



BOARD OF NURSING
Room N208, 4822 Madison Yards Way, 2nd Floor, Madison
Contact: Debra Sybell (608) 266-2112
July 11, 2019

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

10:00 A.M.

**OR IMMEDIATELY FOLLOWING THE
LEGISLATION AND RULES COMMITTEE MEETING**

OPEN SESSION – CALL TO ORDER – ROLL CALL

A. Adoption of Agenda (1-5)

B. Approval of Minutes of June 13, 2019 (6-12)

C. Administrative Matters

- 1) Department, Staff and Board Updates
- 2) Board Members – Term Expiration Dates

D. Education and Examination Matters – Discussion and Consideration

- 1) Lac Courte Oreilles Ojibwe Community College – Request to Admit (13-360)
- 2) Herzing College – Menomonee Falls (361)
 - a. Authorization to Plan
 - b. Authorization to Admit

**E. APPEARANCE: Gina Bryan, Wisconsin Advanced Practice Registered Nurse Coalition
– APRN Modernization Act (362)**

F. Legislative and Administrative Rule Matters Items – Discussion and Consideration

- 1) 2017 Wisconsin Act 262 Report (363-365)
- 2) Update from the Legislation and Rules Committee
- 3) Legislation and Pending or Possible Rulemaking Projects

G. Speaking Engagements, Travel, or Public Relation Requests, and Reports

- 1) Speaking Engagement Request: Bellin Health – Green Bay, WI (366)

H. Board of Nursing Liaison Reports – Discussion and Consideration

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

- 1) Introductions, Announcements and Recognition
- 2) Administrative Matters
- 3) Election of Officers
- 4) Appointment of Liaisons and Alternates
- 5) Delegation of Authorities
- 6) Education and Examination Matters
- 7) Credentialing Matters
- 8) Practice Matters
- 9) Legislative and 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

J. Public Comments

CONVENE TO CLOSED SESSION to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85(1)(b), Stats.); to consider closing disciplinary investigations with administrative warnings (ss. 19.85(1)(b), and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85(1)(f), Stats.); and to confer with legal counsel (s. 19.85(1)(g), Stats.).

K. Credentialing Matters

- 1) **Application Reviews**
 - a. Philip Jacobs – Registered Nurse Applicant **(367-382)**
 - b. Christine Beckmann – Licensed Practical Nurse Applicant **(383-454)**
 - c. Jill Kaneski – Registered Nurse Applicant **(455-496)**
 - d. Todd Mehrhoff – Registered Nurse Renewal Applicant **(497-511)**
 - e. Macy Westphal – Registered Nurse Renewal Applicant **(512-543)**
 - f. David Lenninger – Registered Nurse and Advanced Practice Nurse Prescriber Renewal Applicant **(544)**

L. Deliberation on DLSC Matters

- 1) **Administrative Warnings**
 - a. 18 NUR 016 – A.E.M. (545-546)
- 2) **Case Closings**
 - a. 17 NUR 235 – T.M.R. (547-551)
 - b. 17 NUR 610 – A.M.M. (552-555)
 - c. 17 NUR 711 – T.R.B. (556-559)
 - d. 17 NUR 761 – J.H. (5560-565)
 - e. 18 NUR 059 – C.M.S. (566-569)
 - f. 18 NUR 204 – J.J.W., S.L.M., L.A.S., R.K.T. (570-577)
 - g. 18 NUR 224 – P.J.F. (578-590)
 - h. 18 NUR 229 – M.L.E. (591-595)
 - i. 18 NUR 571 – A.E.S. (596-598)
 - j. 18 NUR 605 – M.E.N. (599-603)
 - k. 18 NUR 663 – P.A.B. (604-606)
- 3) **Proposed Stipulations and Final Decisions and Orders**
 - a. 17 NUR 282 and 17 NUR 790 – Stephanie P. Boyd, L.P.N. (607-611)
 - b. 17 NUR 517 – Martini J. Washington, R.N. (612-618)
 - c. 18 NUR 233 – Kim F. Hugo, L.P.N. (619-625)
 - d. 19 NUR 074 – Annette L. Leivick, R.N. (626-631)
- 4) **Proposed Rescission of Interim Order**
 - a. 18 NUR 355 – Rebecca Fabisch, R.N., A.P.N.P. (632-633)
- 5) **Monitoring Matters(634-635)**
 - a. **Monitor Jesse Benisch**
 1. Mallory Fife, R.N. – Requesting Access to Controlled Substances, Reduction in AA/NA Meetings and Reduction in Screens (636-663)
 2. Jacob Kummer, R.N. – Requesting Full Licensure (664-691)
 3. Laura Weber, R.N. – Requesting Full Licensure (692-712)
 - b. **Monitor Zoua Cha**
 1. Ann Schulze, R.N. – Requesting Reinstatement of Full Licensure (713-746)
 - c. **Monitor Erin Graf**
 1. Stephanie Green-Schlafer, R.N. – Requesting Reduction in AA/NA to Once Per Week and Reduction in Screens (747-773)
 2. Kathleen Sayles, R.N. – Requesting Access to Controlled Substances and Reduction in Screens (774-809)

M. Deliberation on Proposed Final Decisions and Orders

- 1) Jamie L. Soteropoulos, R.N., Respondent (DHA Case Number SPS-19-0012/DLSC Case Number 17 NUR 127, 18 NUR 254, 18 NUR 270) (810-820)
- 2) Debourne A. Williams, R.N., Respondent (DHA Case Number SPS-19-0019/DLSC Case Number 17 NUR 153) (821-830)
- 3) Ann M. Lenck, R.N., Respondent (DHA Case Number SPS-19-0020/DLSC Case Number 17 NUR 463) (831-838)

N. Deliberation on Matters Relating to Costs/Order Fixing Costs

O. Deliberation of Items Added After Preparation of the Agenda

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

P. 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

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

R. Open Session Items Noticed Above Not Completed in the Initial Open Session

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

- 1) Newsletter Planning and Review of Distribution Report (839-841)

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

ADJOURNMENT

NEXT MEETING DATE: SEPTEMBER 12, 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, 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.

**BOARD OF NURSING
MEETING MINUTES
June 13, 2019**

PRESENT: Rosemary Dolatowski, Jennifer Eklof, Peter Kallio, Lillian Nolan, Lisa Pisney, Luann Skarlupka, Elizabeth Smith Houskamp, Pamela White, Emily Zentz

STAFF: Debra Sybell, Executive Director; Lauren Tobiason, Legal Counsel; Sharon Henes, Administrative Rules Coordinator; Kimberly Wood, Program Assistant Supervisor-Adv.; and other DSPS Staff

CALL TO ORDER

Peter Kallio, Chairperson, called the meeting to order at 10:01 a.m. A quorum of nine (9) members was confirmed.

ADOPTION OF THE AGENDA

MOTION: Rosemary Dolatowski moved, seconded by Pamela White, to adopt the agenda as published. Motion carried unanimously.

APPROVAL OF MINUTES OF MAY 9, 2019

MOTION: Emily Zentz moved, seconded by Lisa Pisney, to approve the minutes of May 9, 2019 as published. Motion carried unanimously.

EDUCATION AND EXAMINATION MATTERS

Lac Courte Oreilles Ojibwe Community College – Approval to Plan School of Nursing

MOTION: Rosemary Dolatowski moved, seconded by Luann Skarlupka, to acknowledge and thank Lisa Munive and Dr. Sajeetha Babu, Ed.D., of Lac Courte Oreilles Ojibwe Community College for their remote appearance before the Board. Motion carried unanimously.

MOTION: Rosemary Dolatowski moved, seconded by Jennifer Eklof, to grant of Lac Courte Oreilles Ojibwe Community College authorization to plan a School of Nursing. Motion carried unanimously.

Herzing University-Madison – Improvement Plan and Explanation of NCLEX Pass Rates

MOTION: Lillian Nolan moved, seconded by Pamela White, to acknowledge and thank Dr. Annmarie Lyles, Ph.D. R.N., and Dr. Kitty Kautzer, Ed.D., of Herzing University, for their appearance before the Board. Motion carried unanimously.

MOTION: Lillian Nolan moved, seconded by Jennifer Eklof, to accept the NCLEX Pass Rate improvement plan of Herzing University-Madison contingent upon submission of progress reports on the NCLEX Pass Rate improvement plan every 6 months. Motion carried. Opposed: Skarlupka

PRACTICE MATTERS

Board Discussion of Nurse Practitioner Prescribing Regulations

MOTION: Luann Skarlupka moved, seconded by Lisa Pisney, to acknowledge the letter from Theresa Reedy Strous, APNP and refer consideration of her concerns regarding N 8 to the Legislation and Rules Committee. Motion carried unanimously.

DELEGATION OF AUTHORITY FOR LICENSE APPROVALS

MOTION: Rosemary Dolatowski moved, seconded by Jennifer Eklof, to delegate decision making authority to DSPS attorneys and paralegals to review and approve applications with municipal/ordinance violations which are **not related to the practice of nursing** including the following municipal/ordinance violations:

- Loitering
- Retail Theft (includes shoplifting and NSF checks)
- Up to two (2) Underage Drinking Offenses
- Resisting/Obstructing an Officer
- Disorderly Conduct
- Trespassing
- Disturbing the Peace
- Operating after Suspension/Revocation
- OWI 1st that occurred over two (2) years prior to the date of application
- Up to two (2) OWIs prior to entering Nursing School
- A violation that is an ordinance violation in Wisconsin, but a misdemeanor in other states.

Motion carried unanimously.

NATIONAL COUNCIL OF STATE BOARDS OF NURSING (NCSBN) ITEMS

Review of Board Approval for Nurse Practice Act (NPA) Education Materials

MOTION: Luann Skarlupka moved, seconded by Emily Zentz, to approve the amended Wisconsin Nurse Practice Act course as an informational course to be offered through NCSBN, and requests DSPS Staff to pursue recognized continuing education credit for the course. Motion carried unanimously.

SPEAKING ENGAGEMENT(S), TRAVEL, OR PUBLIC RELATION REQUEST(S)

Consideration of Attendance at the 2019 NCSBN Annual Meeting August 21-23, 2019 in Chicago, IL

MOTION: Rosemary Dolatowski moved, seconded by Lisa Pisney, to designate Elizabeth Smith Houskamp, as the Board's delegate, to attend the 2019 NCSBN Annual Meeting August 21-23, 2019 and the NLC Commission

Annual Meeting on August 20, 2019 in Chicago, IL and to authorize travel. Motion carried unanimously.

MOTION: Rosemary Dolatowski moved, seconded by Lisa Pisney, to designate Jennifer Eklof, as the Board's alternate delegate, to attend the 2019 NCSBN Annual Meeting August 21-23, 2019 in Chicago, IL and to authorize travel. Motion carried unanimously.

MOTION: Rosemary Dolatowski moved, seconded by Lisa Pisney, to designate Luann Skarlupka to attend the 2019 NCSBN Annual Meeting August 21-23, 2019 in Chicago, IL and to authorize travel. Motion carried unanimously.

**DISCUSSION AND CONSIDERATION OF ITEMS
ADDED AFTER PREPARATION OF AGENDA**

Appointment of Liaisons and Alternates

2019 SCREENING PANEL APPOINTMENTS	
July 2019–September 2019	Pamela White, Lisa Pisney, Emily Zentz <i>Alternate: Peter Kallio</i>

CLOSED SESSION

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

The Board convened into Closed Session at 12:52 p.m.

CREDENTIALING MATTERS

Application Reviews

MOTION: Rosemary Dolatowski moved, seconded by Jennifer Eklof, to deny the application of Rose Haleigh, Registered Nurse applicant pursuant to Wis. Stat § 441.07(1g)(c) and (d) and Wis. Admin. Code § N 7.03(1)(b), and allow

applicant to reapply for licensure once all requirements of the Illinois Order (Dated: 4/5/2018) are met. Motion carried unanimously.

DIVISION OF LEGAL SERVICES AND COMPLIANCE MATTERS

Administrative Warnings

18 NUR 439 – G.M.F.

MOTION: Pamela White moved, seconded by Elizabeth Smith Houskamp, to issue an Administrative Warning in the matter of DLSC Case Number 18 NUR 439 (G.M.F.). Motion carried unanimously.

Case Closings

MOTION: Jennifer Eklof moved, seconded by Pamela White, to close the following DLSC Cases for the reasons outlined below:

1. 17 NUR 348 – L.A.Z. – Insufficient Evidence
 2. 17 NUR 536 – P.N.S. – Prosecutorial Discretion (P2)
 3. 17 NUR 557 – L.T.K. – Insufficient Evidence
 4. 17 NUR 657 – R.B.R. – Prosecutorial Discretion (P3)
 5. 17 NUR 719 – V.B.M. – Prosecutorial Discretion (P5)
 6. 18 NUR 046 – L.J.V.H.B. – No Violation
 7. 18 NUR 063 – J.R.S. – Prosecutorial Discretion (P5)
 8. 18 NUR 104 – E.L.F. – Prosecutorial Discretion (P5)
 9. 18 NUR 172 – S.B.W. – Insufficient Evidence
 10. 18 NUR 339 – C.A.N. – Insufficient Evidence
 11. 18 NUR 369 – J.R.P.P. – Prosecutorial Discretion (P5)
 12. 18 NUR 380 – A.M.K. – Insufficient Evidence
 13. 18 NUR 390 – K.J.C. – Insufficient Evidence
 14. 18 NUR 572 – P.S. – No Violation
 15. 18 NUR 603 – A.L.S. – No Violation
 16. 18 NUR 661 – L.B. – Insufficient Evidence
 17. 18 NUR 675 – D.E.N. – Prosecutorial Discretion (P5)
 18. 18 NUR 692 – R.A.S. – No Violation
 19. 18 NUR 698 – A.K.Y.J. – No Violation
 20. 18 NUR 769 – J.L.E. – Prosecutorial Discretion (P5)
 21. 19 NUR 031 – G.D.T. – Lack of Jurisdiction (L2)
 22. 19 NUR 032 – J.A.V. – Prosecutorial Discretion (P5)
- Motion carried unanimously.

Proposed Stipulations and Final Decisions and Orders

MOTION: Jennifer Eklof moved, seconded by Emily Zentz, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings of the following cases:

1. 16 NUR 072 – Chad T. Lanoway, R.N.
2. 16 NUR 721 – Daniel G. Kerr, R.N.
3. 17 NUR 080 – Felicia E. Ike, L.P.N.

4. 17 NUR 157 – Jamie L. Bahling, R.N.
 5. 17 NUR 377 – Chelsea R. Kratky, L.P.N.
 6. 17 NUR 383 – Kelley A. Growth, R.N.
 7. 17 NUR 650 – John C. George, R.N.
 8. 18 NUR 071 – Claire A. Ristow-Seib, R.N.
 9. 18 NUR 073 – Nanette M. Reed, R.N.
 10. 18 NUR 421 – Maria J. Puente, R.N.
 11. 18 NUR 487 – Jessica L. Wessel, R.N.
- Motion carried unanimously.

18 NUR 482 – Pete W. Molling, R.N.

MOTION: Pamela White moved, seconded by Jennifer Eklof, to rescind the Findings of Fact, Conclusions of Law and Order (Dated: May 9, 2019) in the matter of disciplinary proceedings against Pete W. Molling, R.N., DLSC Case Number 18 NUR 482 and to adopt the Findings of Fact, Conclusions of Law and Order presented in the meeting materials for the June 13, 2019 meeting. Motion carried unanimously.

Monitoring Matters

**Tamara Pickhard, R.N.
Requesting Full Licensure**

MOTION: Elizabeth Smith Houskamp moved, seconded by Jennifer Eklof, to grant the request of Tamara Pickhard, R.N., for full licensure. Motion carried unanimously.

**Anthony Solberg, R.N.
Requesting Reduction in Drug and Alcohol Screens and Reduction in AA/NA Meetings**

MOTION: Luann Skarlupka moved, seconded by Rosemary Dolatowski, to grant the request of Anthony Solberg, R.N., for reduction in the frequency of drug and alcohol screens to 28 per year plus one annual hair test, and AA/NA meetings to once per week. Motion carried unanimously.

**Samantha Connaughty, R.N.
Requesting Termination of Setting Restrictions and Direct Supervision**

MOTION: Luann Skarlupka moved, seconded by Jennifer Eklof, to deny the request of Samantha Connaughty, R.N., for termination of setting restrictions and direct supervision. **Reason for Denial:** Failure to demonstrate continuous and successful compliance. Respondent needs to fully comply with the complete terms and conditions of the original Board Order (6/7/2012). Motion carried unanimously.

DELIBERATION ON PROPOSED FINAL DECISIONS AND ORDERS

Rochelle A. Current, R.N., Respondent (DHA Case Number SPS-18-0044/DLSC Case Number 16 NUR 613)

MOTION: Luann Skarlupka moved, seconded by Pamela White, to adopt the Findings of Fact, Conclusions of Law, and Proposed Decision and Order in the matter of disciplinary proceedings against Rochelle A. Current, R.N., Respondent – DHA Case Number SPS-18-0044/DLSC Case Number 16 NUR 613. Motion carried unanimously.

Jill Y. Kimmes, R.N., Respondent (DHA Case Number SPS-19-0024/DLSC Case Number 17 NUR 031)

MOTION: Luann Skarlupka moved, seconded by Pamela White, to adopt the Findings of Fact, Conclusions of Law, and Proposed Decision and Order in the matter of disciplinary proceedings against Jill Y. Kimmes, R.N., Respondent – DHA Case Number SPS-19-0024/DLSC Case Number 17 NUR 031. Motion carried.

(Rosemary Dolatowski recused herself and left the room for deliberation and voting in the matter concerning Jill Y. Kimmes, R.N., Respondent – DHA case number SPS-19-0024/DLSC Case Number 17 NUR 031.)

Derek Steinke, R.N., Respondent (DHA Case Number SPS-18-0046/DLSC Case Number 17 NUR 034)

MOTION: Elizabeth Smith Houskamp moved, seconded by Jennifer Eklof, to adopt the Findings of Fact, Conclusions of Law, and Proposed Decision and Order in the matter of disciplinary proceedings against Derek Steinke, R.N., Respondent – DHA Case Number SPS-18-0046/DLSC Case Number 17 NUR 034. Motion carried unanimously.

DELIBERATION ON MATTERS RELATING TO COSTS/ORDER FIXING COSTS

Michael T. Harasymiw, R.N., Respondent (DHA Case Number SPS-18-0007/DLSC Case Number 16 NUR 421)

MOTION: Pamela White moved, seconded by Jennifer Eklof, to adopt the Order Fixing Costs in the matter of disciplinary proceedings against Michael T. Harasymiw, R.N., Respondent – DHA Case SPS-18-0007/DLSC Case Number 16 NUR 421. Motion carried unanimously.

RECONVENE TO OPEN SESSION

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

The Board reconvened into Open Session at 1:37 p.m.

VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION

MOTION: Pamela White moved, seconded by Elizabeth Smith Houskamp, to affirm all motions made and votes taken in Closed Session. Motion carried unanimously.

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

ADJOURNMENT

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

The meeting adjourned at 1:52 p.m.

DRAFT

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

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Joan Gage		2) Date When Request Submitted: 7/1/2019 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: 7/11/2019	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? LCO School of Nursing Request to Admit	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes (<u>Fill out Board Appearance Request</u>) <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed: Lac Courte Oreilles Ojibwa Community College request approval to admit to their school of Nursing.			
11) Signature of person making this request Joan Gage		Authorization	Date 7/1/2019
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 53705-8366

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

4822 Madison Yards Way
Madison, WI 53705

E-Mail: web@dsps.wi.gov
Website: <http://dsps.wi.gov>

BOARD OF NURSING

REQUEST FOR AUTHORIZATION TO ADMIT STUDENTS TO A NURSING SCHOOL

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

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

(7) Verification of students' ability to acquire clinical skills by providing all of the following:

- Letter of intent or contracts from clinical facilities securing clinical opportunities and documentation of the facility type, size, number of beds, and type of patients.
- Documentation of simulation equipment and experiences.

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

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

To apply for authorization to admit students, submit the following required items to 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: Lac Courte Oreilles Ojibwa Community College

Address: 13466 W. Trepania Rd.
Hayward, WI. 54843

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

SAJEETHA BABU
Nursing Educational Administrator

Signature Sajeetha Babu

715-634-4790
Telephone Number

Director of Nursing
Title

6/21/2019
Date

sbabu@lco.edu
Email Address

Wisconsin Department of Safety and Professional Services

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

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

4822 Madison Yards Way
Madison, WI 53705

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

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

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

Faculty/EA Name (*Last, First*): Babu, Sajeetha WIRN License #: 198321-30

School of Nursing Employed By: Jac Courte Oreilles Ojibwa Community College

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

Position: Educational Administrator Faculty

Appointment Effective Date: _____

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

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

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
- University of West Indies	Jamaica	10/31/12	Masters	Nursing Ed.	
- Shivaji University	India	1/22/98	Bachelors	Nursing	

B. NURSING INSTRUCTION EXPERIENCE*

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

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

SAJEETHA BABU
Educational Administrator

Sajeetha Babu
Signature

715-699-3592
Telephone Number

Director of Nursing
Title

6/21/2019
Date

sbabu@leo.edu
Email Address

Wisconsin Department of Safety and Professional Services

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

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

4822 Madison Yards Way
Madison, WI 53705

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

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

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

Faculty/EA Name (*Last, First*): Beaudin, Kim WI RN License #: 140379-30
 School of Nursing Employed By: St. Couts Oshkosh Ojibwa Community College
 Type of Nursing Program(s) (ADN, PN, BSN, etc.): ADN

Position: Educational Administrator Faculty

Appointment Effective Date: _____

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
U-W Eau Claire	Madison, WI	12/22/01	Bachelors	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

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

SAJEETHA BABU
Educational Administrator

Sajeetha Babu
Signature

715 - 634 4790
Telephone Number

Director of Nursing
Title

6/21/2019
Date

sbabu@lco.edu
Email Address

Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366
 Madison, WI 53705-8366
 FAX #: (608) 266-2602
 Phone #: (608) 266-2112

4822 Madison Yards Way
 Madison, WI 53705
 E-Mail: dsps@wisconsin.gov
 Website: dsps.wisconsin.gov

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

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

Faculty/EA Name (Last, First): Yagle, Char WI RN License #: 229144-30
 School of Nursing Employed By: Jac Courte Orilles Ojibwa Community College
 Type of Nursing Program(s) (ADN, PN, BSN, etc.): ADN

Position: Educational Administrator Faculty
 Appointment Effective Date: _____

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
- Northern Illinois University	Illinois	12/11/05	Masters	Nursing	
- Northern Illinois University	Illinois	1999	Bachelors	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

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

SAJEETHA BABU
Educational Administrator

Sajeetha Babu
Signature

715 - 634 - 4790
Telephone Number

Director of Nursing
Title

6/21/2019
Date

sbabu@lco.edu
Email Address

Non-Nursing Courses

Faculty teaching interdisciplinary courses not specific to nursing have expertise and a graduate degree appropriate for content being taught. Non-nursing Courses:

Deb Anderson

Doctor of Philosophy from University of Minnesota May 31st, 2006

Master of Science from University of Minnesota June 29th, 1990

Course(s) Teaching:

SCI 232 Microbiology

Marc Cioffi

Master of Arts from University of New York College at New Paltz May 19th, 2015.

Major in English

Course(s) Teaching:

ENG 109 Advanced College Writing

Jorge Conessa-Sevilla

Doctor of Philosophy from the University of Toledo May 22, 1997

Master of Arts from the University of Toledo December 12, 1992

Major in Psychology

Course(s) Teaching:

PSY 210 Introduction to General Psychology

PSY 241 Human Growth & Development

SOC 111 Introduction to Sociology

Mike Heim

Master of Science from University of Minnesota Twin Cities May 28th, 1993

Major in Horticulture

Minor in Related fields

Course(s) Teaching:

SCI 230 Human Anatomy & Physiology I

SCI 231 Human Anatomy & Physiology II

3. School's Mission & Philosophy

Lac Courte Oreilles Ojibwa Community College Mission

The Lac Corte Oreilles Ojibwa Community College mission is to provide Anishinaabe communities with post-secondary and continuing education while advancing the language, culture and history of Ojibwa.

