capstone clinical experience for students in Mount Mary University’s RN to BSN Completion Program at all of our Milwaukee hospitals by providing Mount Mary University students with first-hand experiences with nurse preceptors that hold leadership positions, including case managers, clinical nurse specialists, nurse managers, navigators, coaches, information specialists, nurse educators and at-home care managers.

In January 2016, Froedtert received its third Magnet designation by the American Nurses Credential Center’s (ANCC) Magnet Recognition Program, one of the highest levels of recognition a hospital or medical center can achieve. The Magnet Recognition Program recognizes healthcare organizations that demonstrate excellence in nursing practice and adherence to national standards for the organization and delivery of nursing services. Froedtert Hospital went through a rigorous evaluation that included extensive interviews and reviews of nursing services. Of the nearly 6,000 health care organizations in the United States, only 425 have received Magnet designation.

If there are any questions regarding our support, please feel free to contact me. Wishing you the best in your accreditation self-study and application.

Sincerely,

Catherine J. Buck
President
Froedtert Hospital
9200 West Wisconsin Avenue
Milwaukee, WI 53226
September 17, 2018

Kara Groom, RN, MSN
Chief Nurse Administrator
Mount Mary University
2900 N. Menomonee River Parkway
Milwaukee, WI 53222

Dear Dr. Groom,

Congratulations on your new RN to BSN Completion Program and the application for accreditation through CCNE. Your program aligns with the need for bachelor’s prepared nurse leaders and the goals of ProHealth Care to advance nurses into leadership roles.

We are willing to partner in clinical experience for students in Mount Mary University’s RN to BSN Completion Program at our hospitals. ProHealth Care is interested in providing your students with mentoring experiences with preceptors that hold leadership positions.

If there are any questions regarding our support, please feel free to contact me. Wishing you the best in your accreditation self-study and application.

Sincerely,

Ildiko Huppertz
Director – Talent & Organizational Effectiveness
Plans to recruit and employ a qualified educational administrator and qualified faculty

MMU employs a qualified educational administrator
The current Chief Nurse Administrator, Kara K. Groom, RN, MSN, PhD, began July 27, 2018. Ms. Groom is a registered nurse licensed in the State of Wisconsin. Ms. Groom holds a Master of Science in Nursing (MSN) degree from Marquette University in Milwaukee, WI and a PhD in Nursing with an anticipated graduation from Marquette University in December 2018. Ms. Groom’s Curriculum Vitae is provided below.

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

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

A hiring plan has been established to recruit additional qualified faculty
The hiring plan includes the hire of one additional full-time nursing faculty member to begin in fall 2019 to manage the capstone experience, teach courses, and advise students. The position description is provided below.
ACADEMIC PREPARATION:

Doctor of Philosophy in Nursing, Marquette University, Milwaukee, WI
Dissertation focus: Interprofessional education
Anticipated graduation December, 2018

- GPA 3.87
- International grant award recipient
- Presentation at Midwest Nursing Research Society

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

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

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

- Coursework Emphasis: Nursing Care of Aggregates

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

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

PROFESSIONAL EXPERIENCE:

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

- Coordination of petition process for all School of Health Science programs
- Monitoring of criminal background check and student health requirements
- Special projects for the School of Health Sciences
- Member Provost council
- FMLA Training
Nursing Instructor, Waukesha County Technical College, Waukesha, WI
August, 2011- Present
Teaching Responsibilities
- Introduction to Clinical Care Management
- Health Alterations
- Simulation Instructor
Program and College Activities
- College Wellness Committee Member
  - Health Fair, Wellness Champion, and Be Active 150 Committees
- Program Coordinator, Nursing Peer Mentor Program
- iPad User Group
- Lifelong Learning Book Club
Leadership
- Semester 2 Curriculum Level Leader
- Introduction to Clinical Care Management Course Coordinator
- Health Alterations Course Coordinator
- Policy and Procedure Committee, Committee Champion
- Nursing Education Graduate Student Mentor

Clinical Assistant Professor of Nursing, Carroll University, Waukesha, WI
August, 2008- August, 2011
Teaching Responsibilities
- Introduction to, and Advanced Adult and Pediatric Nursing Care Practicum
- Introduction to, and Advanced Adult and Pediatric Nursing Care Laboratory
- Healthcare Policy and Administration
University Service Activities
- Hispanic Health and Human Services Program Advisor, Nursing Workforce Diversity HRSA Funded Grant
- Nursing Program Leadership Team
- Chair, Nursing Program Faculty Review Committee
- Member, University Faculty and Staff Concerns Committee
- Member, Nursing Program Simulation Committee