Nursing Program Mission

The Associate of Applied Science in Nursing Program shares the mission of Lac Courte Oreilles Ojibwa Community College to serve the Indian Community by providing curriculum reflecting the Ojibwe culture. The mission of the Associate of Applied Science Degree in Nursing Program is to educate individuals in the art of nursing care through enhancing the health of the community. The mission positively changes lives through education and training by challenging students to think critically and promote personal growth and knowledge. Incorporating Ojibwa Environmental Knowledge in the curriculum offers diverse perspectives in relation to healthcare. The mission of the nursing program is to educate students at a fundamental level of nursing to earn an Associate of Applied Science degree, to pass the NCLEX-RN, and provide healthcare while incorporating Ojibwe Environmental Knowledge within our region.

Lac Courte Oreilles Ojibwa Community College Philosophy

The College curriculum reflects identified needs and interests of the Lac Courte Oreilles Band of Lake Superior Chippewa by providing academic, vocational, adult basic education, cultural, and community programs. The primary purpose is to meet the needs of the Indian population and maintain an open door policy.

Nursing Program Philosophy

The philosophy of the nursing program incorporates the beliefs of nursing, health, person, lifespan, community, nursing education, the teaching and learning process and nursing practice.

We believe **Nursing** is an art of caring incorporating the understanding of science with caring. Nursing incorporates the nursing process to problem solve providing holistic care for individuals, families, community, and society. Nurses assess the health and wellness of individuals providing safe and effective nursing care within standards of legal and ethical practice. Nursing is goal oriented promoting health and wellness of mind, body and spirit for individuals, family, community and society. Nursing is holistic healing which reflects the importance of understanding each person as a unique individual.

We believe **Health** is a state of well-being in mind, body and spirit. Health is influenced by personal values and belief derived from a person's culture. Health is a person's response to changes in his or her environment based on internal and external stimuli.

We believe the **person** is a complex individual. All persons have needs. Fulfillment of those needs occurs through understanding the cultural context and responses to life. The focus of

nursing is promoting client-centered **care** for the person in relation to their individual beliefs. Each person has the right to make his or her own decisions and receive quality nursing care.

We believe **Lifespan** is the developmental process from conception to death. The length and quality of life is interconnected with the person's physical psychological, cultural, spiritual, social, and environmental connections.

We believe **Community** is a group of persons living and interacting with each other in the same geographical area. The nurse meets the social, emotional, physical, cultural and environmental needs of those living within the community and influences the health of the population.

We believe **nursing education** is a process of educating potential nurses to understand nursing, health, person, lifespan and community within their scope of practice. Nursing education is provided in an institute of higher learning where learning is created in an environment integrating the educational needs of the science of nursing with the art of caring. Nursing education promotes; basic and advanced nursing skills, problem solving, critical thinking, and cultural diversity and leadership skills.

We believe **Learning** is a continuous process in which the learner continues to grow in his or her discipline. In nursing, learning is a process in which the nurse incorporates basic ideas and skills and critically applies those skills in taking care of the sick, ill or injured. Learning occurs when nurses actively participate in the learning process through assessment, planning, intervention and evaluation. Evaluation of the learning process is important. Program outcomes are used in evaluation of the programs performance and assists in improvement of instruction.

Because we believe in the above, the nursing program at the Lac Courte Oreilles Ojibwa Community College prepares nurses for major roles of the nurse including; **client-centered** nursing care, coordinator of client care, and member of the nursing profession. As providers of care, nurses promote wellness, identify current and emerging client problems, and function as advocates for individuals, families, and selected groups. In addition, nurses manage client care using clinical judgment, incorporating the nursing process, providing **cultural competence** and caring as essential tools. Nurses are coordinators of care, nurses communicate, collaborate, and provide **leadership** within the interdisciplinary health care team to promote and maintain client health and ensure continuity of care. They provide **client education** to achieve positive clinical outcomes. As members of the profession, nurses are accountable for maintaining professionally established standards of nursing practice, adhering to practice regulations specified by each respective state, as well as adhering to established legal and ethical directives. Nurses recognize that **interdisciplinary collaboration** among health care professionals is critical to delivering safe, quality client care. Ongoing **quality improvement** activities are performed with other members of the health care team. Application of **evidence based practice and Nursing Judgment**, skills in **informatics**, and client care technology is essential to the delivery of quality care while ensuring **safety**. Professional values guide interactions with individuals, families, and

the health care team. Nurses demonstrate **professionalism** by exhibiting accountability for their actions, practicing within their scope of practice, and assuming legal responsibility for the care they provide. Nurses uphold their commitment to the public by adhering to an established code of ethics, which provides a context for making judgments and offers guidelines for maintaining professionalism.

Explanation of Organizing Framework

The curricular organizing framework, of Lac Courte Oreilles Ojibwa Community College, encompasses the mission of the college by laying a foundation of nursing philosophy and Ojibwa culture. The medicine wheel identifies the four directions. The directions identify the path, starting north working towards the east. The colors depict the journey to wisdom. White is the mother earth, we are all related, we are as one. Yellow is learning from lessons, we make decisions the right way. Black is wisdom, completion of projects, choosing wisely. We used knowledge learned, to create. We look in all directions, we are all related, we all work together, making decisions the right way, that is given to us, and we gain wisdom depicts the growth of the nursing student. The program outcomes listed on the sides identify expectations of novice to graduate. The philosophy of nursing is continuous. The center of the framework is nurse at different stages of growth.

4. Program Overview

ADN Program Outcomes

1. Utilize standards of care in application of the nursing process in caring for clients across the life span in a variety of care settings.
2. Communicate professionally, using informatics, written, verbal and nonverbal methods.
3. Base nursing care decisions on safe, evidence based practices and nursing judgement, and legal/ethical principles.
4. Provide patient-centered, safe, effective, quality and compassionate care across diverse populations.
5. Effectively educate client(s) and their families or caregivers.
6. Demonstrate responsibility for care provided, quality improvement of care, and evaluate performance for continuous self-development.
7. Lead in a professional manner utilizing interdisciplinary teams.

Curriculum Overview

The AD-Nursing program can be completed in four semesters after admission to the program. Successful completion of the first year of the nursing program results in the student being eligible to opt-out, petition for a technical diploma, and sit for the NCLEX-PN exam for licensure as a Licensed Practical Nurse (LPN). After successful completion of the second year, graduates will be eligible for the NCLEX-RN exam for licensure as a Registered Nurse (RN). While students have the option to opt-out and take the NCLEX-PN at the end of the first year, LCO AD-Nursing Program is an Associate Degree Program and students are considered interested in functioning at the Registered Nurse level upon completion of the program. The Nursing Program is taught at the associate degree level throughout the program. After successful

completion of all program requirements, Lac Courte Oreilles Ojibwa Community College will award the Associate of Applied Science Degree. Graduates will then be eligible to apply for approval to take the national RN licensure exam (NCLEX-RN) through Pearson Vue. The process for application to take the NCLEX-RN will be given to the students in the last semester of the program.

Course Sequencing

Students take the following courses as a pre-nursing student:

Course	Credits
EDC 110 Introduction to Higher Education	3
ENG 108 College Writing	4
ENG 112 Speech	3
NAS 100 Introduction to Ojibwe Culture	3
SCI 104 General Chemistry I	5
MTH 146 College Algebra	4
HTH 116 Nursing Assistant	3

Once admitted to the ADN Program:

Term	Course	Credits
Fall	NSG 114 Fundamentals & Professional Nursing Practice	2
1 st Year	NSG 115 Nursing Skills & Clinical Practice	4
15 Credits	NSG 219 Nursing Pharmacology	2
	PSY 242 Human Growth and Development	3
	SCI 230 Human Anatomy & Physiology I	4
Spring	ENG 109 Advanced College Writing	4
1 st Year	NSG 105 Nursing Health & Alterations Across the Lifespan I	4
17 Credits	NSG 117 Health Promotions	2
	NSG 118 Clinical Care Across the Lifespan I	3
	SCI 231 Human Anatomy & Physiology II	4
Fall	NSG 215 Nursing Health & Alterations Across the Lifespan II	3
2 nd Year	NSG 216 Behavioral Health	2
17 Credits	NSG 217 Clinical Care Across the Lifespan Practice II	3
	NSG 218 Nursing Skills & Clinical Practice II	2
	PSY 210 General Psychology	3
	SCI 232 Microbiology	4
Spring	NSG 220 Health Alterations Across the Lifespan III 1 st 8 Weeks	3
2 nd Year	NSG 221 Management & Professional Concepts 2 nd 8 weeks	2
13 Credits	NSG 222 Clinical Care Across the Lifespan III 1 st 8 Weeks	2
	NSG 223 Nursing Clinical Transitions 2 nd 8 weeks	2
	NSG XXX Intro to NCLEX	1
	SOC 111 Intro to Sociology	3

Students interested in LPN to ADN:

Fall	NSG 215 Nursing Health & Alterations Across the Lifespan II	3
1st Year	NSG 216 Behavioral Health	2
13 Credits	NSG 217 Clinical Care Across the Lifespan Practice II	3
	NSG 218 Nursing Skills & Clinical Practice II	2
	PSY 210 General Psychology	3
Spring	NSG 220 Health Alterations Across the Lifespan III 1 st 8 Weeks	3
1 st Year	NSG 221 Management & Professional Concepts 2 nd 8 weeks	2
10 Credits	NSG 222 Clinical Care Across the Lifespan III 1 st 8 Weeks	2
	NSG 223 Nursing Clinical Transitions 2 nd 8 weeks	2
	NSG XXX Intro to NCLEX	1

Course Descriptions

NSG 105 Nursing Health & Alterations Across the Lifespan I

This course focuses on the care of adult clients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of clients with alterations in selected body functions. Concepts of client centered care, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course. This course will also introduce concepts for leadership and management.

NSG 114 Fundamentals & Professional Nursing Practice

This course introduces nursing and roles of the nurse, as well as other professions related to nursing. The course focuses on basic nursing concepts to provide evidence-based care to diverse patient populations across the lifespan. Current and historical issues affecting nursing are explored within the scope of nursing practice. The nursing process is introduced as a framework for organizing the care of patients with alterations in cognition, elimination, comfort, grief/loss, mobility, integument, and fluid/electrolyte balance.

NSG 115 Nursing Skills Clinical Practice

This introductory clinical course emphasizes basic nursing skills and application of the nursing process in meeting the needs of diverse clients across the lifespan. Content includes mathematical calculations and conversions related to clinical skills. Emphasis is placed on performing basic nursing skills, the formation of nurse-client relationships, communication, data collection, and documentation and medication administration. Students will be expected to demonstrate beginning competency in application of the nursing process.

NSG 117 Health Promotions

This course focuses on topics related to health promotion for individuals and families throughout the lifespan. The course covers 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, students 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 covers dynamics, functions, discipline styles, and stages of development.

NSG 118 Clinical Care Across the Lifespan I

This clinical experience applies nursing concepts and therapeutic nursing interventions to groups of patients across the lifespan. It also introduces leadership, management, and team building.

NSG 215 Nursing Health & Alterations Across the Lifespan II

This course focuses on the care of adult clients with medical and/or surgical health alterations. Emphasis is placed on the care of clients with alterations in selected body functions. Concepts of health promotion, health education, evidence based practice, and interdisciplinary collaboration is integrated throughout the course. This course prepares the learner to provide and evaluate care for patients across the lifespan.

NSG 216 Behavioral Health

This course covers topics related to the delivery of community and mental health care. Specific health needs of individuals, families, and groups are addressed across the lifespan. Attention is given to diverse and at-risk populations. Mental health concepts concentrate on adaptive/maladaptive behaviors and specific mental health disorders. Community resources are examined in relation to specific types of support offered to diverse populations.

NSG 217 Clinical Care Across the Lifespan Practice II

This intermediate level clinical course develops the registered nurse (RN) role when working with clients with complex health care needs. A focus of the course is developing skills needed for managing multiple clients across the lifespan. Using the nursing process, students gain experience in adapting nursing practice to meet the needs of clients with diverse needs and backgrounds. This clinical allows the opportunity to develop skills working with the community and behavioral health needs.

NSG 218 Nursing Skills & Clinical Practice II

This course focuses on the development of advanced clinical skills across the lifespan. Content includes advanced intravenous skills, blood product administration, chest tube systems, basic electrocardiogram interpretation, and nasogastric/feeding tube insertion.

NSG 219 Nursing Pharmacology

This course provides the nursing student and the allied health student with a pathophysiologic approach to pharmacology. This course addresses the history of pharmacology, drug class and schedules, administration, pharmacokinetics and pharmacodynamics, and pharmacology math. The nursing process of pharmacology and the effects of medication on people throughout the life span are outlined. The effects of pharmacotherapy in relation to psychosocial, gender, and cultural influences are discussed. This course identifies each body system and medications related to maintaining homeostasis.

NSG 220 Health Alterations Across the Lifespan III

This course focuses on advanced concepts of nursing care as they relate to clients across the lifespan with complex, multisystem alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of clients with multiple

needs and collaborating with the interdisciplinary team. Students focus on management of care for patients with high-risk perinatal conditions and high-risk newborns.

NSG 221 Management & Professional Concepts

This course facilitates the transition of the student to the role of a professional nurse. Emphasis is placed on contemporary issues and management concepts, as well as developing the skills of delegation, conflict management, and leadership. Legal and ethical issues are discussed with a focus on personal accountability and responsibility. Standards of practice and the significance of functioning according to state regulations and statutes are analyzed. Emphasis is placed on preparing for practice as a registered nurse.

NSG 222 Clinical Care Across the Lifespan III

This advanced clinical course requires the student to integrate concepts from all previous courses in the management of groups of clients facing complex health alterations. Students have the opportunity to develop critical thinking skills using the nursing process in making clinical decisions. Continuity of care through inter-disciplinary collaboration is emphasized.

NSG 223 Nursing Clinical Transitions

This clinical experience integrates all knowledge learned in the previous courses in transitioning to the role of the graduate nurse. This clinical experience incorporates an internship that promotes relatively independent clinical decisions, delegation, and works collaboratively with others to achieve client and organizational outcomes.

NSG XXX Intro to NCLEX

All nurses must pass the NCLEX-RN to obtain a nursing license as a registered nurse. This course prepares students for the exam by reviewing all areas of study – from med-surgical and maternal-child nursing, to psychiatric nursing – and practice. The focus is not be on content review, but rather on maximizing the content students learned in their curriculum and then teaching them how to critically think about that content. This course provides an overview of test-taking and study strategies as well as a review of each content area, mapped to the NCLEX test plan. Upon completion of this course, students will be more comfortable with the content and the exam itself, increasing their confidence.

Program Evaluation Plan

An evaluation plan to evaluate the standards and criteria set forth by the Accreditation Commission for Education in Nursing (ACEN) is in the process of being developed. Along with our course evaluations which occur each semester, the nursing program will conduct a program review every two years following the process listed below.

LCOOCC Program Review Purpose

The Lac Courte Oreilles Ojibwa Community College develops academic programs of study to structure student learning. The purpose of academic program reviews is

1. To assure that the academic programs of the College continue to be consistent with the mission, vision, and strategic priorities of the College;
2. To determine whether the resources allotted to the program are aligned with the needs of the program; and

3. To identify changes that may be required to realize the future of the program or the larger needs of the academic program and College.

Schedule

Unless circumstances dictate otherwise, the nursing program is reviewed every two years.

Components

The nursing academic program review include the following components:

1. Summative data about the program;
2. Surveys of graduates and of current students enrolled in the program;
3. Programmatic self-study;
4. Curriculum Committee review;
5. Final report with recommendations.

Summative Data

Prepared by the Institutional Research Specialist

Submitted to Dean of Academic Affairs and Nursing Director

Due Date: September 1st of review year.

- Number of students who graduated each year during the previous five academic years (graph).
- Number of degrees declared at the end of the previous academic year.
- Pre-enrollment expressions of interest in the degree programs from prospective students during the previous five academic years (graph).
- Course enrollments and median grades for all courses required for the degree curriculum over the past five academic years (chart).
- Course enrollments and median grades for all elective courses in the degree curriculum over the past five academic years (chart).
- Number of full-time or part-time faculty members who delivered required courses for the degree curriculum over the past five-year period.
- Number of full-time or part-time faculty members who delivered elective courses for the degree curriculum over the past five-year period.
- Number of adjunct or limited-term faculty who delivered required courses for the degree curriculum over the past five-year period.
- Number of adjunct or limited-term faculty who delivered elective courses for the degree curriculum over the past five-year period.
- List of full-time staff members and full-time and part-time faculty members in the program that shows their annual number of advisees over the past five academic years and the declared degree curriculum of those advisees.

Surveys of Graduates and Current Students

Administered in collaboration with the program coordinator and summarized by the Institutional Research Specialist

Submitted to Dean of Academic Affairs and Nursing Director

Due Date: September 1st of review year.

Surveys should be administered by the IR Specialist, but sent from the email of and with a cover statement by the program coordinator. For purposes of analysis, survey responses should be divided into four cohorts: (1) current nursing students; (2) graduates who completed the nursing degree programs within the past five years; (3) graduates who completed the nursing degree programs five to 15 years ago; (4) graduates who completed the nursing degree programs 15 to 30 years ago.

Surveys to current students should include the following questions, though the Nursing Director may add others:

- 1) Reason(s) for declaring the Nursing degree program.
- 2) Strengths of the Nursing degree program as they are experienced it.
- 3) Concerns about the program as they are experiencing it.

Surveys to graduates should include the following questions, though the Nursing Director may add others:

- 1) Earned or pursuing a graduate or professional degree, if so what type, what field, and what institution?
- 2) Currently employed, if so how long, where, position.
- 3) In retrospect, most valuable components or experiences of degree/certificate programs.
- 4) In retrospect, components or experiences missing or not fully developed.

If desired, non-declared degree/certificate students may also be surveyed about experiences with courses offered by program, either through dedicated surveys or through additional questions on the College's annual alumni survey.

Programmatic Self-Study

Facilitated by Dean of Academic Affairs, completed by program faculty

Submitted to Nursing Director

Due Date: December 1st of review year.

During the fall semester of the review year, the Nursing Director should facilitate a self-study that gives faculty responsible for delivering the curriculum for the program an opportunity to review summative data and responses to student surveys as well as an opportunity to reflect on the status of the program, and its potential for the future.

The Nursing Director should prepare a written summary of the self-study, and at a minimum, it should include responses to the following questions:

- 1) In what ways is the program contributing to the realization of the College's mission, vision, or current strategic commitments?
- 2) In what ways, if any, does the program serve or collaborate with other programs of the College?
- 3) What are the current strengths of the program?
- 4) What challenges, if any, is the program currently facing?
- 5) Have any significant changes been made to the program in the past five years? If so, what prompted these changes and how is their effectiveness being measured?
- 6) Are any changes anticipated in the next five years? If so, what are they and what is prompting them?
- 7) Are there investments the College might make to improve the effectiveness of the program or to increase the number of students that it serves?

Curriculum Committee Review

Facilitated by the Curriculum Committee Chair

Due Date: March 15th of review year

After the Programmatic Self-Study is completed, the Nursing Director collects the summative data, the survey results, and the programmatic self-study into a single packet with any summative or prefatory comments deemed appropriate by the department chair. This packet is submitted to the Curriculum Committee Chair and the Dean of Academic Affairs for distribution to the Curriculum Committee.

After Curriculum Committee members have had an opportunity to review the packet, the Curriculum Committee meets to discuss the program. As part of their discussion, Curriculum Committee members address the following questions:

- 1) How important are the program's contributions to realizing the College's mission, vision, or current strategic initiatives?
- 2) Are the resources allocated to the program aligned with the needs of the program and with the contributions that the program is making to the College as a whole? If not, how should the resource allocations be adjusted?
- 3) Are there changes to the program that should be completed in the next five-year period?

After discussing the academic program under review, the Curriculum Committee may request, if warranted, that an outside reviewer extend the review to include evaluation of the program. If this request is made the Curriculum Committee should also define a process and timeline for the extended review.

Final Report with Recommendations

Prepared by the Nursing Director for the program; reviewed and approved by the Curriculum Committee.

Due Date: April 15th of the review year.

After the Curriculum Committee review (or, when requested, completion of the extend review with outside evaluation), the department chair for the program prepares a final report that takes into account all previous components of the review. In a concise format with appendices for all collected data, the report should do the following:

- 1) Demonstrate how the program is contributing to the realization of the College's mission, vision, or current strategic commitments.
- 2) Summarize the current strengths of the program as well as current concerns or challenges facing the program.
- 3) Identify changes that should be made to the program in the next five years, if any, provide a rationale, timeline, and budget for each.
- 4) Provide a rationale for continuing, reducing, or increasing current resource allocations to the program.

The final report submitted to the Dean of Academic Affairs and copies distributed to the Executive Council and the Assessment Committee.

Course Syllabi First & Second Year

See Appendix 1

5. Student Policies

See Appendix 2

6. Timeline

Summer 2019

- July 1, 2019: Submit Plan to Wisconsin Nursing Board

Fall Term of 2019

- Semester begins August 26, 2019
- First LPN to ADN cohort
- Students interested in ADN will enroll in the pre-nursing program and complete prerequisites for admission to the nursing program. Students must apply for admissions to the nursing program by December 13, 2019.
- Nursing Admissions Committee will review applicants and
- Post position for additional full-time nursing faculty

Spring of 2020

- Semester begins January 27, 2019
- Admit qualified candidates to the nursing program

Fall Academic Year 2019-2020

- First ADN cohort

Clinical Skills Facility

The college has prior agreements with several facilities including:

Hayward Area Memorial & Water's Edge

Ashland Memorial Medical Center

Spooner Health System

St. Croix Tribal Health Clinic

Health partner Institute

The Director of Nursing made contact with the facilities and is scheduling dates to renew contracts. This will be done by July 31st.

See Appendix 3

Appendix 1

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

NOTE: For each *course credit* students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

Course Title: Nursing Fundamentals

Course Number: NSG 114

Credits: 2

Class Times: Fall Semester

Instructor: Char Yagle

Office Hours:

Required Text(s):

Gulanick, M., Myers, J. (2018). *Nursing Care Plans* (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-42818-7

Jarvis, C. (2016) *Pocket Companion for Physical Examination and Health Assessment* (7th ed.). Saunders, St. Louis, MO. ISBN: 978-0-323-26537-9

Kee, J., Marshall, S. (2017). *Clinical Calculations* (8th ed.) Saunders, St. Louis, MO. ISBN: 978-0-323-39088-0

Lilley, L., Collins, R., Snyder, J. (2017). *Pharmacology and the Nursing Process* (8th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-35828-6

Potter, A., Perry, A., Ostendorf, W. (2018) *Clinical Nursing Skills and Techniques* (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-48193-9

Potter, A. Perry, A., Stockert,, P., Hall, A., Peterson, V. (2017). *Clinical Companion for Fundamentals of Nursing* (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-39663-9

Potter, A., Perry, A., Ostendorf, W. (2018). *Skills Performance and Checklists for Clinical Nursing Skill and Techniques* (9th ed). Mosby, St. Louis, MO. ISBN: 978-0-323-48238-7

Yoost, B., Crawford, L. (2016) *Fundamentals of Nursing*. Mosby, St. Louis, MO. ISBN: 978-0-323-33943-8

Recommended Texts & Other Readings:

Malarkey, L. McMorrow, M. (2012). *Saunders Nursing Guide to Laboratory and Diagnostic Tests*, (2nd ed.). Saunders Publishing, St. Louis, MO. ISBN: 978-1-437-72712-8. (Text book or online)

Mosby's Drug Guide for Nursing Students (2017) - Elsevier eBook on Intel Education Study, (12th Edition). Mosby, St. Louis, MO. ISBN: 9780323448031 (book or online)

Required Supplies/Materials:

Royal Blue Scrub Uniform 2 pocket on shirt with LCO logo (order from Bookstore)

Watch with moving hand

Stethoscope

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

White athletic shoes
Pen light
HESI Exam and testing materials

Additional readings will include postings on Moodle and in class handouts.

Course Description:

This course introduces nursing and roles of the nurse, as well as other professions related to nursing. The course focuses on basic nursing concepts to provide evidence-based care to diverse patient populations across the lifespan. Current and historical issues affecting nursing are explored within the scope of nursing practice. The nursing process is introduced as a framework for organizing the care of patients with alterations in cognition, elimination, comfort, grief/loss, mobility, integument, and fluid/electrolyte balance.

Pre-requisites:

Admission to the nursing program or administrative approval; Pre-requisite or concurrent SCI 230 Human Anatomy and Physiology with lab.

This course is required for:

The Associate Degree of Nursing

Course Specific Outcomes:

Upon successful completion of this course, students will be able to:

1. Discuss the role of the nurse and scope of practice related to established code of ethics, nurse practice acts, and professional registrations/certifications.
Means of Assessment: Exams, papers, presentations, quizzed, case studies, HESI
2. Review the spectrum of health care settings across which client care is provided.
Means of Assessment: Exams, papers, presentations, quizzed, case studies, HESI
3. Recognize the importance of selected profession related concepts as they pertain to providing and directing safe, quality client care.
Means of Assessment: Exams, papers, presentations, quizzed, case studies, HESI
4. Discuss the concepts integral to the provision of safe, quality client centered care: nursing process, clinical judgment, advocacy, cultural sensitivity, and communication.
Means of Assessment: Exams, papers, presentations, quizzed, case studies, HESI
5. Discuss the nurse's role in identifying and supporting selected physiologic needs of clients.
Means of Assessment: Exams, papers, presentations, quizzed, case studies, HESI
6. Describe selected concepts and discuss how they relate to providing client care that is safe for the nurse and client: medication administration, documentation, body mechanics and ergonomics, and nursing process.
Means of Assessment: Exams, papers, presentations, quizzed, case studies, HESI
7. Demonstrate basic nursing skills using proper techniques and measures that ensure client safety.
Means of Assessment: Exams, papers, presentations, quizzed, case studies, HESI
8. Apply the various elements of the nursing process to clinical decision-making.
Means of Assessment: Exams, papers, presentations, quizzed, case studies, HESI

General Education Program Outcomes:

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1. Communication	Skills demonstration	Tests, pop quizzes, project presentation
2. Mathematic Literacy	Skills demonstration	Tests
3. Social Responsibility	Demonstrations	Tests, project presentation
4. Culture	Research	Project Presentation
5. Critical Thinking	Research, readings	Project Presentation
6. Global Awareness	Research, readings	Discussion

Program Outcomes:

1. Utilize standards of care in application of the nursing process in caring for clients across the life-span in a variety of care settings.
2. Communicate professionally, using informatics, written, verbal and nonverbal methods.
3. Base nursing care decisions on safe, evidence based practices and nursing judgement, and legal/ethical principles.
4. Provide patient-centered, safe, effective, quality, and compassionate care across diverse populations.
5. Effectively educate client(s) and their families or caregivers.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

6. Demonstrate responsibility for care provided, quality improvement of care, and evaluate performance for continuous self-development.
7. Lead in a professional manner utilizing interdisciplinary teams.
Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Culture & Tradition:

The Mission Statement of LCOOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

Week/Dates	Topics	Moodle Assignments	Assigned Readings	Quiz's	Exams
Week 1	History of Nursing, Roles of Nursing,	None	Review, Intro to Fundamental discussion	Case Study, Group Quiz Question's	
	Scope of practice, Values, Beliefs & Caring. Communication	None	Ch 1-3 continued		
Week 2	Critical Thinking, Intro to the Nursing Process	Study Guide Ch 4 & 5	Ch 4 & 5		
	Nursing Process: Assessment	Study Guide Ch 5 & 6	Ch 5 & 6		
Week 3	Nursing Process, Nursing Diagnosis, Planning, Care Plan Discussion	Study Guide Ch 7 & 8	Ch 7 & 8	Care plan in Class-No quiz	Study Guide for Exam # 1 (Not an assignment)
	Nursing Process: Implementation & Evaluation Documentation, Electronic Health	Study Guide Ch 9 & 10	Ch 9 & 10		

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

	Records, Reporting				
Week 4	EXAM # 1 Vital Signs, Health History & Physical Assessment, Medications	Study Guide Ch 19, 20 & 35	Ch 19 & 20, & 35		Exam # 1, Ch 1- 10
Week 5	Evidence Based Practice, Nursing Research. Health Literacy, Patient Education Nursing Informatics, Health & Wellness	Study Guide Ch 13 & 14 Study Guide Ch 15 & 16	Ch 13 & 14 CH 15 & 16	In Class Group Project: Health Literacy	
Week 6	Human Development: Conception through Adolescence, Young Adult through Older Adult Ethical/Legal Considerations, Leadership & Management	Study Guide Ch 17 & 18 Study Guide Ch 11 & 12	Ch 17 & 18 Ch 11 & 12,		Study Guide for Midterm Exam (Not an assignment)
Week 7	Midterm Exam Ethnicity & cultural Assessment, Spiritual Health	Review Midterm	Ch 21 & 22		Midterm Exam: Comprehensive (Exam # 2)
Week 8	Public Health, Community, Home Health Care	Study Guide Ch 23 & 24	Ch 23 & 24	In Class Group Project:	

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

	Human Sexuality Safety, Asepsis, Infection Control	Study Guide Ch 25 & 26	Ch 25 & 26	Home Health Care	Cultural Project Due: Annotated Bibliography
Week 9	Hygiene, Personal are, Activity, safe Movement Skin Integrity, Wound Care, Nutrition	Study Guide Ch 27 & 28 Study Guide Ch 29 & 30	Ch 27 & 28 Ch 29 & 30		Study Guide for Exam # 3 (Not an assignment)
Week 10	EXAM # 3 Cognitive & Sensory Alterations, Stress, Coping, Sleep	Study Guide Ch 31(only) You already know about stress and lack of sleep ☺	Ch 31, 32, & 33		Exam # 3 Ch 21 – 30
Week 11	Diagnostic Testing, Pain management Perioperative Nursing Care, Oxygenation	Study Guide Ch 34 & 36 Study Guide Ch 37 & 38	Ch 34 & 36 Ch 37 & 38	In Class Group Project: Perioperative Care	Study Guide for Exam # 4 (not an assignment)
Week 12	Oxygenation Con't Fluid & Electrolyte, acid – Base Balanec Exam # 4	Study Guide Ch 39	Ch 39		Exam # 4 Ch 31-39
Week 13	Bowel & Urinary Elimination	Study Guide Ch 41 & 42	Ch 40 & 41		

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

	Happy Thanksgiving				
Week 14	HESI Fundamentals Exam Death & Loss Strat Review for Final: Student's Choice		Ch 42		HESI exam
Week 15	Final Exam review: Student's Choice of topics Final Exam Review				Study Guide for Final Exam (Not an assignment)
Week 16	Final Exam				Final Exam: Comprehensive from Midterm to present material

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

GRADING SCALE		
A	100-90	EXCELLENT!
B	80-89	ABOVE AVERAGE
C	79-70	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	69-60	BELOW AVERAGE
F	Below 60	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

Component	Points-if applicable	Weight
Class Participation		5%
Class Assignments/Study Guides		10%
Quizzes		10%
Exams		40%
Culture Project		10%
Final Exam		20%
HESI Tests		5%
Total		100%

Attendance Policy:

Students will be allowed to be absent up to a **maximum of 1 class period** per semester. Students. **MUST** be in their seats and ready to start class at the designated start time of the class. If you are not present at the start time, you will not be allowed to complete the quiz or test if assigned for that class period.

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation.

Please refer to the LCOOCC Student Handbook for the Class Attendance Policy.
<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the **Vice President of Academic and Student Affairs (715-634-4790 Ext. 117)** at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Please refer to the Student Handbook for Academic Misconduct and Plagiarism.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please refer to the LCOOCC ADN Student Handbook pg. 28

Assignments and Tests:

It is well-established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class. If you miss a test or are unable to turn in your assigned work for that particular missed class period, **you will have up to the next class period to turn in your work or make-up your test with prior approval from instructor.**

Late assignments and make-up tests **will not** be allowed under any other circumstances.

Please note, assignments are due at the beginning of each class period.

Please refer to LCOOCC ADN Student Handbook pg. 21

Reading Assignments:

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused). Quizzes and assignments will be based on your reading assignments due that day.

Special Note Regarding Incompletes:

Please refer to the Student Handbook for the policy on Incompletes

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please also refer to the LCOOCC ADN Student Handbook pg. 56

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Mid-term and Final Examinations:

In order to receive credit for the mid-term or final grade, exams **must** be taken on the designated day during Mid-Term Exam week or Final Exam week unless prior arrangements have been made with your instructor.

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** *Not having computers or Internet at home is NOT an excuse to be late with homework.*

Your education is your responsibility. We strongly encourage you to schedule time

to make use of the resources provided for students to complete your studies in a timely manner.

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

Addendum Section

Course assignment are listed on the schedule in the syllabus and on Moodle. The rubric for each assignment will be posted on Moodle and is also available in your ADN Student Handbook, which is also posted on Moodle.

Content Units:

Nursing Role and Scope of Practice

Unit Objectives:

1. Define nursing and relate its current state to historical events and leaders.
2. Compare and contrast the various roles of contemporary nurses today.
3. Review the different educational paths to professional nursing and their implications for career mobility and advancement.
4. Discuss the scope of practice of unlicensed personnel, licensed/vocational nurses, professional nurses, and advanced practice nurses.
5. Describe how state nurse practice acts define the legal scope of nursing practice.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

6. Review an established code of ethics and its role in guiding nursing practice and ethical decision making.

7. Recognize competencies related to knowledge, skills, and attitudes that nurses are expected to integrate into their practice.

Content Topics:

Spectrum of Healthcare

Unit Objectives:

1. Differentiate between the terms health and illness and the impact that lifestyle and risk factors has on one's health status.

2. Define the terms health promotion and wellness and discuss the nurse's role in supporting client's movement towards optimal health.

3. Differentiate between primary, secondary, and tertiary care as well as the role of the nurse when providing these levels of care.

4. Differentiate between the goals of acute and chronic care and examples of client conditions in each category.

5. Discuss the principles of restorative or rehabilitative care, its goals, and the role of the nurse when working with clients undergoing rehabilitation.

6. Compare and contrast palliative and hospice care and the role of the nurse in providing end of life care.

7. Describe the various health care settings within which client care is delivered.

8. Discuss the roles of state and federal governments in regulating health care agencies.

Content Topics:

Profession Related Concepts/ Client Centered Care

Unit Objectives:

1. Discuss the meaning of client-centered care.

2. Describe concepts of holistic health and nursing.

3. Describe the concept of caring as a foundation for nursing practice.

4. Review the professional skills inherent in providing client-centered care.

Content Topics:

Nursing process

Unit Objectives:

a. Define the nursing process and discuss its use as a tool for identifying actual and potential client problems and planning client-centered care.

b. Nursing process/ Compare and contrast the various steps of the nursing process and the role of the nurse.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

- c. Nursing process/ Discuss the purpose of a client plan of care, its developmental process, its implementation, and role in determining attainment of client outcomes.
- a. Clinical judgment/ Define clinical judgment and its relationship to nursing practice.
- b. Clinical judgment/ Compare and contrast clinical judgment and critical thinking.
- c. Clinical judgment/ Differentiate between decision making and problem solving.
- d. Clinical judgment/ Discuss the significance of the scientific method for determining best nursing practices.
- a. Advocacy/ Define advocacy and its relationship to nursing practice.
- b. Advocacy/ Discuss the relationship between the nurse's role as advocate and the client's right to information and make informed health care decisions.
- c. Advocacy/ Review the Patient's Bill of Rights and the Self Determination Act and their association with the nurse's role as client advocate.
- a. Cultural sensitivity/ Define cultural sensitivity and its relationship to nursing practice.
- b. Cultural sensitivity/ Discuss the term culture and the various components that contribute to its definition (ethnicity, spiritual beliefs, social practices).
- c. Cultural sensitivity/ Compare and contrast the terms cultural sensitivity and cultural competence in relation to the role of the health care provider.
- d. Cultural sensitivity/ Recognize the influence culture has on health, health practices, illness, and caring patterns.
- a. Communication/ Define communication and its relationship to nursing practice.
- b. Communication/ Describe the four components of the communication process.
- c. Communication/ Differentiate between verbal and nonverbal communication.
- d. Communication/ Discuss characteristics of varied types of communication.
- e. Communication/ Differentiate between non therapeutic and therapeutic communication.
- f. Communication/ Discuss the use of technology in the communication process.
- g. Communication/ Describe how nursing documentation is a written form of communication.
- h. Communication/ Identify potential barriers to effective communication.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Content Topics:

Profession Related Concepts/ Interdisciplinary Collaboration

Unit Objectives:

1. Define the concept of interdisciplinary care.
2. Describe the essential aspects of collaborative health care.
3. Discuss the benefits of an interdisciplinary health care team providing client care.

Content Topics:

Profession Related Concepts/ Evidence-Based Practice

Unit Objectives:

1. Define the concept of evidence-based practice.
2. Identify available resources for evidence-based nursing practice.
3. Discuss how evidence-based practice provides optimum care for individuals and their families.

Content Topics:

Profession Related Concepts/ Quality Improvement

Unit Objectives:

1. Define the concept of quality improvement.
2. Discuss the role of the nurse in identifying client concerns related to quality care.

Content Topics:

Profession Related Concepts/ Safety

Unit Objectives:

1. Define the concept of client safety.
2. Discuss personal and environmental factors that impair a client's ability to protect themselves from injury.
3. Review interventions that can assist in reducing risk of client injury (properly identifying client, using six rights of medication administration, performing fall risk assessment, communicating client information to appropriate team member).
4. Discuss how proper and effective use of technology and standardized policies and procedures support safe, quality care.
5. Recognize the role of the nurse in monitoring own care and that of others in promoting a safe environment for the client.
6. Review the National Patient Safety Goals developed by the Joint Commission and their relationship to the development of national safety standards and accreditation of health care institutions.

Content Topics:

Profession Related Concepts/ Informatics

Unit Objectives:

1. Define the concept of informatics.
2. Describe the uses of computers in nursing education and practice.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

3. Discuss the computer skills and computer applications necessary for monitoring and documenting client information.
4. Observe use of appropriate search engines and databases to obtain evidence based research when determining best practice.

Content Topics:

Profession Related Concepts/ Client Education

Unit Objectives:

1. Define the concept of client education.
2. Identify the role of the nurse in relation to client education.
3. Describe the three domains of learning.
4. Review basic principles of learning.
5. Discuss how to identify educational needs of clients.
6. Describe the various elements of a teaching plan for clients.

Content Topics:

Profession Related Concepts/ Professionalism

Unit Objectives:

1. Define the concept of professionalism and its relationship to nursing practice.
2. List professional behaviors that are consistent with those of a nurse.
3. Discuss the relationship of ethical and legal practice to the role of nurses.
4. Compare and contrast accountability and responsibility.

Content Topics:

Profession Related Concepts/ Leadership

Unit Objectives:

1. Define the concept of leadership.
2. Identify the characteristics of effective leaders.
3. Describe various leadership roles assumed by nurses.
4. Discuss how nurses as leaders can influence provision of safe client care.

Content Topics:

Client Related Concepts/ Rest and Sleep

Unit Objectives:

1. Review the role played by rest and sleep in maintaining good physical and mental health.
2. Discuss the effect that lack of sleep has on a client's physical and mental health.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

3. Discuss developmental variations in sleep patterns.
4. Describe the functions, physiology, and stages of sleep.
5. Identify conditions that interfere with a client's rest and sleep pattern.
6. Recognize the characteristics of common sleep disorders.
7. Review nursing interventions that can help improve a client's quality of rest and sleep.

Content Topics:

Client Related Concepts/ Spirituality

Unit Objectives:

1. Compare and contrast the concepts of spirituality and religion.
2. Review the religious practices of selected religions and their relationship to health promotion and health care.
3. Determine factors that contribute to spiritual distress and resulting manifestations.
4. Review the nurses' role when caring for clients who are experiencing spiritual distress.

Content Topics:

Client Related Concepts/ Growth and development

Unit Objectives:

1. Review selected theories of human development and their respective stages.
2. Discuss the impact that successful and unsuccessful achievement of developmental tasks has on the ability of an individual's to progress to a higher level of development.
3. Ascertain the personal and environmental factors that can influence in individual's success achievement of developmental tasks.
4. Review indicators of successful and delayed task resolution.

Content Topics:

Client Related Concepts/ Sensory perception

Unit Objectives:

1. Review the role played by sensory perception in maintaining good physical health.
2. Describe the anatomical and physiological components of the sensory-perceptual process.
3. Discuss factors that affect a client's sensory perceptual processes.
4. Identify conditions that interfere with clients' ability to process sensory input.
5. Differentiate between sensory deficits, overload, and deprivation.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

6. Review nursing interventions that can facilitate or maintain a client's sensory perceptual processes. **Annotated Bibliography Rubric (clinical). Article printed within last 5 years****
Article must be from Nursing Research or an Approved Magazine/Web site.

****You may not use ".com", Healthstrong, Livestrong, Blogs, type references.**** You may use Mayo Clinic, Cleveland Clinic, EMedicine, Web MD, & Professional Medical or Nursing Organizations, You may use ".org & .edu" references.

Criteria	Points Possible	Points Possible	Points Possible	Points Given	Comments
1. Choose a nursing/health article that relates to the disease process or health of your patient- 2. Write an annotated bibliography in proper format 3. Submit the article	Did not submit the article The annotated bibliography has more than 3 mistakes 5	Did not submit the article The annotated bibliography has less than 3 mistakes 10	Submitted the article The annotated bibliography has no mistakes 20		
4. What is the evidenced based practice that you identified	No evidence 0	No evidence 0	Evidence Identified 20		
5. How will you as a nursing student use the information in the article to provide optimal health to your patient in relation to his or her individual needs, safety needs and cultural preferences	1 example given 5	2 examples given 10	3 examples given 20		
6. What obstacles do you foresee in carrying out the information used in the article	1 examples given 5	2 examples given 10	3 examples given 20		

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

APA format: Annotated bibliography in right format, no spelling errors, no grammatical errors	More than 3 APA errors 5	Less than 3 APA errors 10	APA format met 20		Plagiarism is a serious offense, can result in failure of the course.
Total				Your score =	Score Percent
				/100	

Gikinoo'amaagan Odanokiiwin - Student Work:

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values, with Course Specific Outcomes and with those General Education Outcomes that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom. For this class, the Gikinoo'amaagan Odanokiiwin project is an Annotated bibliography identifying how to address the cultural preferences of the client specifically relate to the Ojibwa culture. The results of this project will assess students':

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Objective(s)1,2,3,4,5,6,7,8,9,10,11,12,3.)
3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5 and Course Objective(s)1,2,3,4,5,6,7,8,9,10)

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Term/Year

NOTE: For each *course credit* students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

Course Title: Nursing Skills & Clinical Practice

Course Number: NSG 115

Credits: 4

Class Times:

Instructor:

Office Hours:

Required Text(s):

Gulanick, M., Myers, J. (2018). Nursing Care Plans (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-42818-7

Jarvis, C. (2016) Pocket Companion for Physical Examination and Health Assessment (7th ed.). Saunders, St. Louis, MO. ISBN: 978-0-323-26537-9

Kee, J., Marshall, S. (2017). Clinical Calculations (8th ed.) Saunders, St. Louis, MO. ISBN: 978-0-323-39088-0

Lilley, L., Collins, R., Snyder, J. (2017). Pharmacology and the Nursing Process (8th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-35828-6

Potter, A., Perry, A., Ostendorf, W. (2018) Clinical Nursing Skills and Techniques (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-48193-9

Potter, A. Perry, A., Stockert,, P., Hall, A., Peterson, V. (2017). Clinical Companion for Fundamentals of Nursing (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-39663-9

Potter, A., Perry, A., Ostendorf, W. (2018). Skills Performance and Checklists for Clinical Nursing Skill and Techniques (9th ed). Mosby, St. Louis, MO. ISBN: 978-0-323-48238-7

Yoost, B., Crawford, L. (2016) Fundamentals of Nursing. Mosby, St. Louis, MO. ISBN: 978-0-323-33943-8

Recommended Texts & Other Readings:

Malarkey, L. McMorrow, M. (2012). Saunders Nursing Guide to Laboratory and Diagnostic Tests, (2nd ed.). Saunders Publishing, St. Louis, MO. ISBN: 978-1-437-72712-8. (Text book or online)

Mosby's Drug Guide for Nursing Students (2017) - Elsevier eBook on Intel Education Study, (12th Edition). Mosby, St. Louis, MO. ISBN: 9780323448031 (book or online)

Required Supplies/Materials:

Royal Blue Scrub Uniform 2 pocket on shirt with LCO logo (order from Bookstore)

Watch with moving hand

Stethoscope

White athletic shoes

Pen light

HESI Exams, Testing Materials

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Additional readings will include postings on Moodle and in class handouts.

Course Description:

This introductory clinical course emphasizes basic nursing skills and application of the nursing process in meeting the needs of diverse clients across the lifespan. Content includes mathematical calculations and conversions related to clinical skills. Emphasis is placed on performing basic nursing skills, the formation of nurse-client relationships, communication, data collection, and documentation and medication administration. Students will be expected to demonstrate beginning competency in application of the nursing process.

Pre-requisites:

Prerequisite: Admission to the nursing program. Pre-requisite or concurrent SCI 230 Human Anatomy and Physiology with lab.

This course is required for:

The Associate Degree of Nursing

Course Specific Outcomes:

Upon successful completion of this course, students will be able to

1. Apply the nursing process at a beginning level of skill to interpret and manage human responses of clients to their actual or potential health problems.
2. Apply principles from applied science and interpersonal processes to nurse-client interactions.
3. Assess cultural, spiritual, and bio-psychosocial factors when arriving at nursing diagnoses and relevant interventions for individual clients.
4. Utilize evidence-based information derived from course related research findings in the application of fundamental nursing care.
5. Apply therapeutic communication and decision-making skills to involve the client in decision making regarding his/her healthcare.
6. Identify theoretical principles and critical behaviors of fundamental nursing.
7. Use critical thinking skills as a framework for clinical decision-making.
8. Demonstrate responsibility for own behavior and growth as an adult learner and a professional.
9. Demonstrate professional standards of moral, ethical, and legal conduct.

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1. Communication	Skills demonstration	Tests, pop quizzes, project presentation
2. Mathematic Literacy	Skills demonstration	Tests
3. Social Responsibility	Demonstrations	Tests, project presentation
4. Culture	Research	Project Presentation
5. Critical Thinking	Research, readings	Project Presentation
6. Global Awareness	Research, readings	Discussion

Program Outcomes:

1. Utilize standards of care in application of the nursing process in caring for clients across the life-span in a variety of care settings.
2. Communicate professionally using informatics, written, verbal and nonverbal methods.
3. Base nursing care decisions on safe, evidence based practices and nursing judgement, and legal/ethical principles.
4. Provide patient-centered, safe, effective, quality, and compassionate care across diverse populations.
5. Effectively educate client(s) and their families or caregivers.
6. Demonstrate responsibility for care provided, quality improvement of care, and evaluate performance for continuous self-development.
7. Lead in a professional manner utilizing interdisciplinary teams.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Culture & Tradition:

The Mission Statement of LCOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

Week/Dates	Topics	Assigned Readings	Skills Checklist	Quiz's/Exams
Week 1	Review of Evidenced Based Practice,	Review		

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

	Communication, Vital Signs, Physical Assessments Continued	Ch 1, 2, 5 & 6 continued	Hands on VS, Basic Skills	
Week 2	Health Assessment: Head to Toe continued Specimen Collection, Diagnostic procedures	Ch 6 Ch 7 & 8	Head to Toe assessments continued Skills Ch 7 & 8	
Week 3	Medical Asepsis, Sterile Technique Safe Patient Handling, Transfer & positioning. Exercise/Mobility, Support Surfaces, Special Beds	Ch 9 & 10 Ch 11, 12 & 13	Skills Ch 9 & 10 Skills: Ch 11, 12 & 13	Study Guide for Exam 1(not an assignment)
Week 4	Medications Exam # 1 Written exam	Ch 20 & 21	Skills Ch 20 & 21	Review for Exam # 1 Exam # 1: Material covered thus far.
Week 5	Patient Safety, Disaster Preparedness, Pain Management, Palliative Care	Ch 14 & 15 Ch 16 & 17	Skills Ch 14 & 15 Skills Ch 16 & 17	
Week 6		Ch 18 & 19	Skills	

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

	Personal Hygiene, Care of the eye & ear Oxygen therapy, Chest Physiotherapy	C 23-24	Ch 18 & 19 Skills Ch 23-24	
Week 7	Chest Physiotherapy Review, Airway Management Review for Midterm	Ch 24-25 Review for Midterm	Skills, Ch 24-25: Assigned Skills Review for Midterm	Study Guide for Midterm(Not an assignment) Review for Midterm
Week 8	Midterm Exam (Exam # 2) Review Midterm, Cardiac Management, Review Closed Chest Drainage Systems	Ch 26 & 27	Skills Ch 26, Ch 27: Assigned	Midterm Written Exam: Comprehensive (Exam # 2)
Week 9	Emergency Measures for life Support, IV and Vascular access, Blood Transfusions Oral Nutrition, Enteral & Parenteral Nutrition	Ch 28, 29 & 30 Ch 31, 32, 33	Skills Ch :28, 29 & 30:Assigned Skills Skills: Ch 31, 32, & 33 (Assigned skills)	Cultural Project Due
Week 10	Urinary & Bowel Elimination, Gastric Intubation(NG tube) Ostomy Care Perioperative Care	Ch 34 & 35, & 36 Ch 37 & 38	Skills: Ch 34- 36 Skills Ch 37 & 38	Study Guide for Exam # 3

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

				(not an assignment)
Week 11	Perioperative care continued Written Exam # 3	Ch 37 & 38 Continued	Skills Ch 37 & 38	Written Exam # 3: Material Covered thus far
Week 12	Pressure injury Prevention, Wound care, Dressings, Use of Heat/Cold Continued	Ch 39 & 40 Ch 41 & 42	Skills Ch 39 & 40 Skills 41 & 42	
Week 13	Home Health Care Safety & teaching College Closed Happy Thanksgiving	Ch 43 & 44 😊	Skills Ch 43 & 44 😊	😊
Week 14	HESI for Fundamentals - No Skills Class Review for Hands on Final			HESI for Fundamentals - No Skills Class Review for Hands on Final
Week 15	Review for Hands On Final Comprehensive Final "Hands On" Skills Exam			Review for Hands on Final Comprehensive Final "Hands On" Skills Exam
Week 16				

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

	Final Exam Review ☺			
	Final Skills Written Exam			Final Skills Written Exam
	/			

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

GRADING SCALE		
A	100-90	EXCELLENT!
B	80-89	ABOVE AVERAGE
C	70-88	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	61-69	BELOW AVERAGE
F	60 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

Component	Points, if applicable	Weight
Class Participation		5%
Class Assignments/Skills Checklists		20%
Quiz's		10%
Final Written Exam		15%
Exams		40%
Culture Project		10%
Final Exam Hands on skills test		P/F
Total		100%

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Attendance Policy:

Students will be allowed to be absent up to a **maximum of 1 class period** per semester. Students. **MUST** be in their seats and ready to start class at the designated start time of the class. If you are not present at the start time, you will not be allowed to complete the quiz or test if assigned for that class period.