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

Registered Nurse, Intensive Care Unit, Aurora Sinai Medical Center
December 2004-December 2006
- Coordinate specialized nursing care to acutely ill medical and cardiac patients
- Serve as preceptor to Nurse Interns, Graduate Nurses and Registered Nurses new to ICU
Planning Analyst, Kimberly-Clark Corporation  
July 2001-December 2002  
- Managed raw material and finished good inventories to support Family Care business line  
- Led production team to decrease annual storage costs by more than $500,000

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

PROFESSIONAL and SCHOLARLY ACTIVITIES:  

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


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

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

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

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

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

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

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

Professional Service  
Committee Member, Wisconsin League for Nursing Scholarship Committee  
Member, National League for Nursing  
Member, Wisconsin League for Nursing  
Mentor, nursing education graduate student
CONTINUING EDUCATION:
Wisconsin Technical College System
• Evaluation and Assessment, Educational Diversity & Curriculum Development
Center for Leadership Excellence
• Nursing Faculty Leadership Training
Quality and Safety in Nursing Education (QSEN)
• Faculty Development Institute
Documented Annual Continuing Education Units (CEUs)

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

VOLUNTEER WORK:
Wisconsin Emergency Assistance Volunteer
Village of Wauwatosa Public Health Department
Wauwatosa School District
Position Title: Assistant Professor of Nursing  
Reports To: Chief Nurse Administrator  
Department: Nursing  
FLSA Status: Exempt  
Employment Status: Full-time, tenure-track, 9 month  
FTE: 1.0  
Salary/Position Grade:  
Pay Cycle: 12 Months  
Pay Months: August-July  
Grant Funded: No  
Revision Date: December 11, 2018

Position Summary:  
Mount Mary University is seeking an individual to join our community and contribute to the realization of our Mission through the role of an Assistant Professor of Nursing. We are a community of faculty who value relationships with our students and colleagues. We are committed to a compassionate and effective undergraduate education for our students. This position includes service to the University and teaching responsibilities, including providing classroom and online instruction with an expectation of continued professional development.

Primary Responsibilities:  
- Prepare and deliver instruction; assess student performance  
- Nursing curriculum development and revision  
- Teach a range of baccalaureate nursing courses including evidence based practice, technology and communication, healthcare economics and regulation, nursing care in the community, nursing leadership, and precepted clinical supervision  
- Strong working knowledge and understanding of established professional codes of ethics and best practices for baccalaureate nursing education  
- Demonstrate commitment to promoting inclusiveness and cultural competence; experience working with underrepresented students and students from at-risk backgrounds  
- Contribute to curriculum and program review  
- Manifest a commitment to the mission of Mount Mary University  
- Incorporate effective teaching practices across a range of course offerings  
- Mentor students as a Faculty Advisor  
- Participate in program recruitment and marketing  
- Engage students in undergraduate research  
- Outstanding verbal, writing, and presentation skills; must be able to communicate and interact effectively with Mount Mary students, employees, and alumnae  
- Collaborate in a team environment including the ability to work with diverse groups, facilitate group process and foster effective decision making  
- Serve on faculty assembly, Nursing and University committees  
- Provide service to the institution and the community  
- Participate in grant writing and acquisition of external funding
• Engage in ongoing scholarship and professional activity (research, publications, presentations)
• Perform other duties, responsibilities, or special projects as assigned

Skills and Experience:
• Experience in clinical supervision
• Experience teaching in an online environment
• Previous experience teaching a diverse study body is desired

Qualifications:
• Master of Science in Nursing (MSN) required, PhD or DNP preferred
• Current, unencumbered Wisconsin nursing license is required
• To perform this job successfully, an individual must be able to perform each primary responsibility satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodation may be made to enable individuals with disabilities to perform primary functions.

Preferred Qualifications:
• Teaching experience in nursing evidence based practice, technology and communication, healthcare economics and regulation, nursing care in the community, nursing leadership, and/or precepted clinical supervision
• Significant experience in leadership, education, and research or scholarship.