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation.

Please refer to the LCOOCC Student Handbook for the Class Attendance Policy.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the **Vice President of Academic and Student Affairs (715-634-4790 Ext. 117)** at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Please refer to the Student Handbook for Academic Misconduct and Plagiarism.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please refer to the LCOOCC ADN Student Handbook pg. 28

Assignments and Tests: It is well-established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class. If you miss a test or are unable to turn in your assigned work for that particular missed class period, **you will have up to the next class period** to turn in your work or make-up your test **with prior approval from instructor.**

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Late assignments and make-up tests **will not** be allowed under any other circumstances.

Please note, assignments are due at the **beginning** of each class period.

Please refer to LCOOCC ADN Student Handbook pg. 21

Reading Assignments:

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused). Quizzes and assignments will be based on your reading assignments due that day.

Special Note Regarding Incompletes:

Please refer to the Student Handbook for the policy on Incompletes

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please also refer to the LCOOCC ADN Student Handbook pg. 56

Mid-term and Final Examinations:

In order to receive credit for the mid-term or final grade, exams **must** be taken on the designated day during Mid-Term Exam week or Final Exam week unless prior arrangements have been made with your instructor.

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** *Not having computers or Internet at home is NOT an excuse to be late with homework.*

Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

Addendum Section

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Course assignment are listed on the schedule in the syllabus and on Moodle. The rubric for each assignment will be posted on Moodle and is also available in your ADN Student Handbook, which is also posted on Moodle.

Content Topics:

Client Related Concepts/ Hygiene (includes Hygiene Skills Lab)-

Unit Objectives:

1. Review the role played by the skin, mucous membranes, teeth, and nails in maintaining the body's first line of defense against pathogens.
2. Describe conditions and activities that place clients at risk for altered skin integrity.
3. Discuss hygienic practices that support healthy skin integrity.
4. Discuss the effect that cultural practices and developmental stage has on hygiene practices.
5. Determine a client's need for assistance with hygiene-related care.
6. Describe the procedures for providing hygiene-related care in a safe, comfortable environment.
7. Demonstrate proper techniques that support client hygiene.

Methods: Test, quiz, HESI, skills lab

Content Topics:

- a. Hygiene skills lab/ mouth, skin, hair, nail, foot and perineal care
- b. Hygiene skills lab/ baths and bed making

Client Related Concepts/ Activity and Exercise (includes Mobility Skills Lab)

Unit Objectives:

1. Review the role played by the musculoskeletal and neurological systems in providing and regulating movement.
2. Relate the effect exercise has on proper functioning of body systems and activity tolerance.
3. Identify the elements of an exercise program that serves to maintain proper functioning and prevent lifestyle diseases.
4. Discuss the effect lack of movement has on bones, muscles, and joints.
5. Discuss the effect developmental stage has on bones, muscles, and joints.
6. Demonstrate proper techniques that support client mobility and prevent complications of immobility.

Content Topics:

- a. Mobility skills lab/ walking with a crutch/cane/walker
- b. Mobility skills lab/ wheelchair assembly/disassembly and use
- c. Mobility skills lab/ client positioning
- d. Mobility skills lab/ pressure ulcer prevention measures and equipment
- e. Mobility skills lab/ range of motion

Client Related Concepts/ Infection Control (includes Infection Control Skills Lab)

Unit Objectives:

1. Compare and contrast the various elements of the chain of infection.
2. Review the anatomical and physiological barriers that protect an individual against infections.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

3. Describe the signs and symptoms of an inflammatory response, local and systemic infections, and related diagnostic tests.
4. Discuss the etiology of nosocomial infections.
5. Differentiate between medical and surgical asepsis.
6. Relate principles of asepsis and their application to client care.
7. Differentiate between standard precautions and various types of isolation precautions.
8. Review nursing interventions that can protect a client against infections.
9. Demonstrate proper techniques that support infection control.

Content Topics:

- a. Infection control skills Lab/ hand hygiene and universal precautions
- b. Infection control skills Lab/ isolation precautions
- c. Infection control skills Lab/ medical and surgical asepsis and applying sterile gloves
- d. Infection control skills Lab/ wound care

Client Related Concepts/ Elimination (includes Urinary and Bowel Elimination Skills Lab)

Unit Objectives:

1. Review the role played by elimination in maintaining good physical health.
2. Describe the process of urine and feces production and subsequent elimination patterns.
3. Differentiate between normal and abnormal elimination patterns.
4. Discuss developmental and other factors that affect a client's elimination status.
5. Identify conditions that interfere with clients normal elimination patterns.
6. Compare and contrast normal and abnormal characteristics of urine and feces.
7. Identify diagnostic tests related to elimination and the nurse's role in obtaining specimens.
8. Review nursing interventions that can facilitate or maintain a client's elimination patterns.
9. Demonstrate proper techniques that support a client's elimination needs.

Content Topics:

- a. Bowel elimination skills Lab/ bedpans and urinals
- b. Bowel elimination skills Lab/ collecting urine and stool specimens
- c. Bowel elimination skills Lab/ catheter insertion and removal
- d. Bowel elimination skills Lab/ enemas

Client Related Concepts/ Nutrition (includes Nutrition Skills Lab)

Unit Objectives:

1. Review the role played by nutrition in maintaining good physical health.
2. Describe normal processes related to digestion, absorption, and metabolism of carbohydrates, proteins, and fats.
3. Describe the role water, vitamins, minerals, and electrolytes play in supporting body functions and processes.
4. Determine the significance of the balance between caloric intake and energy expenditure in relation to weight gain and loss.
5. Discuss physical, psychological, developmental, and cultural factors that affect a client's nutritional status.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

6. Identify norms for body weight and BMI based on established standards.
7. Use guidelines based on the USDA Food Pyramid when determining dietary recommendations for clients.
8. Differentiate between various alternative and therapeutic diets.
9. Review nursing interventions that can assist clients in meeting their nutritional needs.
10. Demonstrate proper techniques that support a client's nutrition needs

Content Topics:

- a. Nutrition skills lab/ tray setup and feeding
- b. Nutrition skills lab/ special diets
- c. Nutrition skills lab/ intake and output

Client Related Concepts/ Comfort/Pain (includes Comfort Skills Lab)

Unit Objectives:

1. Review the role played by pain, as a symptom of a health issue, and its impact on basic physiological needs.
2. Review theories related to the physiology of pain.
3. Discuss physical, psychological, developmental, and cultural factors that affect the perception and expression of pain.
4. Differentiate between the various types and characteristics of pain.
5. Determine a client's need for pain relief using established subjective tools and objective data.
6. Review pharmacologic and non-pharmacologic nursing interventions that can assist client's in managing their pain.
7. Review alternative and complementary methods of pain relief that client's may consider (acupressure, acupuncture, biofeedback).
8. Demonstrate proper techniques that support a client's comfort needs.

Content Topics:

- a. Skills Lab/ application of heat and cold
- b. Skills Lab/ pain rating scales

Client Related Concepts/ Medication Administration (includes Medication Skills Lab)

Unit Objectives:

1. Discuss the role of the nurse in safely and legally administering medications to clients.
2. Discuss factors that can increase the risk of making a medication error.
3. Identify the six rights of medication administration.
4. Determine the various routes by which medication can be administered.
5. Perform basic apothecary to metric conversions and drug calculations.
6. Discuss the role of the nurse related to educating clients about their medications.
7. Demonstrate proper techniques that support safe medication administration
8. Demonstrate simple drug dosing calculations

Content Topics:

- a. Medication skills lab/ oral, nasal, ear, rectal, topical, inhaled and vaginal medications
- b. Medication skills lab/ proper medication preparation using six rights

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

- c. Medication skills lab/ basic drug calculation
- d. Medication skills lab/ medication administration charting

Client Related Concepts/ Documentation (includes Documentation Skills Lab)

Unit Objectives:

1. Describe the significance of nursing documentation as a written form of communication.
2. Discuss the use of technology in the communication process
3. Identify the purpose and various elements of the client record.
4. Review the legal parameters that guide documentation and the maintenance of client records.
5. Review proper guidelines for effective documentation.
6. Apply principles of effective documentation to an actual or simulated client record.
7. Demonstrate proper documentation techniques that support accurate, thorough, and timely charting.

Content Topics:

- a. Documentation skills lab/ subjective and objective data
- b. Documentation skills lab/ narrative charting
- c. Documentation skills lab/ flow sheets and trending records
- d. Documentation skills lab/ computer information systems and computerized records

Client Related Concepts/ Body Mechanics and Ergonomics (includes Body Mechanics Skills Lab)

Unit Objectives:

1. Review principles of good body mechanics and ergonomics when positioning, moving, lifting, and ambulating clients.
2. Identify assistive devices that can be used when moving clients to aid in the prevention of injury.
3. Examine the relationship between using good body mechanics and preventing injuries.
4. Discuss appropriate interventions to take to minimize injury to client and self during a client fall.
5. Demonstrate proper body mechanics and ergonomics when positioning, moving, lifting and ambulating clients.

Content Topics:

- a. Body mechanics skills lab/ turning client, moving client up in bed, and use of draw sheet
- b. Body mechanics skills lab/ gait belts
- c. Body mechanics/ transfers

Client Related Concepts/ Nursing Process (includes Nursing Process Lab)

Unit Objectives:

1. Identify the steps of the nursing process.
2. Review the use of the nursing process as a tool for planning client care.
3. Differentiate between subjective and objective data and various data collection methods.
4. Review the NANDA list of nursing diagnoses and their use in describing potential and actual client problems.
5. Apply principles of the nursing process to an actual or simulated client record.

Content Topics:

Interviewing

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Unit Objectives:

1. Describe the three phases of the interview conducting a health assessment
2. Discuss the significance of the nurse-client relationship during a health assessment
3. Practice communication techniques that support an open discussion between the patient and the nurse
4. Ascertain appropriate locations for conducting a health assessment to ensure privacy and confidentiality
5. Analyze the subjective elements of the health history and review of systems

Content Topics:

Interviewing

Documentation

Unit Objectives:

1. Discuss the legal guidelines for documenting subjective and objective data.
2. Utilize appropriate terminology to describe assessment findings
3. Use documentation procedures that ensure privacy and confidentiality
4. Analyze various documentation methods that are used by different health care settings
5. Discuss assessment findings that require immediate attention and the provider to whom these findings should be reported

Content Topics:

Documentation

Genogram and Genetics

Unit Objectives:

1. Analyze a patient's family history for genetic or familial diseases
2. Analyze a patient's family history for exposure to potential toxic substances
3. Determine additional questions that should be asked based on initial responses to further delineate potential health risks
4. Develop a genogram based on health history
5. Analyze the genogram to determine genetic, familial and environmental health risks

Content Topics:

Genogram and Genetics

Health Risk Assessment

Unit Objectives:

1. Discuss the purpose of conducting a health risk assessment
2. Analyze health risks common to American Society and their etiology
3. Evaluate the health system and review of systems to determine current health risks
4. Analyze data related to age, race, environment, family history, and lifestyle for attributes that could negatively impact a patient's health
5. Determine focused assessments that should be completed in relation to identified health risks.
6. Determine the client's status in relation to stage of change using a behavioral change model

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

7. Utilize appropriate instructional strategies to educate patient about recommended health changes

Content Topics:

Health Risk Assessment

Cultural Assessment/Ojibwe Environmental Knowledge

Unit Objectives:

1. Discuss the importance of conducting a cultural assessment
2. Analyze the concept of the Ojibwe Culture and other cultures and inherent components such as values, beliefs, attitudes, and customs
3. Differentiate between culture and ethnicity
4. Determine the influence a patient's culture has on their health beliefs and practices, family and dietary patterns
5. Determine the influence a patient's culture has on their perception of health, illness and death
6. Integrate verbal and non-verbal communication techniques that show respect for the patient's culture
7. Determine the use of alternative, traditional and cultural remedies as well as healers accepted in the patient's culture
8. Identify cultural practices that will need special considerations while the patient is receiving care

Content Topics:

Cultural Assessment/Ojibwe Environmental Knowledge

Spiritual Assessment

Unit Objectives:

1. Discuss the purpose of conducting a spiritual assessment
2. Analyze the concept of spirituality and inherent components such as religious values, beliefs, attitudes and customs.
3. Differentiate between religion and spirituality.
4. Determine the influence a patient's spirituality has on their health beliefs and practices, family and dietary patterns
5. Determine the influence a patient's spirituality has on their perception of health, illness, and death.
6. Identify religious practices that will need special considerations while the patient is receiving care

Content Topics:

Spiritual Assessment

Physical Assessment Simulation lab, Simulators used when appropriate

Unit Objectives:

1. Review and practice the assessment skills of inspection, auscultation, palpation and percussion.
2. Differentiate between normal and abnormal findings during the physical assessment.
3. Differentiate between age-related normal and abnormal findings during the physical assessment
4. Identify self-screening examinations that should be done and the time parameters for their performance

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

5. Identify preventative screening examinations that should be done and the time parameters for their performance.
6. Determine an organized sequence for performing a full body assessment

Content Topics:

Physical Assessment

Developmental Variations

Unit Objectives:

1. Differentiate between growth and development
2. Identify factors that influence growth and development
3. Describe the stages of growth and development based on selected theorists
4. Describe the stages of growth and development based on moral and spiritual theories
5. Discuss the significance of integrating a patient's stage in life into the development of their plan of care

Content Topics:

Developmental Variations

Identification of Stressors

Unit Objectives:

1. Analyze assessment data to identify physical, psychosocial, spiritual, and cultural stressors that could affect a patient's health status
2. Explore identified stressors to determine patient's perception.
3. Explore patient's past and current use of coping mechanisms to manage stressors.
4. Identify support systems and resources available to the patient to help manage stressors
5. Discuss health stress relievers for the patient such as exercise, meditation, and journaling
6. Determine when a patient is in crisis and when immediate intervention is needed.

Content Topics:

Identification of Stressors

Confidentiality and Privacy

Unit Objectives:

1. Interpret the HIPAA privacy act for its relevance to the collection and documentation of assessment data.
2. Recognize the need to protect the unlawful dissemination of sensitive patient information
3. Document patient information in a timely manner and on appropriate records
4. Acknowledge the need to communicate patient related data only to health team members directly involved in the patient's care
5. Perform health assessments in a location that provides for the protection of the patient's privacy

Content Topics:

Confidentiality and Privacy

Assessment Skills Simulation lab, Simulators used when appropriate

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Unit Objectives:

1. Review principles related to the skills listed below.
2. Practice assessment skills while maintaining client privacy, confidentiality, and safety.
3. Lab/Assessment techniques
4. Lab/Health history and review of body systems
5. Lab/Anthropometric measurements and BMI
6. Lab/Skin, hair, and nails
7. Lab/Eyes, ears, nose (internal structures and use of oto/ophthalmoscope)
8. Lab/Mouth, oropharynx and thyroid
9. Lab/Heart carotid and peripheral pulses, Doppler
10. Lab/Lungs and tissue perfusion indicators
11. Lab/Breasts, self breast/testicular exams, lymph nodes
12. Lab/abdominal organs
13. Lab/Musculoskeletal (tone, strength and reflexes)
14. Lab/Cognition (cranial nerves, cognitive functioning, coordination, sensation)
15. Lab/Urinary, male and female catheter insertion, straight cath use of Foley's
16. Lab/Skin wound care sterile/non-sterile

Assessment Skills-Simulation lab, Simulators used when appropriate

Unit Objectives:

1. Review principles relate to selected skills.
2. Practice client care skills using proper techniques while ensuring client safety

Content Topics:

- a. Theory/Lab/ Post-mortem care and tissue/organ donation (preparation of the body, tagging, shrouding, and documentation).
- b. Theory/Lab/ Glucose monitoring and screening tests (urine and blood glucose testing, and reporting, sliding scale, hemocult, dipsticks and documentation)
- c. Theory/Lab/ Maintenance of enteral tubes and feedings (enteral tubes, enteral formulas, continuous and bolus feedings, medication administration, flushing and checking placement, and documentation)
- d. Theory/Lab/ Complications of immobility precautions, thromboembolic hose, pressure ulcer risk assessment, pressure ulcer prevention, and documentation
- e. Theory/Lab/ Client safety (reality orientation, fall risk assessment, bed/wheelchair sensors, and documentation)
- f. Theory/Lab/ Medication administration (parental and documentation)
- g. Theory/Lab Wound care (wound vacuum, wound debridement and packing, special dressings)
- h. Theory/Lab/ Elimination (enemas, incontinent pads, external catheters)
- i. Theory/Lab/ Emergency preparedness (Race, triage)

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Gikinoo'amaagan Odanokiiwin - Student Work:

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values, with Course Specific Outcomes and with those General Education Outcomes that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom. **For this class, the Gikinoo'amaagan Odanokiiwin project is a Health Assessment interview with a tribal member.** The results of this project will assess students':

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Objective(s)1,2,3,4,5,6,7,8,9,10,11,12)
3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5 and Course Objective(s)1,2,3,4,5,6,7,8,9,10)

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Term/Year

Course Title: Pharmacology for Nurses and Allied Health Professionals

Course Number: NSG/HTH 219

Credits: 2

Class Time:

Instructor:

Contact:

Office Hours:

Students should expect to spend about two hours studying or on task for class assignments for each credit of the course. For a two credit course, this means about four hours of work outside of class!

Course Description: This course provides the nursing student and the allied health student with a pathophysiologic approach to pharmacology. This course addresses the history of pharmacology, drug class and schedules, administration, pharmacokinetics and pharmacodynamics and pharmacology math. The nursing process of pharmacology and the effects of medication on people throughout the life span are outlined. The effects of pharmacotherapy in relation to psychosocial, gender and cultural influences will be discussed. This course identifies each body system and medications related to maintaining homeostasis.

Prerequisite: Admission to the nursing program

Textbooks: Lilley, L., Rainforth Collins, S., Snyder, J. (2017). Pharmacology and the Nursing Process.(8th ed.). Mosby Inc. Publisher, St. Louis, MO. ISBN #: 978-0-323-35828-6.

Lilley, L., Rainforth Collins, S., Snyder, J. (2014). Pharmacology and the Nursing Process. Study Guide. (7th ed.). Mosby Inc. Publisher, St. Louis, MO. ISBN: # 978-323-09129-9

Ogden, S., Fluharty, L.(2016).Calculation of Drug Dosages: A Work Text. (10th ed.). Elsevier Mosby Publisher, St. Louis, MO. ISBN #: 978-0-323-31069-7.

Course Outcomes:

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

1. Apply principles of pharmacology, pharmacokinetics, and pharmacodynamics to medication therapy.
SLO: Client Centered care, Safety, Nursing Judgment, Evidence based practice

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

2. Recognize the major classifications of medications, common medications within each classification, their side effects, and contraindications. SLO: Client Centered care, Safety, Nursing Judgment, Evidence based practice
3. Discuss nursing implications and concepts of safety when performing medication administration. SLO: Quality improvement, Client Centered care, Safety, Nursing Judgment, Evidence based practice, Client education, Professionalism.
4. Understand the legal and ethical implications/aspects of medication administration. SLO: Quality improvement, Client Centered care, Safety, Nursing Judgment, Evidence based practice, Client education, Professionalism
5. Implement pharmacology math in drug calculations. SLO: Safety, Evidence based practice, Professionalism
6. Ojibwa environmental knowledge in pharmacological and traditional medicines. SLO: Cultural Competence, Evidence based practice

Method of Assessment: Method of Assessment: Tests, Quizzes, Study guides, medication cards,

Field Trip, Field Trip Reflective paper, PowerPoint.

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

General Education Program Outcomes:

This course measures the following outcomes:

GEN'ED	Assignment/Activity	Assessment
1. Communication	Skills demonstration	Tests, pop quizzes, project presentation
2. Mathematic Literacy	Skills demonstration	Tests
3. Social Responsibility	Demonstrations	Tests, project presentation
4. Culture	Research	Project Presentation
5. Critical Thinking	Research, readings	Project Presentation
6. Global Awareness	Research, readings	Discussion

Program Outcomes:

1. Utilize standards of care in application of the nursing process in caring for clients across the life span in a variety of care settings.
2. Communicate professionally, using informatics, written, verbal and nonverbal methods.
3. Base nursing care decisions on safe, evidence based practices and nursing judgement, and legal/ethical principles.
4. Provide patient-centered, safe, effective, quality and compassionate care across diverse populations.
5. Effectively educate client(s) and their families or caregivers.
6. Demonstrate responsibility for care provided, quality improvement of care, and evaluate performance for continuous self-development.
7. Lead in a professional manner utilizing interdisciplinary teams.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Content Topics and Unit Objectives:

I. Content Topics:

Introduction to Major Drug Classifications

Unit Objectives:

1. Discuss the purpose for placing drugs within major classifications.
2. Identify common therapeutic drug classifications.
3. Explain the terms and drug actions, side effects, and nursing implications.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

II. Content Topics:

Principles of Pharmacology

Unit Objectives:

1. Identify groups of occupations/professions in which knowledge of pharmacology is important.
2. Describe the role of the United States Food and Drug Administration in determining the safety of drugs for use by the population.
3. Define common terminology used in describing drug properties.
4. Describe common terminology used for medication administration.
5. Differentiate between the terms pharmacology, pharmacokinetics, and pharmacodynamics.
6. Identify measures that support safe medication administration.
7. Discuss legal/ethical issues related to medication administration.

8. Implement one's role as a nurse in ways that reflect integrity, responsibility with ethical practices.

9. Develop professional identity as a nurse committed to evidence-based practice, caring, advocacy and quality care

III. Content Topics:

Major Classifications

Unit Objectives:

1. Identify common drugs within the following classifications.

2. Describe the uses, actions, side effects, contraindications, nursing implications, and patient education needs of selected prototype drugs.
 - a. Anti-infective
 - b. Analgesics
 - c. Cardiovascular
 - d. Renal
 - e. Anti-inflammatory
 - f. Neurologic
 - g. Respiratory
 - h. Blood expanders and derivatives
 - i. Endocrine
 - j. Gastrointestinal
 - k. Hormones and reproduction
 - l. Antineoplastic
 - m. Homeopathic and herbal preparations

IV. Content Topics:

Pharmacology Math

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Unit Objectives:

1. Review basic math sets addition, subtraction, multiplication leading into fractions, decimals, percent's.
2. Calculate adult and pediatric medication using ratio and proportion, the metric system, and body weight
3. Calculate complex problems for oral, parental, intravenous and topical medications

V. Content Topics:

Pharmacology Math

Ojibwa environmental knowledge in pharmacological and traditional medicines

Unit Objectives:

1. Define non-pharmacological interventions
2. Discuss traditional medicine of other cultures
3. Define traditional Ojibwa medicinal plants and their use
4. Identify traditional Ojibwa medicinal plants and their use
5. Discuss traditional Ojibwa medicinal plants, and interactions with modern medicine
6. Demonstrate understanding of traditional Ojibwa medicinal plants
7. Demonstrate understanding of traditional medicine of other cultures

Grading Criteria:

Component	Weight	Percent	Grade
Tests	Test 1-20% Test 2-20%	93-100%	A
Assignments, Quizzes, Case Studies	25%	85-92%	B
PPT/Cultural Paper	5%	78-84%	C
Final	25%	60-77%	D
Participation	5%	<60%	F
Kaplan	P/F		

Description of assessment:

1. Test – Test 1 =20%
Test 2 =20%

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

- 2. Quiz =15%
 - Case study =5% (clinical case study)
 - Medication administration skills =5%
- 3. PPT Presentation = 5% (cultural aspect)
- 4. Final =25%
- 5. Participation =5%

Description of Clinical Case study and PPT Presentation:

Case study will be based on a patient from your clinical experience. You will categorize all drugs on patient med list, dosage, action, adverse effect, contraindications and nursing implementations while administering medications. This will be presented in classroom this accounts for 10% of final grade.

Rubric for Identifying 10 plants for PowerPoint:

Content	Points
Timeframe	<p>**Each student will get 10minutes to present and 5 minutes for post presentation discussion.</p> <p>**Power point can be used for presentation.</p>
Identify & describe the 3 plants and cite your sources.	<p>3 points (1 point for each)</p> <p>Example: A medium sized tree that grows slowly. It is in leaf all year. In September the seeds ripen. Needles have blunt tips that are often notched at the ends. They are blue green with a single white band on the top and two beneath. The needles tend to turn upwards.</p>
<p>What part of plant is used for what purpose?</p> <p>Cite your sources</p>	<p>1.5 points (.5 point for each)</p> <p>Example: Cedar The bark and pitch preparations were used to heal wounds and assist with respiratory ailments. A poultice of leaves has been used to treat chest ailments and fever.</p>
<ul style="list-style-type: none"> • What type of ailments could this plant be used for/which body system does the plant aide in healing? Cite your sources 	<p>9 points (3 points for each plant) Example: Respiratory problems-the respiratory system</p> <p>Fever-the immune system</p>

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

<ul style="list-style-type: none"> How you can incorporate that into practice 	Wounds-the integumentary system Description is complete and informational
<ul style="list-style-type: none"> APA format You could place this project in a booklet format or in a PowerPoint presentation.	1.5 point
Total	15 pts (5% of final grade)

Grading system:

The following grading system is used in evaluating students in the Associate Degree Nursing Program at LCOOCC (Nursing Courses). **Students must have an 80% or better to pass this course and proceed with the other nursing courses. An average of tests and case studies must average 80%. Grades will be rounded to the nearest 100th. 79.5% = 80%.**

A	90 – 100%
B	80 – 89%
C	70 – 79%

Any grade below 80% is considered failure of a nursing course.

D	60-77%
F	below 60%

Tentative Class room schedule:

Date and Time	Preamble session	Topic	Assignments
Week 1	Discuss course outline, assignment and assessment strategies	11:00 - 1:00pm (Chapter 1-9) ⚡ Pharmacologic Principles ⚡ Nursing Process and Drug Therapy ⚡ Lifespan Considerations ⚡ Cultural, Legal, and Ethical Considerations ⚡ Medication Errors: Preventing and Responding.	⚡ Case Study p. 21, 46, 60, 70 ⚡ NCLEX Exam review questions Page 15, 35, 47, 61 & 72 ⚡ Critical thinking & prioritization questions Page 15, 35, 48, 62 & 72

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

			<ul style="list-style-type: none"> ✦ General calculations ✦ Decimal worksheet (page 39) ✦ Percent worksheet (page 59)
Week 2		LABOUR DAY	
Week 3	QUIZ #1	11:00 - 1:00pm (Chapter 1-9) <ul style="list-style-type: none"> ✦ Patient Education and Drug Therapy ✦ Over-the-Counter Drugs and Herbal and Dietary Supplements 	<ul style="list-style-type: none"> ✦ Case study p.82, 92 ✦ NCLEX Exam review questions Page 84, 94 ✦ Critical thinking & prioritization questions Page 85, 95 ✦ General calculations Metric & household measures worksheet (page 121)
Week 4	QUIZ #2	11:00-1:00pm (Chapter 36, 37 & 41) <ul style="list-style-type: none"> ✦ Antihistamines, Decongestants, Antitussives, and Expectorants ✦ Respiratory Drugs ✦ Anti-tubercular Drugs 	<ul style="list-style-type: none"> ✦ Case study p.575, 589 & 667 ✦ NCLEX Exam review questions Page 577, 595, 668 ✦ Critical thinking & prioritization questions Page 577, 596, 668 ✦ General calculations Used in patient assessment worksheet (page 141)
Week 5	QUIZ #3	11:00 - 1:00pm (Chapter 38 – 40, 42 - 44) <ul style="list-style-type: none"> ✦ Antibiotics Part 1 ✦ Antibiotics Part 2 ✦ Antiviral Drugs ✦ Antifungal Drugs ✦ Antimalarial, Antiprotozoal, and Anthelmintic Drugs ✦ Anti-inflammatory and Anti- Gout Drugs 	<ul style="list-style-type: none"> ✦ Case study p.619, 635, 656, 676, 689 & 704 ✦ NCLEX Exam review questions Page 621, 639, 659, 678, 691 & 705 ✦ Critical thinking & prioritization questions Page 622, 639, 659, 678, 691 & 706 ✦ General calculations Safety in medication administration (page 163)
Week 6	EXAM #1	11:00 - 1:00pm (Chapter 22 - 25) <ul style="list-style-type: none"> ✦ Drugs Affecting the Cardiovascular and Renal Systems: <ul style="list-style-type: none"> • Antihypertensive Drugs • Anti-angina Drugs • Heart Failure Drugs • Anti-dysrhythmic Drugs 	<ul style="list-style-type: none"> ✦ Case study p.358, 372, 387 & 406 ✦ NCLEX Exam review questions Page 360, 375, 388, 409 ✦ Critical thinking & prioritization questions Page 361, 375, 389, 410 ✦ General calculations -

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

			Safety in medication administration & reading medication label (p.163,179, 181)
Week 7		INDIGENOUS PEOPLE'S DAY	
Week 8	QUIZ #4	11:00 - 1:00pm (Chapter 26 - 29) ⚡ Drugs Affecting the Cardiovascular and Renal Systems: <ul style="list-style-type: none"> • Coagulation Modifier Drugs • Anti-lipemic Drugs • Diuretic Drugs • Fluid & electrolytes 	⚡ Case study p.430, 446, 462 & 478 ⚡ NCLEX Exam review questions Page 434, 449, 463 & 479 ⚡ Critical thinking & prioritization questions Page 435, 450, 463 & 480 ⚡ General calculations - Oral dosage work sheet (p.201)
Week 9	QUIZ #5	11:00 - 1:00pm (Chapter 18 - 21) ⚡ Drugs Affecting the Autonomic Nervous System <ul style="list-style-type: none"> • Adrenergic Drugs • Adrenergic-Blocking Drugs • Cholinergic Drugs • Cholinergic-Blocking Drugs 	⚡ Case study p.305, 317, 326, 337 ⚡ NCLEX Exam review questions Page 307, 319, 330, 338 ⚡ Critical thinking & prioritization questions Page 308, 320, 330, 338 ⚡ General calculations - Parenteral dosages (p.283)
Week 10	QUIZ #6	11:00 - 1:00pm (Chapter 30 - 33) ⚡ Endocrine drugs <ul style="list-style-type: none"> • Pituitary Drugs • Thyroid and Antithyroid Drugs • Antidiabetic Drugs • Adrenal Drugs 	⚡ Case study p.488, 496, 516, 529 ⚡ NCLEX Exam review questions Page 489, 498, 521, 531 ⚡ Critical thinking & prioritization questions Page 490, 498, 522, 532 ⚡ General calculations - Dosages measured in units (p.365)
Week 11	EXAM #2	11:00 - 1:00pm (Chapter 10 -13) ⚡ Drugs Affecting the Central Nervous System <ul style="list-style-type: none"> • Analgesic Drugs • General and Local Anesthetics • Central Nervous System Depressants and Muscle Relaxants • Central Nervous System Stimulants and Related Drugs 	⚡ Case study p.167, 182, 200, 208 ⚡ NCLEX Exam review questions Page 169, 187, 202, 217 ⚡ Critical thinking & prioritization questions Page 170, 188, 202, 217 ⚡ General calculations - Intravenous flow rate (p.437)
Week 12	QUIZ #7	11:00 - 1:00pm (Chapter 45 - 46) ⚡ Immune and Biologic Modifiers and Chemotherapeutic Drugs	⚡ Case study p.731, 742 ⚡ NCLEX Exam review questions Page 733, 745

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

		<ul style="list-style-type: none"> • Antineoplastic Drugs Part 1: Cancer Overview and Cell Cycle-Specific Drugs • Antineoplastic Drugs Part 2: Cell Cycle-Nonspecific and Miscellaneous Drugs 	<ul style="list-style-type: none"> ✚ Critical thinking & prioritization questions Page 733, 746 ✚ General calculations - Reconstitution of medicines (p.399)
Week 13	QUIZ #8	PRESENTATION WEEK	
Week 14	QUIZ #9	11:00 - 1:00pm (Chapter 14 - 17) <ul style="list-style-type: none"> ✚ Drugs Affecting the Central Nervous System <ul style="list-style-type: none"> • Antiepileptic Drugs • Anti-Parkinson Drugs • Psychotherapeutic Drugs • Substance Abuse 	<ul style="list-style-type: none"> ✚ Case study p.230, 246, 273, 287 ✚ NCLEX Exam review questions Page 234, 249, 275, 290 ✚ Critical thinking & prioritization questions Page 235, 249, 276, 291 ✚ General calculations - Revision calculation
Week 15	QUIZ #10	11:00 - 12:00noon Drugs Affecting Reproductive System (Chapter 34 & 35) <ul style="list-style-type: none"> • Women's Health Drugs • Men's Health Drugs 12:00 - 1:00pm <ul style="list-style-type: none"> ✚ Immune and Biologic Modifiers and Chemotherapeutic Drugs <ul style="list-style-type: none"> • Antineoplastic Drugs Part 1: Cancer Overview and Cell Cycle-Specific Drugs • Antineoplastic Drugs Part 2: Cell Cycle-Nonspecific and Miscellaneous Drugs 	<ul style="list-style-type: none"> ✚ Case study p.550, 561 ✚ NCLEX Exam review questions Page 552, 562 ✚ Critical thinking & prioritization questions Page 553, 562 ✚ General calculations - Revision calculation
Week 16		11:00 - 1:00pm <div style="text-align: center;">Final test</div>	

Computer Use: In order to use any of the computers on the campus, you must submit a request for a computer user account. These forms are available at the receptionist as well as the computer department. **Allowing others to use your account is grounds for revocation!**

Academic Honesty Policy: Plagiarism is a serious offense. If a student is caught plagiarizing the student receives an F for the grade on the paper and may be placed on academic probation. The work you submit must be your own work and not the work of others.

Paper Assignments: If assignments are required to be submitted electronically, they must be in Microsoft Word (doc) format or when required, Microsoft Excel format or Power point. If for any reason you find yourself unable to

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

continue attending this class, I strongly recommend that you stop at the Registrar's Office and fill out a Withdrawal Form. That way you do not jeopardize your GPA and future Financial Aid.

ATTENDANCE:

Students are allowed to miss one (1) class time. As class material pertains to other courses, a student may be behind in those courses as well. Missing class does not provide a good learning environment for you as a student. It is your responsibility to call the instructor prior to class time and to meet with the instructor to make up assignments.

Outside of class study expectations:

For each hour of class time, expect 2 hours of study time outside of class or more depending on the assignments, learning styles and study habits. Students will be allowed to go into the class room and practice outside of class hours.

ASSIGNMENTS & TESTS

Missing an exam should only occur in the event of extreme circumstance. If the student is going to miss an examination, the course instructor that is giving the exam must be personally notified prior to the exam or the right to make up the exam is forfeited. Make-up examinations will only be allowed for extenuating circumstances. Assignments must be handed in according to the instructor's deadline.

You are allowed to miss one test day for extreme circumstances (i.e. Medical Emergency)

If you miss a test and you follow the procedure, you are allowed to take the test within 48 hours. **Ten (10) points will be taken off the score for each day past 48 hours.** Any make up exams maybe a different set of questions, but come from the same chapters. If you miss a test day the 2nd time, you will be given a zero score.

For assignments: Assignments are due as outlined in the syllabus. **For each day the assignments is late, including weekends and holidays, ten (10) points will be taken off for each day the assignment is late.** Please see your instructor if you have any further questions. There will be no incompletes given in this course.

READING ASSIGNMENTS: You will be expected to complete assigned material before coming to class. You will be held accountable for the work and reading material, which is testable material.

SPECIAL NOTE REGARDING INCOMPLETES: There will be **NO** incomplete grades issued for this course. If exceptional circumstances occur which prevent you from completing all of the course requirements your grade will be determined on the basis of whatever attendance and evaluation data that you have generated in the time that you did attend. It may be necessary to repeat the course if you're output is below the passing requirements.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

If you are having trouble keeping up with homework, reading, or understanding course content, please inform the instructor and make an appointment with student support services as soon as **you realize you are having trouble**. We can help you with time management, study skills, and more.

Please inform the instructor if you have a disability (physical, learning, etc.) that will interfere with successful completion of this course.

Classroom Conduct:

Students enrolled in NSG 100 must assume responsibility for their own behavior. This includes professional conduct of the instructor and other classmates by adhering to the classroom conduct policy.

The student has the responsibility to review material presented in prerequisite courses if necessary to enhance the understanding of this course. Students are responsible for required reading, use of my nursing lab, ATI and any assignments. Attendance and active participation are expected.

Show Respect:

- Listen when others are speaking
- Be on time for class

Listen when others are speaking

- Don't pick up your books or put on your coat until class is over
- Your cell phone must be turned off.** If your cell phone disrupts the class three times during the semester you will automatically receive a 30% reduction in your participation grade which will be compiled into your final grade

Listen when others are speaking

Professional Conduct:

As outlined in the Lac Courte Oreilles Ojibwa College Associate of Applied Science in Nursing Student handbook and in the Lac Courte Oreilles Ojibwa Community college handbook, you are responsible to conduct yourself in a professional manner. You are to abide by the professional code of ethics Chapter N11 'rules of conduct' of the Wisconsin Administrative Code-Rules of Board of Nursing identify desirable conduct for nurses. The program outcomes in the nursing program are to; lead in a professional manner based on the standards of nursing practice, communicate in a professional manner and demonstrate accountability and responsibility.

Students must adhere to HIPPA regulations at all times. If HIPPA is breach this will be cause for dismal from the nursing program. Students enrolled in any NSG course must assume responsibility for their

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

own behavior. This includes professional conduct towards the instructor and other classmates by adhering to the LCO Student Handbook and the Nursing Student Handbook.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

NOTE: For each *course credit* students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

Course Title: Nursing Health & Alterations Across the Lifespan I

Course Number: NSG 105

Credits: 4

Class Times:

Instructor: Char Yagle

Office Hours:

Required Text(s):

- Edelman, C., Kudzma, E. (2018). Health Promotion Throughout the Life Span. (9th ed.). Elsevier, St. Louis, MO. ISBN: 978-0-323-56910-1
- Gulanick, M., Myers, J. (2018). Nursing Care Plans (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-42818-7
- Jarvis, C. (2016) Pocket Companion for Physical Examination and Health Assessment (7th ed.). Saunders, St. Louis, MO. ISBN: 978-0-323-26537-9
- Kee, J, Marshall, S. (2017). Clinical Calculations (8th ed.) Saunders, St. Louis, MO. ISBN: 978-0-323-39088-0
- Lewis, S., Buchner, L., Heitkemper, M., Harding, M. (2017). Medical-Surgical Nursing: Assessment and Management of Clinical Problems (10th ed.). 2 Volume set. Elsevier, St. Louis, MO. ISBN: 978-0-323-35593-3
- Lilley, L., Collins, R., Snyder, J. (2017). Pharmacology and the Nursing Process (8th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-35828-6
- Potter, A., Perry, A., Ostendorf, W. (2018) Clinical Nursing Skills and Techniques (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-48193-9
- Pagana, K., Pagana, T. (2018). Mosby's Manual of Diagnostic and Laboratory Tests (6th. Ed). Elsevier, St. Louis, MO. ISBN: 978-0*323-44663-1
- Potter, A. Perry, A., Stockert,, P., Hall, A., Peterson, V. (2017). Clinical Companion for Fundamentals of Nursing (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-39663-9
- Potter, A., Perry, A., Ostendorf, W. (2018). Skills Performance and Checklists for Clinical Nursing Skill and Techniques (9th ed). Mosby, St. Louis, MO. ISBN: 978-0-323-48238-7
- Yoost, B., Crawford, L. (2016) Fundamentals of Nursing. Mosby, St. Louis, MO. ISBN: 978-0-323-33943-8
- Skidmore, L. (2017) Mosby's Drug Guide for Nursing Student's (12th ed.) Elsevier, St. Louis, MO. ISBN: 978-0-323-44790-4.

Required Equipment:

Royal Blue Scrub Uniform 2 pocket on shirt

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Watch with moving hand
Stethoscope
White athletic shoes
Pen light
HESI Test

Recommended Texts & Other Readings:

Additional readings will include postings on Moodle and in class handouts.

Course Description:

This course focuses on the care of adult clients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of clients with alterations in selected body functions. Concepts of client centered care, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course. This course will also introduce concepts for leadership and management.

Pre-requisites:

Admission to the nursing program or administrative approval; NSG 114 Fundamentals & Professional Nursing Practice; NSG 115 Nursing Skills & Clinical Practice; SCI 230 Human Anatomy & Physiology I
Pre-requisite or concurrent: PSY 242 Human Growth and Development. Concurrent: NSG 118 Clinical Care across the Lifespan I.

This course is required for:

The Associate Degree of Nursing

Course Specific Outcomes:

Upon successful completion of this course, students will be able to:

1. Perform a comprehensive health assessment on adult clients with medical and/or surgical alterations and identify deviations from normal as well as related health risks.

Means of Assessment: Tests, quizzes, attendance, written project, case studies

2. Develop an individualized, evidence based plan of care that demonstrates an appreciation of a client's cultural, spiritual, and developmental variations and includes recommendations for the adoption of health-promoting behaviors.

Means of Assessment: Tests, quizzes, attendance, written project, case studies

3. Participate as a member of the health care team and client advocate while providing quality care that promotes client safety for adults with medical and/or surgical health alterations.

Means of Assessment: Tests, quizzes, attendance, written project, case studies

4. Demonstrate clinical judgment and participate in the evaluation of outcomes when providing care to adult clients experiencing health alterations.

Means of Assessment: Tests, quizzes, attendance, written project, case studies:

5. Apply knowledge of pharmacology, pathophysiology, and nutrition as well as evidence based practice to the care of adult clients with medical and/or surgical health alterations.

Means of Assessment: Tests, quizzes, attendance, written project, case studies

6. Use verbal and nonverbal communication that promotes therapeutic relationships with adult clients and their families, as well as professional relationships with members of the health care team.

Means of Assessment: Tests, quizzes, attendance, written project, case studies

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

7. Use information technologies to access evidence based literature and client information as well as communicate with members of the health care team, accurately documenting client care in a secure and timely manner.

Means of Assessment: Tests, quizzes, attendance, written project, case studies

8. Identify, plan, and provide health and safety related education to adult clients and their families in conjunction with members of the health care team.

Means of Assessment: Tests, quizzes, attendance, written project, case studies

9. Use organizational and priority-setting skills when providing care to adult clients with medical and/or surgical health alterations.

Means of Assessment: Tests, quizzes, attendance, written project, case studies

10. Recognize the nurse's role in reporting client safety and quality care concerns and in supporting activities that promote performance improvement.

Means of Assessment: Tests, quizzes, attendance, written project, case studies

11. Adhere to ethical, legal and professional standards while maintaining accountability and responsibility for the care provided to adult clients and their families.

Means of Assessment: Tests, quizzes, attendance, written project, case studies

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1. Communication	Skills demonstration	Tests, pop quizzes, project presentation

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

2. Mathematic Literacy	Skills demonstration	Tests
3. Social Responsibility	Demonstrations	Tests, project presentation
4. Culture	Research	Project Presentation
5. Critical Thinking	Research, readings	Project Presentation
6. Global Awareness	Research, readings	Discussion

Program Outcomes:

1. Utilize standards of care in application of the nursing process in caring for clients across the life-span in a variety of care settings.
2. Communicate professionally using informatics, written, verbal and nonverbal methods.
3. Base nursing care decisions on safe, evidence-based practices and nursing judgement, and legal/ethical principles.
4. Provide patient-centered, safe, effective, quality, and compassionate care across diverse populations.
5. Effectively educate client(s) and their families or caregivers.
6. Demonstrate responsibility for care provided, quality improvement of care, and evaluate performance for continuous self-development.
7. Lead in a professional manner utilizing interdisciplinary teams.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Culture & Tradition:

The Mission Statement of LCOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

Mid-term and Final Examinations:

In order to receive credit for the mid-term or final grade, exams **must** be taken on the designated day during Mid-Term Exam week or Final Exam week unless prior arrangements have been made with your instructor.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Topics Covered (Tentative Schedule) We will be using Medical-Surgical Lewis book Volume 1 this semester			All Assignments are due at beginning of class Concept Tests will be taken at the beginning of class. Quizzes will be given at the beginning of class if you are late you will miss the points on the quiz!!
Date/Week	Concept	Reading/Preparation	HESI/Assignment Due
Week 1 Wed.	Section 1: Concepts in Nursing Practice Chap. 1 Professional Nursing Practice Chap. 2 Health Disparities and Culturally Competent Care	Medical Surgical Nursing Book: Lewis Pages: 2-33	Due: Worksheets Chap. 1&2
Week 2	Chap. 3 Health History and Physical Examination Chap. 4 Patient and Caregiver Teaching Chap. 5 Chronic Illness and older adults Chap. 6 Stress and Stress Management Chap. 7 Sleep and Sleep Disorders	Med/Surg Book Lewis: pgs 34-59 Med/Surg Book Lewis: Pgs 60-101	Quiz on Chap. 3& 4 Due: Worksheets Chap. 3&4 Quiz on Chap. 5,6,7 Due: Worksheet Chap. 5
Week 3	Chap. 8 Pain We will do Chapters 9 and 10 next semester!!! Test	Med/Surg Nursing Book Lewis pgs: 102-128 15 minutes of game TBA	Quiz on Chap. 8 Due: Worksheet Chap. 8 Concept Test # 1 on: Section 1, chap. 1-8 (1 hour)
Week 4	Section 2: Pathophysiologic Mechanisms of Disease Chap. 11: Inflammation and Wound Healing	Med/Surg Nursing Book Lewis pgs: 178-212	Review Test (15 min) Quiz on Chap. 11

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

	Chap.12: Genetics and Genomics	Med/Surg Nursing Book Lewis pgs: 178-190	Due: Worksheet Chap. 11 Quiz Chap. 12
Week 5	Chap. 13: Altered Immune Responses and Transplantation	Med/Surg Nursing Book Lewis pgs: 191-212	Quiz Chap. 13
	Chap. 14: Infection and Human Immunodeficiency Virus Infection	Med/Surg Nursing Book Lewis pgs: 213-233	Due Worksheet Chap. 14
Week 6	Chap. 15 Cancer	Med/Surg Nursing Book Lewis pgs:234-269	Quiz Chap. 15
	Chap. 16 Fluid, Electrolyte, and Acid-Base Imbalances	Med/Surg Nursing Book Lewis pgs 270-300	Quiz Chap. 16 Due: Worksheet Chap. 16
Week 7	Cont. Chap. 16 Fluid, Electrolyte, and Acid-Base Imbalances Test Nurses Day at the Capitol Madison	Med/Surg Nursing Book Lewis pgs: 270-300 In Class case study	Concept Test # 2 on: Section 2 Chap. 11-16(1 hour)
Week 8	Section 3: Perioperative Care Chap. 17: Preoperative Care Start Chap. 18: Intraoperative Care	Med/Surg Nursing Book Lewis pgs: 301-329	Review Concept Test #2 (15 min) Quiz Chap. 17 Due: Workbook Chap. 17
	Finish Chap. 18: Intraoperative Care Chap. 19: Postoperative Care Group 1: PowerPoint Presentation: Michelle D. Julie W. Shaye S. Ashley M	Med/Surg Nursing Book Lewis pgs:315-349	Quiz Chap. 18, 19 Due: Workbook Chap. 18,19 Each presentation should be only 10 min. long
Week 9	Spring Break Week		