Physical Demands:
• May be required to lift up to 20 lbs.
• Must reach, bend, stoop, lift
• Must sit, walk or stand
• Some repetitive motion may be required

Working Conditions:
• Can be scheduled for up to 40 hours a week
• Varying workflow; sometimes stressful with high workload times of the year
• Complete work required within a limited space
• Complete work required within a limited time

Mount Mary University practices equal opportunity employment as part of our ongoing commitment to diversity in our workplace.

Print Name
Date

Signature
Proposed timeline for planning and implementing the school and intended date of entry of the first class

The first class of RN to BSN students began in fall 2016. At that time, post-licensure programs were not included in the definition of a school of nursing. With the fall 2018 revision of N1, Approval for Schools of Nursing, MMU is seeking Wisconsin Board of Nursing (BON) approval to establish a School of Professional Nursing.

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Planning &amp; Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/12/2016</td>
<td>HLC Approves MMU BSN Completion Program</td>
</tr>
<tr>
<td>2/12/2016</td>
<td>HLC Approves MMU for Distance Education Courses and Programs</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>MMU Admits first class of RN to BSN students</td>
</tr>
<tr>
<td>11/5-11/7/2018</td>
<td>MMU hosts Commission on Collegiate Nursing Education (CCNE) site visit for accreditation</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>Chapter N1 Change &amp; MMU begins BON Approval for School of Nursing</td>
</tr>
</tbody>
</table>
State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request:
   Ryan Zeinert
   Licensing Examination Specialist

2) Date When Request Submitted:
   3/8/19
   Items will be considered if submitted after 12:00 p.m. on the deadline
date which is 8 business days before the meeting

3) Name of Board, Committee, Council, Sections:
   Board of Nursing

4) Meeting Date:
   3/14/19

5) Attachments:
   ☒ Yes
   ☐ No

6) How should the item be titled on the agenda page?
   Annual NCLEX Pass Rate Report

7) Place item in:
   ☒ Open Session
   ☐ Closed Session

8) Is an appearance before the Board being scheduled?
   ☐ Yes
   ☒ No

9) Name of Case Advisor(s), if required:

10) Describe the issue and action that should be addressed:
    Discussion and consideration of 2018 Annual NCLEX Pass Rates.

11) Authorization

   Signature of person making this request: __________________________
       Date: 3-8-19

   Supervisor (if required): __________________________
       Date: 3-8-19

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

Directions for including supporting documents:
1. This form should be attached to any documents submitted to the agenda.
2. Post Agenda Deadline Items must be authorized by a Supervisor and the Policy Development Executive Director.
3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.
<table>
<thead>
<tr>
<th>School</th>
<th>All PN Takers (Including Repeaters)</th>
<th>2018 % Passed</th>
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</thead>
<tbody>
<tr>
<td>Bryant and Stratton College</td>
<td></td>
<td>87%</td>
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<tr>
<td>US50110000</td>
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</tr>
<tr>
<td>Fox Valley Tech College</td>
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<td>US50101200</td>
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<tr>
<td>Lakeshore Tech Stand Alone</td>
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<tr>
<td>MATC - Milw</td>
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<tr>
<td>Northeast WI Tech</td>
<td></td>
<td>93%</td>
</tr>
<tr>
<td>US50100000</td>
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</tr>
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</table>

1 Percentage of all PN candidates who passed the NCLEX regardless of times taking the test.
<table>
<thead>
<tr>
<th>School</th>
<th>All RN Takers (Including Repeaters) 2018 % Passed (1)</th>
<th>All PN Takers (Including Repeaters) 2018 % Passed (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alverno College</td>
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<tr>
<td>US50509100</td>
<td>94%</td>
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<tr>
<td>Bellin College</td>
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<tr>
<td>US50502200</td>
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<tr>
<td>Blackhawk Tech College</td>
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<tr>
<td>US50407700</td>
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<td>100%</td>
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<td>US50100000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bryant and Stratton College (COMBINED)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>US50510500 / US50400200</td>
<td>94%</td>
<td></td>
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<tr>
<td>Cardinal Stritch University</td>
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<td>US50502700</td>
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<tr>
<td>Cardinal Stritch University</td>
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<td>US50408300</td>
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<td>Carroll University</td>
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<td>US50500000</td>
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<tr>
<td>Chippewa Valley Tech College</td>
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<tr>
<td>US50408100</td>
<td>96%</td>
<td>99%</td>
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<td>US50108700</td>
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<tr>
<td>Col. of Menominee Nation</td>
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<td>US50402500</td>
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# NCLEX Pass Rates - Board Approved RN Schools