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

<p>Week 10</p>	<p>Section 4: Problems Related to Altered Sensory Input</p> <p>Chap. 20: Assessment of Visual and Auditory Systems</p> <p>Group 2: PowerPoint Presentation: Michelle L Sadie M Felicia P Lisa F.</p> <p>Chap. 21: Visual and Auditory Problems Start Chap. 22: Assessment of Integumentary System</p>	<p>Med/Surg Nursing Book Lewis pgs: 350-366</p> <p>Med/Surg Nursing Book Lewis pgs: 367-406</p>	<p>Quiz Chap. 20 Due: Workbook Chap. 20</p> <p>Each presentation should be only 10 min. long</p> <p>Quiz Chap. 21 Due: Workbook Chap. 21, 22</p>
<p>Week 11</p>	<p>Finish Chap. 22: Assessment of Integumentary System Chap. 23: Integumentary Problems</p> <p>HESI EXAM</p> <p>Chap. 24: Burns</p>	<p>Med/Surg Nursing Book Lewis pgs. 407-428</p> <p>Med/Surg Nursing Book Lewis pgs: 429-452</p>	<p>Quiz Chap. 22 Due: Workbook Chap. 22</p> <p>Quiz Chap. 23 Due: Workbook</p>
<p>Week 12</p>	<p>Off for Easter</p> <p>Test</p>		<p>Concept Test # 3: Sections 3 and 4 Chap. 17-24 (1.5 hours)</p>
<p>Week 13</p>	<p>Section 5: Problems of Oxygenation: Ventilation Chap. 25: Assessment of Respiratory System</p> <p>Chap. 26: Upper Respiratory Problems Start Chap. 27: Lower Respiratory Problems</p>	<p>Med/Sure Nursing Book Lewis pgs. 353-474</p> <p>Med/Sure Nursing Book Lewis pgs. 475-537</p>	<p>Review Concept Test #3 (15 min). Due: Workbook Chap 25</p> <p>Quiz Chap. 26,27 Due: Workbook Chap. 26,27</p>
<p>Week 14</p>	<p>Finish Chap. 27: Lower Respiratory Problems</p>	<p>Med/Sure Nursing Book Lewis pgs. 538-586</p>	<p>Quiz Chap. 28 Due: Workbook Chap. 28</p>

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

	Chap. 28: Obstructive Pulmonary Diseases Section 6: Problems of Oxygenation: Transportation Chap. 29: Assessment of Hematological System	Med/Sure Nursing Book Lewis pgs. 587-605	Quiz Chap. 29
Week 15	Chap. 30 Hematological Problems Test	Med/Sure Nursing Book Lewis pgs.606-657	Quiz Chap. 30 Due: Workbook Chap. 29, 30 Concept Test #4: Section 5 and 6 Chap. 25-30
Week16	Section 7: Problems of Oxygenation: Perfusion Chap. 31: Assessment of Cardiovascular System Review for Final Exam	Med/Sure Nursing Book Lewis pgs. 658-680	Review Concept Test #4 (15 min)
Final Week	Final Exam		

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

GRADING SCALE		
A	100- 90	EXCELLENT!
B	89-80	ABOVE AVERAGE
C	79-70	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	69-60	BELOW AVERAGE
F	59 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Component	Points- if applicable	Weight
Class Participation		10%
Quizzes		20%
Workbook/Assignment		10%
Cultural Project		5%
Tests		30%
Final Exam		20%
HESI		5%
Total		100%

Attendance Policy:

Students will be allowed to be absent up to a **maximum of 1 class period** per semester.

Students. **MUST** be in their seats and ready to start class at the designated start time of the class.

If you are not present at the start time, you will not be allowed to complete the quiz or test if assigned for that class period.

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation.

Please refer to the LCOOCC Student Handbook for the Class Attendance Policy.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the **Vice President of Academic and Student Affairs (715-634-4790 Ext. 117)** at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Academic Honesty & Integrity Policy:

Please refer to the Student Handbook for Academic Misconduct and Plagiarism.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please refer to the LCOOCC ADN Student Handbook pg. 28

Assignments and Tests:

It is well-established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class. If you miss a test or are unable to turn in your assigned work for that particular missed class period, **you will have up to the next class period to turn in your work or make-up your test with prior approval from instructor.**

Late assignments and make-up tests **will not** be allowed under any other circumstances.

Please note, assignments are due at the **beginning** of each class period.

Please refer to LCOOCC ADN Student Handbook pg. 21

Reading Assignments:

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused). Quizzes and assignments will be based on your reading assignments due that day.

Special Note Regarding Incompletes:

Please refer to the Student Handbook for the policy on Incompletes

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please also refer to the LCOOCC ADN Student Handbook pg. 56

Final Examinations:

In order to receive credit for the final grade, exams **must** be taken on the designated day during Final Exam week unless prior arrangements have been made with your instructor.

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** *Not having computers or Internet at home is NOT an excuse to be late with homework.* Your education is your responsibility. We strongly encourage you to schedule time to make use of the

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

resources provided for students to complete your studies in a timely manner

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

Addendum Section

Course assignment are listed on the schedule in the syllabus and on Moodle. The rubric for each assignment will be posted on Moodle and is also available in your ADN Student Handbook, which is also posted on Moodle.

Section Content:

Concepts in Nursing Practice

Unit Objectives: Professional Nursing Practice

1. Describe professional nursing practice in terms of domain, definitions, and recipients of care.
2. Compare the different scopes of practice available to professional nurses.
3. Analyze the effect of expanding technology and knowledge, changing populations, consumerism, and evolving health care systems on professional nursing practice.
4. Describe the role of critical thinking skills and use of the nursing process to provide patient-centered care.
5. Explain how standardized nursing terminologies for nursing diagnoses, patient outcomes, and nursing interventions can be used and linked.
6. Evaluate the role of informatics and technology in nursing practice.
7. Apply concepts of evidence-based practice to nursing practice.
8. Discuss the role of integrating safety and quality improvement processes into nursing practice.
9. Explore the role of the professional nurse in delegating care to licensed practical/vocational nurses and unlicensed assistive personnel.

Unit Objectives: Health Disparities and Culturally Competent Care.

1. Identify the key determinants of health and equity.
2. Describe the primary factors that contribute to health disparities and health equity.
3. Define the terms *culture, values, acculturation, ethnicity, race, stereotyping, ethnocentrism, cultural imposition, transcultural nursing, cultural competency, folk healer, and culture-bound syndrome.*
4. Explain how culture and ethnicity may affect a person's physical and psychologic health.
5. Describe strategies for successfully communicating with a person who speaks a language that you do not understand.
6. Apply strategies for incorporating cultural information in the nursing process when providing care for patients from different cultural and ethnic groups.
7. Describe the role of nursing in reducing health disparities.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

8. Examine ways that your own cultural background may influence nursing care when working with patients from different cultural and ethnic groups.

Unit Objectives: Health History and Physical Examination

1. Explain the purpose, components, and techniques related to a patient's health history and physical examination.
2. Obtain a nursing history using a functional health pattern format.
3. Select appropriate techniques of inspection, palpation, percussion, and auscultation for patient assessment.
4. Differentiate among comprehensive, focused, and emergency types of assessment in terms of indications, purposes, and components.

Unit Objectives: Patient and Caregiver Teaching

1. Prioritize patient teaching goals for diverse patients and caregivers.
2. Analyze teaching implications related to the diverse needs of adult learners.
3. Apply strategies to manage challenges to nurse-teacher effectiveness.
4. Evaluate the role of the caregiver in patient teaching.
5. Apply the teaching-learning process to diverse patient populations.
6. Relate the physical, psychologic, and sociocultural characteristics of the patient and caregiver to the teaching-learning process.
7. Select appropriate teaching strategies for diverse patient populations.
8. Select appropriate methods to evaluate patient and caregiver teaching.

Unit Objectives: Chronic Illness and Older Adults

1. Describe the prevention and major causes of chronic illness.
2. Explain the characteristics of a chronic illness.
3. Define *ageism*.
4. Explain the needs of special populations of older adults.
5. Describe nursing interventions to assist older adults with chronic conditions.
6. Describe common problems of older adults related to hospitalization and acute illness and the nurse's role in assisting them.
7. Differentiate among care alternatives to meet needs of older adults.
8. Describe the nurse's role in health promotion, disease prevention, and managing the special needs of older adults.

Unit Objectives: Stress and Stress Management

1. Differentiate between the terms *stressor* and *stress*.
2. Explain the role of coping in managing stress.
3. Describe the role of the nervous and endocrine systems in the stress process.
4. Describe the effects of stress on the immune system.
5. Discuss the effects of stress on health.
6. Describe the coping and relaxation strategies that can be used by you or a patient experiencing stress.
7. Describe the nursing assessment and management of a patient experiencing stress.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Unit Objectives: Sleep and Sleep Disorders

1. Define *sleep*.
2. Describe stages of sleep.
3. Explain the relationship of various diseases/disorders and sleep disorders.
4. Describe the etiology, clinical manifestations, and collaborative and nursing management of insomnia.
5. Describe the etiology, clinical manifestations, and collaborative and nursing management of narcolepsy.
6. Describe the etiology, clinical manifestations, collaborative care, and nursing management of obstructive sleep apnea.
7. Describe parasomnias, including sleepwalking, sleep terrors, and nightmares.
8. Select appropriate strategies for managing sleep problems associated with shift work sleep disorder.

Unit Objectives: Pain

1. Define *pain*.
2. Describe the neural mechanisms of pain and pain modulation.
3. Differentiate between nociceptive and neuropathic types of pain.
4. Explain the physical and psychologic effects of unrelieved pain.
5. Interpret the subjective and objective data that are obtained from a comprehensive pain assessment.
6. Describe effective multidisciplinary pain management techniques.
7. Describe drug and nondrug methods of pain relief.
8. Explain your role and responsibility in pain management.
9. Discuss ethical and legal issues related to pain and pain management.
10. Evaluate the influence of one's own knowledge, beliefs, and attitudes about pain assessment and management.

Section Content:

Pathophysiologic Mechanisms of Disease

Unit Objectives: Inflammation and Wound Healing

1. Describe the inflammatory response, including vascular and cellular responses and exudate formation.
2. Explain local and systemic manifestations of inflammation and their physiologic bases.
3. Describe the drug therapy, nutrition therapy, and nursing management of inflammation.
4. Differentiate among healing by primary, secondary, and tertiary intention.
5. Describe the factors that delay wound healing and common complications of wound healing.
6. Describe the nursing and collaborative management of wound healing.
7. Explain the etiology and clinical manifestations of pressure ulcers.
8. Apply a patient risk assessment for pressure ulcers to measures used to prevent the development of pressure ulcers.
9. Discuss nursing and collaborative management of a patient with pressure ulcers.

Unit Objectives: Genetics and Genome

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

1. Differentiate the common terms related to genetics and genetic disorders: *autosomal, carrier, heterozygous, homozygous, mutation, recessive, and X-linked gene*.
2. Differentiate between the two common causes of genetic mutations.
3. Compare and contrast the three most common inheritance patterns of genetic disorders.
4. Describe the most common classifications of genetic disorders.
5. Explore the complex ethical and social implications of genetic testing.
6. Analyze the role of pharmacogenetics in developing personalized drug therapy.
7. Discuss your role in assisting the patient and family in dealing with genetic issues.

Unit Objectives: Altered Immune Responses and Transplantation

1. Describe the functions and components of the immune system.
2. Compare and contrast humoral and cell-mediated immunity, including lymphocytes involved, types of reactions, and effects on antigens.
3. Characterize the five types of immunoglobulins.
4. Differentiate among the four types of hypersensitivity reactions in terms of immunologic mechanisms and resulting alterations.
5. Identify the clinical manifestations and emergency management of a systemic anaphylactic reaction.
6. Describe the assessment and collaborative care of a patient with chronic allergies.
7. Explain the relationship between the human leukocyte antigen system and certain diseases.
8. Describe the etiologic factors, clinical manifestations, and treatment modalities of autoimmune diseases.
9. Describe the etiologic factors and categories of immunodeficiency disorders.
10. Differentiate among the types of rejections following transplantation.
11. Identify the types and side effects of immunosuppressive therapy.

Unit Objectives: Infection and Human Immunodeficiency Virus Infection

1. Evaluate the impact of emerging and reemerging infections on health care.
2. Identify ways to decrease the development of resistance to antibiotics.
3. Explain the ways the human immunodeficiency virus (HIV) is transmitted and the factors that affect transmission.
4. Describe the pathophysiology of HIV infection.
5. Chart the spectrum of untreated HIV infection.
6. Identify the diagnostic criteria for acquired immunodeficiency syndrome (AIDS).
7. Describe methods used to test for HIV infection.
8. Discuss the collaborative management of HIV infection.
9. Summarize the characteristics of opportunistic diseases associated with AIDS.
10. Describe the potential complications associated with long-term treatment of HIV infection.
11. Compare and contrast HIV prevention methods.
12. Describe the nursing management of HIV-infected patients and HIV at-risk patients.

Unit Objective: Cancer

1. Describe the prevalence, incidence, survival, and mortality rates of cancer in the United States.
2. Describe the processes involved in the biology of cancer.
3. Differentiate the three phases of cancer development.
4. Describe the role of the immune system related to cancer.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

5. Differentiate among the various classifications of drugs used to treat cancer.
6. Discuss the role of the nurse in the prevention, detection, and diagnosis of cancer.
7. Explain the use of surgery, chemotherapy, radiation therapy, and biologic and targeted therapies in the treatment of cancer.
8. Identify the classifications of chemotherapy agents and methods of administration.
9. Differentiate between teletherapy (external beam radiation) and brachytherapy (internal radiation).
10. Describe the effects of radiation therapy and chemotherapy on normal tissues.
11. Identify the types and effects of biologic and targeted therapy agents.
12. Describe the nursing management of patients receiving chemotherapy, radiation therapy, and biologic and targeted therapy.
13. Describe nutritional therapy for patients with cancer.
14. Identify the various complications associated with advanced cancer.
15. Describe the psychologic support interventions for cancer patients, cancer survivors, and their caregivers.

Unit Objective: Fluid, Electrolyte, and Acid-Base Imbalances

1. Describe the composition of the major body fluid compartments.
2. Define processes involved in the regulation of movement of water and electrolytes between the body fluid compartments.
3. Describe the etiology, laboratory diagnostic findings, clinical manifestations, and nursing and collaborative management of the following disorders:
 - a. Extracellular fluid volume imbalances: Fluid volume deficit and fluid volume excess.
 - b. Sodium imbalances: Hypernatremia and hyponatremia.
 - c. Potassium imbalances: Hyperkalemia and hypokalemia.
 - d. Magnesium imbalances: Hypermagnesemia and hypomagnesemia.
 - e. Calcium imbalances: Hypercalcemia and hypocalcemia.
 - f. Phosphate imbalances: Hyperphosphatemia and hypophosphatemia.
4. Identify the processes to maintain acid-base balance.
5. Discuss the etiology, laboratory diagnostic findings, clinical manifestations, and nursing and collaborative management of the following acid-base imbalances: Metabolic acidosis, metabolic alkalosis, respiratory acidosis, and respiratory alkalosis.
6. Describe the composition and indications of common IV fluid solutions.
7. Discuss the types and nursing management of commonly used central venous access devices.

Section Content:

Perioperative Care

Unit Objectives: Preoperative Care

1. Differentiate the common purposes and settings of surgery.
2. Apply knowledge of the purpose and components of a preoperative nursing assessment.
3. Interpret the significance of data related to the preoperative patient's health status and operative risk.
4. Analyze the components and purpose of informed consent for surgery.
5. Examine the nursing role in the physical, psychologic, and educational preparation of the surgical patient.
6. Prioritize the nursing responsibilities related to day-of-surgery preparation for the surgical patient.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

7. Differentiate the purposes and types of common preoperative medications.
8. Apply knowledge of the special considerations of preoperative preparation for the older adult surgical patient.

Unit Objective: Intraoperative Care

1. Differentiate the purposes of the various areas of the perioperative/surgery department and the proper attire for each area.
2. Differentiate the roles and responsibilities of the interdisciplinary surgical team members.
3. Prioritize needs of patients undergoing surgery.
4. Analyze the role of the perioperative nurse in the management of the patient undergoing surgery.
5. Apply basic principles of aseptic technique used in the operating room.
6. Evaluate the importance of safety in the operating room relative to patients, equipment, and anesthesia.
7. Differentiate the common types of and delivery systems for anesthesia.

Unit Objective: Postoperative Care

1. Prioritize nursing responsibilities in admitting patients to the postanesthesia care unit (PACU).
2. Prioritize nursing responsibilities in the prevention of postoperative complications of patients in the PACU.
3. Apply data from the initial nursing assessment to the management of the patient after transfer from the PACU to the general care unit.
4. Select appropriate nursing interventions to manage potential problems during the postoperative period.
5. Differentiate discharge criteria from Phase I and Phase II postanesthesia care.

Section Content:

Problems Related to Altered Sensory Input

Unit Objectives: Assessment of Visual and Auditory Systems

1. Describe the structures and functions of the visual and auditory systems.
2. Explain the physiologic processes involved in normal vision and hearing.
3. Evaluate the significant subjective and objective assessment data related to the visual and auditory systems that should be obtained from a patient.
4. Select the appropriate techniques to use in the physical assessment of the visual and auditory systems.
5. Differentiate normal from common abnormal findings of a physical assessment of the visual and auditory systems.
6. Link the age-related changes in the visual and auditory systems to differences in assessment findings.
7. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the visual and auditory systems.

Unit Objective: Visual and Auditory Problems

1. Compare and contrast the types of refractive errors and appropriate corrections.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

2. Describe the etiology and collaborative care of extraocular disorders.
3. Explain the pathophysiology, clinical manifestations, and nursing management and collaborative care of the patient with selected intraocular disorders.
4. Discuss the nursing measures that promote the health of the eyes and ears.
5. Elaborate on the general preoperative and postoperative care of patients undergoing surgery of the eye or ear.
6. Summarize the action and uses of drug therapy for treating problems of the eyes and ears.
7. Explain the pathophysiology, clinical manifestations, and nursing and collaborative management of common ear problems.
8. Compare the causes, management, and rehabilitative potential of conductive and sensorineural hearing loss.
9. Explain the use, care, and patient teaching related to assistive devices for eye and ear problems.
10. Describe the common causes and assistive measures for uncorrectable visual impairment and deafness.
11. Describe the measures used to assist the patient in adapting psychologically to decreased vision and hearing.

Unit Objectives: Assessment of Integumentary System

1. Describe the structures and functions of the integumentary system.
2. Link the age-related changes in the integumentary system to differences in assessment findings.
3. Select the significant subjective and objective data related to the integumentary system that should be obtained from a patient.
4. Describe specific assessments to be made during the physical examination of the skin and the appendages.
5. Compare and contrast the critical components for describing primary and secondary lesions.
6. Select appropriate techniques to use in the physical assessment of the integumentary system.
7. Specify the structural and assessment differences in light- and dark-skinned individuals.
8. Differentiate normal from common abnormal findings of a physical assessment of the integumentary system.
9. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the integumentary system.

Unit Objectives: Integumentary Problems

1. Specify health promotion practices related to the integumentary system.
2. Explain the etiology, clinical manifestations, and nursing and collaborative management of common acute dermatologic problems.
3. Summarize the psychologic and physiologic effects of chronic dermatologic conditions.
4. Explain the etiology, clinical manifestations, and nursing and collaborative management of malignant dermatologic disorders.
5. Explain the etiology, clinical manifestations, and nursing and collaborative management of bacterial, viral, and fungal infections of the integument.
6. Describe the etiology, clinical manifestations, and nursing and collaborative management of infestations and insect bites.
7. Explain the etiology, clinical manifestations, and nursing and collaborative management of allergic dermatologic disorders.
8. Explain the etiology, clinical manifestations, and nursing and collaborative management related to benign dermatologic disorders.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

9. Distinguish the dermatologic manifestations of common systemic diseases.
10. Explain the indications and nursing management related to common cosmetic procedures and skin grafts.

Unit Objectives: Burns

1. Relate the causes of and prevention strategies for burn injuries.
2. Differentiate between partial-thickness and full-thickness burns.
3. Apply the tools used to determine the severity of burns.
4. Compare the pathophysiology, clinical manifestations, complications, and collaborative management throughout the three burn phases.
5. Compare the fluid and electrolyte shifts during the emergent and acute burn phases.
6. Differentiate the nutritional needs of the burn patient throughout the three burn phases.
7. Compare the various burn wound care techniques and surgical options for partial-thickness versus full-thickness burn wounds.
8. Prioritize nursing interventions in the management of the physiologic and psychosocial needs of the burn patient.
9. Examine the various physiologic and psychosocial aspects of burn rehabilitation.
10. Design a plan of care to prepare the burn patient and caregiver for discharge.

Section Content: Problems of Oxygenation: Ventilation

Alteration in Oxygenation/Ventilation

Unit Objectives: Assessment of Respiratory System

1. Differentiate among the structures and functions of the upper respiratory tract, the lower respiratory tract, and the chest wall.
2. Describe the process that initiates and controls inspiration and expiration.
3. Describe the process of gas diffusion within the lungs.
4. Identify the respiratory defense mechanisms.
5. Describe the significance of arterial blood gas values in relation to respiratory function.
6. Relate the signs and symptoms of inadequate oxygenation to implications of these findings.
7. Link the age-related changes of the respiratory system to the differences in assessment findings.
8. Select the significant subjective and objective data related to the respiratory system that should be obtained from a patient.
9. Select appropriate techniques to use in the physical assessment of the respiratory system.
10. Differentiate normal from common abnormal findings in a physical assessment of the respiratory system.
11. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the respiratory system.

Unit Objectives: Upper Respiratory Problems

1. Describe the clinical manifestations and nursing and collaborative management of problems of the nose.
2. Discuss the clinical manifestations and nursing and collaborative management of problems of the paranasal sinuses.
3. Describe the clinical manifestations and nursing and collaborative management of problems of the pharynx and larynx.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

4. Discuss the nursing management of the patient who requires a tracheostomy.
5. Identify the steps involved in performing tracheostomy care and suctioning an airway.
6. Describe the risk factors and warning symptoms associated with head and neck cancer.
7. Discuss the nursing management of the patient with a laryngectomy.
8. Explain methods used in voice restoration for the patient with temporary or permanent loss of speech.

Unit Objectives: Lower Respiratory Problems

1. Describe the etiology, pathophysiology, clinical manifestations, and collaborative care of asthma.
2. Describe the nursing management of the patient with asthma.
3. Differentiate between the etiology, pathophysiology, clinical manifestations, and collaborative care of the patient with chronic obstructive pulmonary disease (COPD).
4. Describe the effects of cigarette smoking on the lungs.
5. Identify the indications for O₂ therapy, methods of delivery, and complications of O₂ administration.
6. Explain the nursing management of the patient with COPD.
7. Describe the pathophysiology, clinical manifestations, collaborative care, and nursing management of the patient with cystic fibrosis.
8. Describe the pathophysiology, clinical manifestations, collaborative care, and nursing management of the patient with bronchiectasis.

Section Content:

Problems of Oxygen Transportation

Unit Objectives: Assessment of Hematologic System

1. Describe the structures and functions of the hematologic system.
2. Differentiate among the different types of blood cells and their functions.
3. Explain the process of hemostasis.
4. Link the age-related changes in the hematologic system to differences in findings of hematologic studies.
5. Select the significant subjective and objective assessment data related to the hematologic system that should be obtained from a patient.
6. Describe the components of a physical assessment of the hematologic system.
7. Differentiate normal from common abnormal findings of a physical assessment of the hematologic system.
8. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the hematologic system.

Unit Objectives: Hematologic Problems

1. Describe the general clinical manifestations and complications of anemia.
2. Differentiate the etiologies, clinical manifestations, diagnostic findings, and nursing and collaborative management of iron deficiency, megaloblastic and aplastic anemias, and anemia of chronic disease.
3. Explain the nursing management of anemia secondary to blood loss.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

4. Describe the pathophysiology, clinical manifestations, and nursing and collaborative management of anemia caused by increased erythrocyte destruction, including sickle cell disease and acquired hemolytic anemias.
5. Describe the pathophysiology and nursing and collaborative management of polycythemia.
6. Explain the pathophysiology, clinical manifestations, and nursing and collaborative management of various types of thrombocytopenia.
7. Describe the types, clinical manifestations, diagnostic findings, and nursing and collaborative management of hemophilia and von Willebrand disease.
8. Explain the pathophysiology, diagnostic findings, and nursing and collaborative management of disseminated intravascular coagulation.
9. Describe the etiology, clinical manifestations, and nursing and collaborative management of neutropenia.
10. Describe the pathophysiology, clinical manifestations, and nursing and collaborative management of myelodysplastic syndrome.
11. Compare and contrast the major types of leukemia regarding distinguishing clinical and laboratory findings.
12. Explain the nursing and collaborative management of acute and chronic leukemias.
13. Compare Hodgkin's lymphoma and non-Hodgkin's lymphomas in terms of clinical manifestations, staging, and nursing and collaborative management.
14. Describe the pathophysiology, clinical manifestations, and nursing and collaborative management of multiple myeloma.
15. Describe the spleen disorders and related collaborative care.
16. Describe the nursing management of the patient receiving transfusions of blood and blood components.

Section Content:

Problems of Oxygenation: Perfusion

Unit Objectives: Assessment of Cardiovascular System

1. Differentiate the anatomic location and function of the following cardiac structures: pericardial layers, atria, ventricles, semilunar valves, and atrioventricular valves.
2. Relate the coronary circulation to the areas of heart muscle supplied by the major coronary arteries.
3. Differentiate the structure and function of arteries, veins, capillaries, and endothelium.
4. Describe the mechanisms involved in the regulation of blood pressure.
5. Relate the various waveforms on a normal electrocardiogram to the associated cardiac events.
6. Select essential assessment data related to the cardiovascular system that should be obtained from a patient and/or caregiver.
7. Select appropriate techniques to use in the physical assessment of the cardiovascular system.
8. Differentiate normal from abnormal findings of a physical assessment of the cardiovascular system.
9. Relate the age-related changes of the cardiovascular system to the differences in assessment findings.
10. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the cardiovascular system with bronchiectasis.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Gikinoo'amaagan Odanokiiwin – Student Work:

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values, with Course Specific Outcomes and with those General Education Outcomes that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom. For this class, the Gikinoo'amaagan Odanokiiwin project is **Presentation of Native American High Risk Health Issues**. Students will research the Ojibwa Community and assess what is the highest health risk in this area. They will then do a PowerPoint presentation on their findings. The results of this project will assess students':

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Objective(s)1,2,3,4,5,6,7,8,9,10,11,12)
3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5 and Course Objective(s)1,2,3,4,5,6,7,8,9,10)

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

NOTE: For each *course credit*, students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

Course Title: Health Promotions

Course Number: NSG 117

Credits: 4

Class Times:

Instructor: Sajeetha Babu

Office Hours:

Required Text(s):

Lewis, S., Dirksen, S., Heitkemper, M., Bucher, L. (2014). Medical-Surgical Nursing 2-Volume Set, (9th Edition). Mosby, St. Louis, MO. (need textbook) ISBN: 978-0-323-10089-2.
Malarkey, L. McMorrow, M. (2012). Saunders Nursing Guide to Laboratory and Diagnostic Tests, (2nd ed.). Saunders Publishing, St. Louis, MO. ISBN: 978-1-437-72712-8. (Text book or online)
Mosby's Drug Guide for Nursing Students (2017) - Elsevier eBook on Intel Education Study, (12th Edition). Mosby, St. Louis, MO. ISBN: 9780323448031 (book or online)
Perry, S., Hockenberry, M., Lowdermilk, L., Wilson, D. (2014). Maternal Child Nursing Care, (5th Edition). Mosby, St. Louis, MO. ISBN: 978-0-323-09610-2. (Textbook)
Perry, S. Hockenberry, M., Lowdermilk, D., Wilson, D. (2014). Study Guide for Maternal Child Nursing Care, (5th Edition). Mosby, St. Louis, MO. ISBN: 978-0-323-09607-2. (Textbook)
Swearingen, P. (2016). All-in-One Nursing Care Planning Resource, (4th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-26286-6. (textbook)

Recommended Texts & Other Readings:

Lilley, L., Rainforth, S., Snyder, J. (2017) Pharmacology and the Nursing Process, (8th Edition). Mosby, St. Louis, MO. ISBN: 978-0-323-35828-6.
Perry, P., Potter, A., Ostendorf, W. (2014). Clinical Nursing Skills and Techniques (8th ed.). Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-08383-6.
Potter, P., Perry, A., Stockert, P., Hall, A. (2014). Fundamentals of Nursing (8th ed). Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-07933-4
Potter, P., Perry, A., Stockert, P., Hall, A. (2014). Fundamentals of Nursing Study Guide (8th ed). Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-08469-7
Ogden, S., Fluharty, L. (2012). Calculation of Drug Dosages: A Work Text. (9th ed.). Elsevier Mosby Publisher, St. Louis, MO. ISBN #: 978-0-323-07753-8.

Required Equipment:

Royal Blue Scrub Uniform 2 pocket on shirt

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Watch with moving hand
Stethoscope
White athletic shoes
Pen light

Recommended Texts & Other Readings:

Additional readings will include postings on Moodle and in class handouts.

Course Description: This course focuses on topics related to health promotion for individuals and families throughout the lifespan. The course covers 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, students 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 covers dynamics, functions, discipline styles, and stages of development.

Pre-requisites:

Admission to the nursing program or administrative approval; NSG 114, NSG 115, NSG 116, NSG 219

Course Specific Outcomes:

Upon successful completion of this course, the students will

1. Perform a comprehensive health assessment of childbearing women, newborns, and children that identifies deviations from normal as well as health risks.
Mean of Assessment: Tests, Quizzes, Study guide, Case Studies, HESI test, Clinical evaluation
2. Develop an individualized, evidence based plan of care that demonstrates an appreciation of a women, newborn, and child's cultural, spiritual, and developmental variations and makes recommendations for the adoption of health-promoting behaviors.
Mean of Assessment: Tests, Quizzes, Study guide, Case Studies, HESI test, Clinical evaluation
3. Collaborate with members of the interdisciplinary health care team and act as a client advocate in the provision of quality care that promotes client safety for childbearing women, newborns, and children.
Mean of Assessment: Tests, Quizzes, Study guide, Case Studies, HESI test, Clinical evaluation
4. Demonstrate clinical judgment and evaluate outcomes when providing care to childbearing women, newborns and children.
Mean of Assessment: Tests, Quizzes, Study guide, Case Studies, HESI test, Clinical evaluation
5. Integrate knowledge of pharmacology, pathophysiology, and nutrition as well as concepts from previous nursing courses as evidence based practice to the care of childbearing women, newborns, and children.
Mean of Assessment: Tests, Quizzes, Study guide, Case Studies, HESI test, Clinical evaluation
6. Use verbal and nonverbal communication that promotes caring therapeutic relationships with clients, families, as selected groups as well as professional relationships with members of the health care team.
Mean of Assessment: Tests, Quizzes, Study guide, Case Studies, HESI test, Clinical evaluation
7. Use information technologies to access evidence based literature and client information as well as communicate with members of the health care team, accurately documenting client care in a

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

secure and timely manner.

Mean of Assessment: Tests, Quizzes, Study guide, Case Studies, HESI test, Clinical evaluation

8. Acknowledge the value of evidence based practice by integrating evidence based knowledge into practice when providing care to childbearing women, newborns, and children.

Mean of Assessment: Tests, Quizzes, Study guide, Case Studies, HESI test, Clinical evaluation

9. Develop and provide health and safety related education to clients and their families while recognizing the nurse's role as educator and change agent.

Mean of Assessment: Tests, Quizzes, Study guide, Case Studies, HESI test, Clinical evaluation

10. Use organizational, priority setting, and decision making skills when providing care to childbearing women, newborns, and children in selected settings.

Mean of Assessment: Tests, Quizzes, Study guide, Case Studies, HESI test, Clinical evaluation

11. Recognize the nurse's role in reporting client safety and quality care concerns and in supporting activities that promote performance improvement.

Mean of Assessment: Tests, Quizzes, Study guide, Case Studies, HESI test, Clinical evaluation

12. Provide care to childbearing women, newborns, and children while adhering to ethical and legal standards and maintaining accountability and responsibility for care provided.

Mean of Assessment: Tests, Quizzes, Study guide, Case Studies, HESI test, Clinical evaluation

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1. Communication	Skills demonstration	Tests, pop quizzes, project presentation
2. Mathematic Literacy	Skills demonstration	Tests
3. Social Responsibility	Demonstrations	Tests, project presentation
4. Culture	Research	Project Presentation
5. Critical Thinking	Research, readings	Project Presentation
6. Global Awareness	Research, readings	Discussion

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Program Outcomes:

1. Utilize standards of care in application of the nursing process in caring for clients across the life-span in a variety of care settings.
2. Communicate professionally, using informatics, written, verbal and nonverbal methods.
3. Base nursing care decisions on safe, evidence based practices and nursing judgement, and legal/ethical principles.
4. Provide patient-centered, safe, effective, quality, and compassionate care across diverse populations.
5. Effectively educate client(s) and their families or caregivers.
6. Demonstrate responsibility for care provided, quality improvement of care, and evaluate performance for continuous self-development.
7. Lead in a professional manner utilizing interdisciplinary teams.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Culture & Tradition:

The Mission Statement of LCOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

This course is required for completion of: The Associate Degree of Nursing

Unit Content and Objectives:

Unit 1: Health Promotion: Past, Present, and Future

Unit Objectives

1. Differentiate between health education and health promotion
2. Trace the evolution of health promotion practices and developments from ancient history to the modern-day world
3. Discuss three major movements contributing to the social mandate for health promotion in the nineteenth century
4. Relate scientific, social, economic, environmental, and political forces of the twentieth century contributing to the evolution of health promotion in the United States
5. Describe national, international, and world efforts for health promotion
6. Describe changes in contemporary nursing practice and policy resulting from health care reform
7. Examine the future of nursing in health promotion

Means of Assessment for Clinical Objectives: Tests, quizzes, attendance, written project, case studies

Unit 2: The Role of the Nurse in Health Promotion

Unit Objectives:

1. Identify domains fundamental to nursing practice in health promotion.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

2. Describe how the technological domain impacts the domains fundamental to nursing practice in health promotion.
3. Define holistic nursing practice in relation to health promotion
4. Describe the role of the professional nurse in health promotion for the individual, family, and community
5. Describe the steps of the nursing process in health promotion
6. Define specific nursing responsibilities for promoting health during each phase of the nursing process: assessment, diagnosis, planning, and evaluation
7. Utilize the nursing process in promoting health in individuals, families, aggregates, and community
8. Identify risk factors and/or potential problems influencing health
9. Identify current factors affecting nursing roles in health promotion

Means of Assessment for Clinical Objectives: Tests, quizzes, attendance, written project, case studies

Unit 3: Reproductive health care

Unit Objectives:

1. Describe various methods of female and male contraception.
2. Discuss advantages and disadvantages of identified methods of contraception.
3. Identify the most common sexually transmitted diseases (STDs) that affect the male and female reproductive systems, including gonorrhea, chlamydia, syphilis, genital herpes, hepatitis B and HIV.
4. Expanded roles on Preconception counseling, testing and Neonatal genetic screening and testing

Means of Assessment for Clinical Objectives: Tests, quizzes, attendance, written project, case studies

Unit 4: The Mother, Infant, and Toddler

Unit Objectives:

1. Examine health promotion strategies in the biologic domain for mothers, infants, and toddlers.
2. Identify nursing responsibilities for screening to promote the health of mothers, infants, and toddlers.
3. Relate theories of cognitive and emotional development to health promotion strategies in infants and toddlers.
4. Identify social networks and their importance in mother and infant health.
5. Describe occurrence, signs and symptoms, and nursing responsibilities relating to child abuse and neglect.
6. Identify legislative actions designed to improve the health of mothers and infants.
7. Describe parental and nursing responsibilities for promoting infant and toddler safety.
8. Relate normal sexual development to strategies designed to promote sexual health in infants.
9. Describe spiritual influences on health promotion in pregnant women, infants, and toddlers.

Means of Assessment for Clinical Objectives: Tests, quizzes, attendance, written project, case studies

Unit 5: The Child

Unit Objectives:

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

1. Examine health promotion strategies in the biologic domain for children.
2. Identify nursing responsibilities for screening to promote health of children.
3. Relate theories of cognitive and emotional development to health promotion strategies in children.
4. Identify social networks and their importance in child health.
5. Describe occurrence, signs and symptoms, nursing responsibilities, and strategies relating to child abuse and neglect.
6. Identify legislative actions designed to improve the health of children.
7. Describe parental and nursing responsibilities for promoting child safety.
8. Relate normal sexual development to strategies designed to promote sexual health in children.
9. Describe spiritual influences on health promotion in children.

Means of Assessment for Clinical Objectives: Tests, quizzes, attendance, written project, case studies

Unit 6: The Adolescent and Young Adult

Unit Objectives:

1. Examine health promotion strategies in the biological domain for adolescents and young adults.
2. Identify nursing responsibilities for screening to promote health of adolescents and young adults.
3. Relate theories of cognitive and emotional development to health promotion strategies in adolescents and young adults.
4. Describe occurrence of, signs and symptoms of, nursing responsibilities for, and strategies to reduce or prevent abuse and domestic violence.
5. Identify political influences on the adolescent and young adult.
6. Describe strategies to reduce accidental death in adolescents and young adults.
7. Relate normal emotional and sexual development to strategies designed to promote sexual health in adolescents and young adults.
8. Describe spiritual development in adolescents and young adults.

Means of Assessment for Clinical Objectives: Tests, quizzes, attendance, written project, case studies

Unit 7: The Middle-Aged Adult

Unit Objectives:

1. Describe the characteristics of middle adulthood that influence health promotion activities.
2. Discuss the function of health promotion for the middle adult in terms of improved physiological, psychological, sociological, spiritual, and sexual health.
3. Identify environmental factors that influence health outcomes for the middle adult.
4. Describe guidelines and prevention recommendations for healthy lifestyles for this age group.
5. Propose nursing's role in early detection (secondary prevention) activities based on recommended screening tests for middle adults based on age, gender, and risk status.

Means of Assessment for Clinical Objectives: Tests, quizzes, attendance, written project, case studies

Unit 8: The Older Adult

Unit Objectives:

1. Identify nursing responsibilities in promoting the health of older adults

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

2. Explore demographic trends related to aging
3. Examine developmental theories with respect to aging
4. List health promotion tips for expected physiological changes of aging
5. Identify strategies within the biological domain (nutrition, fitness and exercise, sleep, and sex) to promote health in older adults
6. Relate effects from the socioeconomic domain to the health of older adults
7. Describe issues from the psychological domain (stress and elder abuse) that contribute to the health of older people
8. Consider the influence of spirituality in promoting health of older adults
9. Identify environmental influences that contribute to the health of older adults
10. Discuss future research trends that may influence the health of older adults
11. Identify health promotion resources for this age group

Means of Assessment for Clinical Objectives: Tests, quizzes, attendance, written project, case studies

Unit 9: Life style modification – Diet, engaging in physical fitness, controlling weight, avoiding Tobacco, Alcohol and Substance Abuse

Unit Objectives:

1. Recognize those nutrients that are essential to maintaining health
2. Identify the major goals of Healthy People 2000
3. Describe how the biological, psychological, sociocultural, spiritual, and environmental domains influence eating behaviors
4. Recognize how the nursing process may be utilized in developing a nutritionally balanced health promotion plan

Means of Assessment for Clinical Objectives: Tests, quizzes, attendance, written project, case studies

Unit 10: Concerns of the Health Professional

Unit Objectives:

1. Identify current issues that have an impact on the health care professional
2. Discuss health behavior patterns and their implications for the health professional
3. Describe how a health care professional's health promotion practices influence the biological, psychological, spiritual, sociocultural, and environmental domains
4. Identify strategies for positive health promotion for health professionals
5. Utilize the steps of the nursing process to develop a health promotion plan for the health care professional
6. Describe the changes that affect the cost and quality of health care today
7. Describe how the concept of health promotion relates to managed care and health care costs

Means of Assessment for Clinical Objectives: Tests, quizzes, attendance, written project, case studies

Means of Assessment for Clinical Objectives: Clinical Evaluation, Concept Maps, Care Plans, Student Evaluations, Journaling, and Response Journaling.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Tentative Schedule:

Topics Covered (Tentative Schedule)			All Assignments are due at beginning of class All HESI assignments will be due prior to class time.
Date/Week	Concept	Reading/Preparation	HESI/Assignment Due
1	Health Promotion: Past, Present, and Future; the role of the nurse in health promotion	Historical and Contemporary Nursing Practice	Complete study guide chapter 6 on Genetics Conception Fetal Development
2	Promoting Health from Conception	<u>Normal pregnancy and fetal care:</u> Anatomy and Physiology, Genetics Conception Fetal Development	Complete study guide chapter 3 on Reproductive assessment and health promotion Hesi Quiz #1 Case study – Antenatal care Moodle Presentation: Mohamed Shire & Rachel Martin
3	Promoting Health from Conception	Assessment and management of risk Factors: <ul style="list-style-type: none"> • Preeclampsia • Gestational diabetes 	Case study 118 & 119 Exam #1
4	Promoting Health from Birth through Adolescence	A. Intrapartum care <ul style="list-style-type: none"> • Labor and Birth Processes • Management of Discomfort • Fetal Assessment • Nursing Care 	Case study 115 (after the lecture) Hesi Quiz #2 Presentation: Vicki Walters & Layla Abdi
5	Promoting Health from Birth through Adolescence	B. Postpartum care <ul style="list-style-type: none"> • Maternal Physiologic Changes • Nursing Care • Transition to Parenthood 	Case study 113 (after the lecture) Hesi Quiz #3 Presentation: Andrea Martinson

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

6	Promoting Health from Birth through Adolescence	<p>A. Newborn physical assessment, care and feeding</p> <p>B. Newborn physiologic and Behavioral Adaptations of the Newborn</p>	<p>Study guide chapter 22, 23 & 24</p> <p>Exam#2</p> <p>Presentation: Khadra</p>
7	Concepts of Growth and Development	Normal Growth and development	<p>http://www.academia.edu/4071129/</p> <p><u>Case Study using Eriksons</u></p> <p><u>Developmental Stages</u></p> <p>Hesi Quiz#4</p>
8	Promoting Health from Birth through Adolescence	<p><u>Childhood</u></p> <ul style="list-style-type: none"> Family, social, cultural and religious influences on child health promotion 	<p>Hesi Quiz#5</p> <p>Study guide chapter 27</p>
9	Promoting Health from Birth through Adolescence	<p><u>Childhood</u></p> <ul style="list-style-type: none"> Developmental and genetic influences on child health promotion Prevention of accidents and obesity 	<p>Study guide chapter 28</p> <p>Exam#3</p>
10	Promoting Health from Birth through Adolescence	Pain, Physical and Developmental Assessment of children (Toddlerhood to adolescence)	<p>Study guide chapter 29 & 30</p> <p>Hesi Quiz#6</p>
11	Promoting Health from Birth through Adolescence	<p>A. Immunization</p> <p>B. Nutrition</p>	<p>Presentation: Lynette Beckwell</p> <p>Hesi Quiz#7</p>
12	Health promotion and special health problem	<ul style="list-style-type: none"> The infant and family The toddler and family The preschooler and family 	<p>Study guide 31, 32 & 33</p> <p>Hesi Quiz#8</p>
13	Health promotion and special health problem	<ul style="list-style-type: none"> The school age child & family 	Study guide 34 & 35

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

	Promoting Health in Young and Middle-Aged Adults:	<ul style="list-style-type: none"> * The adolescent and family A. Adulthood (e. g. menopause, monitoring, lifestyle modification) 	HESI QUIZ #9 Case study 120, 121, 122 & 124 (look in the Moodle)
14	Promoting Health in Older Adults	<ul style="list-style-type: none"> • lifestyle modification 	HESI EXAM
15	Promoting Health for families	<ul style="list-style-type: none"> • The family and culture • Nursing care of the family throughout the pregnancy 	study guide chapter 2 & 53
			FINAL EXAM

Course Structure:

This course will be offered face to face and some selected activities will be **online** through the course management system Moodle. You will use your Moodle account to login to the course from the Moodle login page - <http://moodle3.lco.edu/>

In Moodle, you will access course materials, and resources. At designated times throughout the semester; the class might participate in a blend of self-paced and group-paced activities using Moodle and alternative Internet-based technologies. Activities might consist of chat, blogs, discussion forums, email, journaling, blogging, wikis, and web posting.

Technical Assistance:

If you need technical assistance at any time during the course or to report a problem with Moodle you can:

- Visit the Moodle page: <http://moodle3.lco.edu/>
- Review Moodle: <http://moodle3.lco.edu/>
- For Technical Assistance: helpme@lco.edu

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability, which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

are asked to contact the Disability Services at disabilites@lco.edu within the two weeks the start of classes to allow sufficient time for any adaptive accommodations to be made.

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations must be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

GRADING SCALE		
A	90-100	EXCELLENT
B	80-89	ABOVE AVERAGE
C	70-79	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	61-77	BELOW AVERAGE
F	60 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

Theory Component	Points	Weight
Class Participation	5	5 %
Class Assignments	300	5%
Quizzes In Class	10	10 %
Tests	30	40%
HESI Exams/Quizzes	5	20%
Final Exam	20	20%
Total		100%

Clinical Component	Points	Weight
--------------------	--------	--------

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Clinical Participation	5	5 %
Concept Maps	15	15%
Care Plans	15	15 %
Journaling	35	20%
Response Journaling	15	10%
Teaching Project	20	20 %
Clinical Evaluation	P/F	P/F
Total		100%

Attendance Policy:

Students will be allowed up to a maximum of 1 class period per semester

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards will be placed on Financial Aid Probation.

Please refer to the LCOOCC Student Handbook for the Class Attendance Policy.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability, which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations need to contact the **Vice President of Academic and Student Affairs (715-634-4790 Ext. 117)** at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Please refer to the Student Handbook for Academic Misconduct and Plagiarism.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please refer to the LCOOCC ADN Student Handbook pg. 28

Assignments and Tests:

It is well established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class (**extenuating circumstance**). If you miss a test or are unable to turn in your assigned work for that particular missed class period, **you will have up to the next class period to turn in your work or make-up your test with prior approval from instructor.**

Late assignments and make-up tests **will not** be allowed under any other circumstances.

Please note, assignments are due at the **beginning** of each class period.

Please refer to LCOOCC ADN Student Handbook pg. 21

Reading Assignments:

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused). **Quizzes and assignments will be based on your reading assignments due that day.**

Special Note Regarding Incompletes:

Please refer to the Student Handbook for the policy on Incompletes

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please also refer to the LCOOCC ADN Student Handbook pg. 56

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** ***Not having computers or Internet at home is NOT an excuse to be***

late with homework. Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. **Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.**

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

NOTE: For each *course credit* students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

Course Title: Clinical Care Across the Lifespan I

Course Number: NSG 118

Credits: 2

Class Times:

Instructor:

Office Hours:

Required Text(s):

Edelman, C., Kudzma, E. (2018). Health Promotion Throughout the Life Span. (9th ed.). Elsevier, St. Louis, MO. ISBN: 978-0-323-56910-1

Gulanick, M., Myers, J. (2018). Nursing Care Plans (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-42818-7

Jarvis, C. (2016) Pocket Companion for Physical Examination and Health Assessment (7th ed.). Saunders, St. Louis, MO. ISBN: 978-0-323-26537-9

Kee, J., Marshall, S. (2017). Clinical Calculations (8th ed.) Saunders, St. Louis, MO. ISBN: 978-0-323-39088-0

Lewis, S., Buchner, L., Heitkemper, M., Harding, M. (2017). Medical-Surgical Nursing: Assessment and Management of Clinical Problems (10th ed.). 2 Volume set. Elsevier, St. Louis, MO. ISBN: 978-0-323-35593-3

Lilley, L., Collins, R., Snyder, J. (2017). Pharmacology and the Nursing Process (8th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-35828-6

Potter, A., Perry, A., Ostendorf, W. (2018) Clinical Nursing Skills and Techniques (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-48193-9

Pagana, K., Pagana, T. (2018). Mosby's Manual of Diagnostic and Laboratory Tests (6th Ed). Elsevier, St. Louis, MO. ISBN: 978-0*323-44663-1

Potter, A. Perry, A., Stockert,, P., Hall, A., Peterson, V. (2017). Clinical Companion for Fundamentals of Nursing (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-39663-9

Potter, A., Perry, A., Ostendorf, W. (2018). Skills Performance and Checklists for Clinical Nursing Skill and Techniques (9th ed). Mosby, St. Louis, MO. ISBN: 978-0-323-48238-7

Yoost, B., Crawford, L. (2016) Fundamentals of Nursing. Mosby, St. Louis, MO. ISBN: 978-0-323-33943-8

Skidmore, L. (2017) Mosby's Drug Guide for Nursing Student's (12th ed.) Elsevier, St. Louis, MO. ISBN: 978-0-323-44790-4.