<table>
<thead>
<tr>
<th>School</th>
<th>All RN Takers (including Repeaters)</th>
<th>All PN Takers (including Repeaters)</th>
<th>1 Percentage of all RN candidates who passed the NCLEX regardless of times taking the test.</th>
<th>2 Percentage of all PN candidates who passed the NCLEX regardless of times taking the test.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia-Mt. Mary</td>
<td>89%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Concordia University</td>
<td>93%</td>
<td></td>
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<tr>
<td>Edgewood College</td>
<td>98%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fox Valley Tech College</td>
<td>99%</td>
<td>100%</td>
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<tr>
<td>Gateway Tech College</td>
<td>90%</td>
<td>99%</td>
<td></td>
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<tr>
<td>Herzing University - Brookfield (COMBINED)</td>
<td>83%</td>
<td>83%</td>
<td></td>
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<td>Herzing College - Madison</td>
<td>53%</td>
<td>75%</td>
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<td>Lakeshore Tech College</td>
<td>98%</td>
<td>100%</td>
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<tr>
<td>School</td>
<td>All RN Takers (Including Repeaters)</td>
<td>All PN Takers (Including Repeaters)</td>
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<td>--------------------------------</td>
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<tr>
<td></td>
<td>2018 % Passed (1)</td>
<td>2018 % Passed (2)</td>
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<tr>
<td>Madison Area Tech College</td>
<td>96%</td>
<td>95%</td>
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<tr>
<td>US50407900</td>
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<tr>
<td>Maranatha Baptist Bible Col.</td>
<td>100%</td>
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<tr>
<td>US50500100</td>
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<tr>
<td>Marian University</td>
<td>91%</td>
<td></td>
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</tr>
<tr>
<td>US50503900</td>
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<td></td>
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</tr>
<tr>
<td>Marquette University (COMBINED)</td>
<td>95%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>US50509700 / US50506000</td>
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<td></td>
</tr>
<tr>
<td>Mid State Tech College</td>
<td>100%</td>
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<td></td>
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<tr>
<td>US50400000</td>
<td></td>
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<tr>
<td>US50101000</td>
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<tr>
<td>Milwaukee Area Tech College</td>
<td>98%</td>
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<tr>
<td>US50408000</td>
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<td>US50105800</td>
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<tr>
<td>Milw School of Engineering</td>
<td>100%</td>
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<tr>
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<tr>
<td>Moraine Park Tech College</td>
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<tr>
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<td>US50105300</td>
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</table>

1. Percentage of all RN candidates who passed the NCLEX regardless of times taking the test.
2. Percentage of all PN candidates who passed the NCLEX regardless of times taking the test.
# NCLEX Pass Rates - Board Approved RN Schools

<table>
<thead>
<tr>
<th>School</th>
<th>All RN Takers (Including Repeaters)</th>
<th>All PN Takers (Including Repeaters)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2018 % Passed (1)</td>
<td>2018 % Passed (2)</td>
</tr>
<tr>
<td>Nicolet Area Tech College</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>US50400100</td>
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<tr>
<td>US50100100</td>
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</tr>
<tr>
<td>North Central Tech College</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
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<tr>
<td>US50100500</td>
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<tr>
<td>Northeast WI Tech College</td>
<td>97%</td>
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<tr>
<td>US50105200</td>
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<tr>
<td>Rasmussen - Green Bay (COMBINED)</td>
<td>81%</td>
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<td>Rasmussen - Wausau (COMBINED)</td>
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<tr>
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</tr>
<tr>
<td>US50510200</td>
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</tr>
<tr>
<td>Southwest WI Tech College</td>
<td>92%</td>
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<tr>
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<tr>
<td>US50109600</td>
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<tr>
<td>JW-Eau Claire</td>
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<tr>
<td>School</td>
<td>All RN Takers (Including Repeaters)</td>
<td>All PN Takers (Including Repeaters)</td>
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<tr>
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<td>2018 % Passed (1)</td>
<td>2018 % Passed (2)</td>
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<tr>
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<tr>
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<tr>
<td>Western Tech College</td>
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<tr>
<td>WI Indianhead Tech College</td>
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<tr>
<td>WI Lutheran College</td>
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</table>