Required Supplies/Materials:

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Royal Blue Scrub Uniform 2 pocket on shirt
Watch with moving hand
Stethoscope
White athletic shoes
Pen light
HESI Test

Recommended Texts & Other Readings:

Additional readings will include postings on Moodle and in class handouts.

Course Description: This clinical experience applies nursing concepts and therapeutic nursing interventions to groups of patients across the lifespan. It also provides an introduction to leadership, management and team building.

Pre-requisites:

Pre-requisites: NSG 104-01 Nursing Fundamentals and NSG 104-02 Nursing Skills, NSG 104-03 Nursing Pharmacology. Pre-requisite or concurrent: PSY 242 Human Growth and Development. Concurrent: NSG 105-02 Clinical Care across Lifespan. Accepted into the nursing program.

This course is required for: The Associate Degree of Nursing

Course Specific Outcomes:

Upon successful completion of this course, students will be able to:

1. Perform a comprehensive health assessment on adult clients with medical and/or surgical alterations and identify deviations from normal as well as related health risks.

Means of Assessment: Care plans, Concept Maps, attendance, written project, Clinical Evaluations

2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a client's cultural, spiritual, and developmental variations and includes recommendations for the adoption of health-promoting behaviors.

Means of Assessment: Care plans, Concept Maps, attendance, written project, Clinical Evaluations

3. Participate as a member of the health care team and client advocate while providing quality care that promotes client safety for adults with medical and/or surgical health alterations.

Means of Assessment: Care plans, Concept Maps, attendance, written project, Clinical Evaluations

4. Demonstrate clinical judgment and participate in the evaluation of outcomes when providing care to adult clients experiencing health alterations.

Means of Assessment: Care plans, Concept Maps, attendance, written project, Clinical Evaluations

5. Apply knowledge of pharmacology, pathophysiology, and nutrition as well as evidence based practice to the care of adult clients with medical and/or surgical health alterations.

Means of Assessment: Care plans, Concept Maps, attendance, written project, Clinical Evaluations

6. Use verbal and nonverbal communication that promotes therapeutic relationships with adult clients and their families, as well as professional relationships with members of the health care team.

Means of Assessment: Care plans, Concept Maps, attendance, written project, Clinical Evaluations

7. Use information technologies to access evidence based literature and client information as well as communicate with members of the health care team, accurately documenting client care in a secure and timely manner.

Means of Assessment: Care plans, Concept Maps, attendance, written project, Clinical Evaluations

8. Identify, plan, and provide health and safety related education to adult clients and their families in conjunction with members of the health care team.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Means of Assessment: Care plans, Concept Maps, attendance, written project, Clinical Evaluations
 9. Use organizational and priority-setting skills when providing care to adult clients with medical and/or surgical health alterations.

Means of Assessment: Care plans, Concept Maps, attendance, written project, Clinical Evaluations
 10. Recognize the nurse's role in reporting client safety and quality care concerns and in supporting activities that promote performance improvement.

Means of Assessment: Care plans, Concept Maps, attendance, written project, Clinical Evaluations
 11. Adhere to ethical, legal and professional standards while maintaining accountability and responsibility for the care provided to adult clients and their families.

Means of Assessment: Care plans, Concept Maps, attendance, written project, Clinical Evaluations

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1. Communication	Skills demonstration	Tests, pop quizzes, project presentation
2. Mathematic Literacy	Skills demonstration	Tests
3. Social Responsibility	Demonstrations	Tests, project presentation
4. Culture	Research	Project Presentation
5. Critical Thinking	Research, readings	Project Presentation
6. Global Awareness	Research, readings	Discussion

Program Outcomes (if applicable)

- Utilize standards of care in application of the nursing process in caring for clients across the life-span in a variety of care settings.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

2. Communicate professionally, using informatics, written, verbal and nonverbal methods.
3. Base nursing care decisions on safe, evidence based practices and nursing judgement, and legal/ethical principles.
4. Provide patient-centered, safe, effective, quality, and compassionate care across diverse populations.
5. Effectively educate client(s) and their families or caregivers.
6. Demonstrate responsibility for care provided, quality improvement of care, and evaluate performance for continuous self-development.
7. Lead in a professional manner utilizing interdisciplinary teams.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Culture & Tradition:

The Mission Statement of LCOOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

This is a Pass or Fail Course. No letter grade or points will be awarded for this course.

Component	Points- if applicable	Weight
Class Participation		P/F
Journaling		P/F
Concept Maps		P/F
Care Plans		P/F
Cultural Project		P/F
Clinical Evaluation		P/F
Total		P/F

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Attendance Policy:

Students are **not allowed** to miss any clinical experience. If an absence is expected, the student **MUST** petition the instructor prior to the clinical that will be missed. The instructor does **NOT** have to approve the absence. You must notify the instructor at least 1 hour prior to being late or if you are unable to attend clinical. The instructor will notify the facility.

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation.

Please refer to the LCOOCC Student Handbook for the Class Attendance Policy.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Inclement Weather:

The LCO College ADN Program promotes the safety of all faculty and students. If the college closes due to extreme weather concerns, the clinical will be cancelled. The clinical day will be made up on a day that has been previously noted in the syllabus as a make-up clinical day. The clinical will only be cancelled if the Allied Health Program Director has been notified by the college administration that the college has been closed or if the clinical is on a day that the college is normally closed the Program Director deems that the weather is unsafe for travel. The Program Director will then notify the ADN instructor, who will contact all students of the cancellation at least 1 hour prior to clinical start time.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

*****IMPORTANT*****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the **Vice President of Academic Affairs (715-634-4790 Ext. 117)** at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Please refer to the current Student Handbook for Academic Misconduct and Plagiarism.

Assignments and Tests:

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

All Care plans and Concept Maps are due **prior to the beginning** of your clinical shift. If you do not have your Care plan or Concept Map at the start time of clinical, you will not be allowed to complete clinical that day, which could lead to your failing this course. Journaling for your Tuesday clinical is **due no later than Thursday at 11pm** with your **2 responses due by Saturday at 11pm**. Journaling for your Thursday clinical is **due no later than Saturday at 11 pm** with your **2 responses due no later than Monday at 11 pm**. Any late journal entry will not be accepted.

Reading Assignments: . You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused). Quizzes and assignments will be based on your reading assignments due that day.

Special Note Regarding Incompletes:

Please refer to the current Student Handbook for the policy on Incompletes.

Mid-term and Final Examinations:

There are no exams for this course. You will be given a mid-term and a final evaluation. The mid-term evaluation is a tool that will be utilized to help you work on areas that may need improving. You must pass all components of the final evaluation to pass this course.

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** *Not having computers or Internet at home is NOT an excuse to be late with homework.*

Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

Information Disclosure:

Due to the nature of the content being taught in the Associate Degree of Nursing Program, all students will be taught and tested on HIPPA regulations. All students are also required to sign a statement noting that all forms of social media, electronic recording, and any other type of disclosure of any information regarding patient/residents discussed in the classroom, skills lab, or clinical setting is not allowed

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

outside of those settings. If a student is found discussing or disclosing any information using the above stated forms of disclosure, the student will be immediately withdrawn from the program and will be reported to the Department of Health Services.

Addendum Section

Course assignment are listed on the schedule in the syllabus and on Moodle. The rubric for each assignment will be posted on Moodle and is also available in your ADN Student Handbook, which is also posted on Moodle.

Gikinoo'amaagan Odanokiiwin - Student Work:

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values, with Course Specific Outcomes and with those General Education Outcomes that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom. For this class, the Gikinoo'amaagan Odanokiiwin project is Teaching project which incorporates the Health beliefs of the Ojibwan culture. A set of 2 students will present this teaching project to area school age children in order to promote both health knowledge and the knowledge gathered about the health beliefs of the Ojibwe culture related to the topic they have chosen to teach. The results of this project will assess students':

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Objective(s)1,2,3,4,5,6,7,8,9,10,11,12)
3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5 and Course Objective(s)1,2,3,4,5,6,7,8,9,10)

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

NOTE: For each *course credit* students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

Course Title: Nursing Health & Alterations Across the Lifespan II

Course Number: NSG 215

Credits: 3

Class Times:

Instructor:

Office Hours:

Required Text(s):

Lewis, S., Dirksen, S., Heitkemper, M., Bucher, L. (2014). **Medical-Surgical Nursing (10th ed)**. Mosby, St. Louis, MO. ISBN: 978-0-323-09146-6.

Edelman, C., Mandle, C. (2014). **Health Promotions Throughout the Lifespan (8th ed)**. Mosby, St. Louis, MO. ISBN: 978-0-323-11256-7.

Gulanick, M., Myers, J. (2018). **Nursing Care Plans Diagnoses, Interventions, & Outcomes (9th ed)**. Elsevier, St.Louis, MO. ISBN: 978-0-323-42811-8

Jarvis, C. (2016) **Pocket Companion for Physical Examination and Health Assessment (7th ed.)**. Saunders, St. Louis, MO. ISBN: 978-0-323-26537-9

Ladwig, G., Ackley, B., Makic, B. (2017). **Mosby's Guide to Nursing Diagnosis (5th ed.)**. Mosby, St. Louis, MO. ISBN: 978-0-323-39020-0.

Motacki, K., Burke, K. (2017). **Nursing Delegation and Management of Patient Care, (2nd ed.)**. Mosby, St. Louis, MO. ISBN: 978-0-323-32110-5

Malarkey, L. McMorrow, M. (2012). **Saunders Nursing Guide to Laboratory and Diagnostic Tests, (2nd ed.)**. Saunders Publishing, St. Louis, MO. ISBN: 978-1-437-72712-8. (Text book or online)

Mosby's Drug Guide for Nursing Students (2017) - Elsevier eBook on Intel Education tudy, (12th Edition). Mosby, St. Louis, MO. ISBN: 9780323448031 (book or online)

Recommended Texts & Other Readings:

Lilley, L., Rainforth, S., Snyder, J. (2017) **Pharmacology and the Nursing Process, (8th Edition)**. Mosby, St. Louis, MO. ISBN: 978-0-323-35828-6.

Nies, M., McEwen, M. (2105). **Community/Public Health Nursing (6th ed)**. Saunders, St. Louis MO. ISBN: 978-0-323-18822-7.

Perry, P., Potter, A., Ostendorf, W. (2014). **Clinical Nursing Skills and Techniques (8th ed.)**. Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-08383-6.

Potter, P., Perry, A., Stockert, P., Hall, A. (2014). **Fundamentals of Nursing (8th ed)**.

Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-07933-4

Potter, P., Perry, A., Stockert, P., Hall, A. (2014). **Fundamentals of Nursing Study Guide**

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

(8th ed). Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-08469-7

Ogden, S., Fluharty, L.(2012).Calculation of Drug Dosages: A Work Text. (9th ed.). Elsevier Mosby Publisher, St. Louis, MO. ISBN #: 978-0-323-07753-8.

Varcarolis, E. (2017). Essentials of Mental Health Nursing (3rd ed). Mosby, St. Louis, MO. ISBN: 978-0-323-41536-1.

Required Equipment:

Royal Blue Scrub Uniform 2 pocket on shirt

Watch with moving hand

Stethoscope

White athletic shoes

Pen light

HESI Educational products & Exams

Recommended Texts & Other Readings:

Additional readings will include postings on Moodle and in class handouts.

Course Description:

This course focuses on the care of adult clients with medical and/or surgical health alterations. Emphasis is placed on the care of clients with alterations in selected body functions. Concepts of health promotion, health education, evidence based practice, and interdisciplinary collaboration is integrated throughout the course. This course prepares the learner to provide and evaluate care for patients across the lifespan.

Pre-requisites:

Pre-requisites: NSG 105; Concurrent SCI 232 Microbiology with lab.

This course is required for:

The Associate Degree of Nursing

Course Specific Outcomes:

Upon successful completion of this course,

1. Perform a comprehensive health assessment on adult clients with medical and/or surgical alterations, and identify deviations from normal as well as related health risks.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a client's cultural, spiritual, and developmental variations and includes recommendations for the adoption of health-promoting behaviors.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

3. Participate as a member of the health care team and client advocate while providing quality care that promotes client safety for adults with medical and/or surgical health alterations.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

4. Demonstrate clinical judgment and participate in the evaluation of outcomes when providing care to adult clients experiencing health alterations.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

5. Apply knowledge of pharmacology, pathophysiology, and nutrition as well as evidence based practice to the care of adult clients with medical and/or surgical health alterations.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

6. Use verbal and nonverbal communication that promotes therapeutic relationships with adult clients and their families, as well as professional relationships with members of the health care team.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

7. Use information technologies to access evidence based literature and client information as well as communicate with members of the health care team, accurately documenting client care in a secure and timely manner.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

8. Identify, plan and provide health and safety related education to adult clients and their families in conjunction with members of the health care team.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

9. Use organizational and priority setting skills when providing care to adult clients with medical and/or surgical health alterations.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

10. Acknowledge the importance of the nurse's role in reporting client safety and quality care concerns and in supporting activities that promote performance improvement.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

11. Adhere to ethical, legal, and professional standards while maintaining accountability and responsibility for the care provided to adult clients and their families.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1. Communication	Skills demonstration	Tests, pop quizzes, project presentation
2. Mathematic Literacy	Skills demonstration	Tests
3. Social Responsibility	Demonstrations	Tests, project presentation
4. Culture	Research	Project Presentation
5. Critical Thinking	Research, readings	Project Presentation
6. Global Awareness	Research, readings	Discussion

Program Outcomes:

1. Utilize standards of care in application of the nursing process in caring for clients across the life-span in a variety of care settings.
2. Communicate professionally, using informatics, written, verbal and nonverbal methods.
3. Base nursing care decisions on safe, evidence-based practices and nursing judgement, and legal/ethical principles.
4. Provide patient-centered, safe, effective, quality, and compassionate care across diverse populations.
5. Effectively educate client(s) and their families or caregivers.
6. Demonstrate responsibility for care provided, quality improvement of care, and evaluate performance for continuous self-development.
7. Lead in a professional manner utilizing interdisciplinary teams.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Culture & Tradition:

The Mission Statement of LCOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Mid-term and Final Examinations:

In order to receive credit for the mid-term or final grade, exams **must** be taken on the designated day during Mid-Term Exam week or Final Exam week unless prior arrangements have been made with your instructor.

Unit: Alterations in Cardiac Output and Tissue Perfusion

Unit Objectives:

1. Recognize alterations in hemodynamic monitoring and laboratory values related to alterations in cardiac output and tissue perfusion.
2. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in cardiac output and tissue perfusion.
3. Identify priority actions for adults who have an alteration in cardiac output and tissue perfusion.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in cardiac output and tissue perfusion.
5. Discuss the correct use and functioning of therapeutic devices that support cardiac output and tissue perfusion.
6. Identify health care education and safety needs for adults who have an alteration in cardiac output and tissue perfusion.

Content Topics:

- a. Pathophysiology/ Ischemic disorders (angina, coronary artery disease, myocardial infarction)
- b. Pathophysiology/ Decreased cardiac output disorders (heart failure, pulmonary edema, cardiomyopathy, valvular disorders)
- c. Pathophysiology/ Electrical conduction disorders (arrhythmias and electronic pacing, cardioversion)
- d. Pathophysiology/ Infectious and inflammatory disorders (endocarditis, pericarditis, arteritis, septic shock)
- e. Pathophysiology/ Peripheral vascular disorders (peripheral vascular disease, peripheral arterial disease)
- f. Pathophysiology/ Hematologic disorders /RBC and platelets(anemias, polycythemia, thrombocytopenia, DIC)
- g. Pathophysiology/ Hematologic disorders/WBC and lymphatic (agranulocytosis, multiple myeloma, lymphedema, lymphomas)

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

- h. Pathophysiology/ Decreased arterial pressure disorders (postural hypotension, hypovolemic shock)
- i. Pharmacology/ Organic nitrates
- j. Pharmacology/ Beta and alpha adrenergic blockers
- k. Pharmacology/ Centrally acting alpha agents
- l. Pharmacology/ Calcium channel blockers
- m. Pharmacology/ Atropine
- n. Pharmacology/ Antilipemics
- o. Pharmacology/ Antiplatelets
- p. Pharmacology/ Anticoagulants

Weeks 5, 6, & 7/Unit:

Alterations in Ingestion, Digestion, Absorption and Elimination

Unit Objectives:

1. Recognize components of a focused assessment when collecting data on adults who have alterations in ingestion, digestion, absorption, and elimination.
2. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for adults who have alterations in ingestion, digestion, absorption, and elimination.
3. Identify priority actions for adults who have alterations in ingestion, digestion, absorption, and elimination.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have alterations in ingestion, digestion, absorption, and elimination.
5. Interpret diagnostic tests and perform related nursing intervention when providing care to adults who have alterations in ingestion, digestion, absorption, and elimination.
6. Discuss the correct use and establish proper functioning of therapeutic devices that support ingestion, digestion, absorption, and elimination.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

7. Describe the role of the nurse when providing quality care to adults who have an alteration in ingestion, digestion, absorption, and elimination.

8. Provide health- and safety-related education to adults who have an alteration in ingestion, digestion, absorption and elimination.

9. Integrate cultural, ethical, and legal tenets into the plan of care for adults who have alterations in ingestion, digestion, absorption, and elimination.

Content Topics:

a. Pathophysiology/ Infectious and Inflammatory disorders (esophagitis, gastroesophageal reflux disease, gastroenteritis, peptic ulcer disease, Crohn's disease, ulcerative colitis, pancreatitis, cholecystitis, hepatitis, cirrhosis, appendicitis)

b. Pathophysiology/ Structural disorders (diverticulosis, intestinal obstructions, hemorrhoids)

c. Pathophysiology/ Abnormal cell proliferation disorders (esophageal cancer, colorectal cancer, liver cancer)

d. Pharmacology/ Antacids

e. Pharmacology/ H2 receptor antagonists

f. Pharmacology/ Proton pump inhibitors

g. Pharmacology/ Prostaglandin analogs • h. Pharmacology/ Mucosal barrier fortifiers

i. Pharmacology/ Sucralfate

j. Pharmacology/ IBS specific drugs

k. Pharmacology/ Antispasmodics

l. Pharmacology/ Antidiarrheals

m. Pharmacology/ Prokinetic agents

n. Pharmacology/ Hepatitis A, Hepatitis B vaccinations

o. Nutrition/ Dietary measures to decrease esophageal reflux

p. Nutrition/ Low fiber, low lactose, high protein, high calorie diet

q. Nutrition/ Limited fat, high protein, high carbohydrate diet

r. Nutrition/ High carbohydrate and calories, moderate fat and protein

Week 8-9/Unit: Alterations in Regulation and Metabolism/Endocrine

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Week 9: Presentations

Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in regulation and metabolism.
2. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in regulation and metabolism.
3. Identify priority actions for adults who have an alteration in regulation and metabolism.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in regulation and metabolism.
5. Recognize alterations in pulse oximetry and other laboratory values related to alterations in regulation and metabolism.
6. Discuss the correct use and functioning of therapeutic devices that support regulation and metabolism.
7. Describe the role of the nurse in providing quality care to adults who have an alteration in regulation and metabolism.
8. Identify health care education and safety needs for adults who have an alteration in regulation and metabolism.

Content Topics:

- a. Pathophysiology/ Endocrine/exocrine disorders (thyroid storm, myxedema coma, diabetic ketoacidosis, hyperglycemic-hyperosmolar nonketotic syndrome)
- b. Pathophysiology/ Adrenal disorders (pheochromocytoma)
- c. Pharmacology/ Thyroid hormone synthesis inhibitor
- d. Pharmacology/ Thyroid hormones
- e. Pharmacology/ Insulins
- f. Pharmacology/ Alpha and beta blockers
- g. Pharmacology/ Glucocorticoid and mineralcorticoid hormones
- h. Nutrition/ Diabetic diets

Week 12/Unit: Alterations in Mobility/Movement & Coordination

Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in mobility.
2. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in mobility.
3. Identify priority actions for adults who have an alteration in mobility.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in mobility.
5. Recognize alterations in pulse oximetry and other laboratory values related to alterations in mobility.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

6. Discuss the correct use and functioning of therapeutic devices that support mobility.
7. Describe the role of the nurse in providing quality care to adults who have an alteration in mobility.
8. Identify health care education and safety needs for adults who have an alteration in mobility.

Content Topics:

- a. Pathophysiology/ Degenerative musculoskeletal disorders (osteoarthritis and joint replacement)
- b. Pathophysiology/ Trauma related disorders (fractures and tractions, fat emboli)
- c. Pathophysiology/ Ischemia related disorders (amputations)
- d. Pathophysiology/ Infectious and inflammatory disorders (osteomyelitis)
- e. Pharmacology/ Corticosteroid injections
- f. Pharmacology/ Aminoglycosides
- g. Pharmacology/ Glucosamine chondroitin
- h. Nutrition/ Low calorie diet

Unit Objective: Palliative Care and End of Life

1. Discuss the purpose of palliative care.
2. Describe the purpose of and services provided by hospice.
3. Describe the physical and psychologic manifestations at the end of life.
4. Explain the process of grief and bereavement at the end of life.
5. Describe the nursing management for the dying patient.
6. Examine the cultural and spiritual issues related to end-of-life care.
7. Discuss ethical and legal issues in end-of-life care.
8. Explore the special needs of family caregivers in end-of-life care.
9. Discuss the special needs of the nurse who cares for dying patients and their families.

Unit Objective: Substance Use and Disorders

1. Apply the terms *addiction, addictive behavior, substance misuse, substance abuse, dependence, tolerance, withdrawal, craving, and abstinence* to clinical situations.
2. Relate the effects of substance abuse to its major health complications.
3. Differentiate among the effects of the use of stimulants, depressants, and cannabis.
4. Explain your role in promoting the cessation of tobacco and smoking use.
5. Summarize the nursing management and collaborative care of patients who experience intoxication, overdose, or withdrawal from stimulants and depressants.
6. Describe the incidence and effects of substance abuse and dependence in the older adult.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Tentative Schedule

Week/Dates	Topics	Moodle Assignments	Assigned Readings	Quiz's	Exams
Week 1	CV review Heart failure, & complications Heart failure & Dysrhythmias	Ch 35, Study Guide, Circled questions	Ch 34 pp. 746-763 & Ch 35 Ch 35, Ch 36	Quiz # 1: Ch 35	
Week 2	Holiday: No Class Dysrhythmia's, complications Continued	Ch 36 Study Guide, circled questions	Ch 36	Quiz # 2- Ch 36	
Week 3	Hematologic Disorders Alterations in Regulations & Metabolism: Thyroid Storm, Myxedema coma, Pheochromocytoma	Ch 30 & 31, circled questions Ch 50, circled questions	Ch 30 & 31: Specifically Pp 657-659, & 650-680 Ch 50:	Quiz # 3, Ch 50	
Week 4	Alterations in Immunity: AIDS, Organ transplants Abnormal cell proliferation Alterations in Cognition & Sensation: Increased ICP, Head Injury	Ch 14 & 15: Circled Questions Ch 57, Circled Questions	Ch 14 & 15, Pp 203-224, 226-244. Ch 57: Pp 1356-138644		Exam 1, Ch 30-31, Ch 34, 746-763, Ch 35 & 36, & 50 (All assigned readings)
Week 5	Alterations in Cognition & Sensation: Neuro, Peripheral	Ch 58 & Ch 61 Circled Questions	Ch 58: 1388-1410. Ch 61	Quiz # 4, Ch 58 & 61	

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

	<p>Nerve & Spinal cord injury</p> <p>Alterations in Integument: Trauma, Burns, Malignant Melanoma</p>	Ch 25, Circled Questions	Ch 24, Pp 432-434, Ch 25, Article on Necrotizing fasciitis. (Written review of the article)		
Week 6	<p>Alterations in Mobility: Trauma, Bone Tumors</p> <p>Alterations in Reproduction, Cancers</p>	Ch 63, Circled questions	Ch 63, Pp 1542-1543	Quiz # 5, Ch 54 & 55	Exam # 2: Ch 14, 15, 25, 57, 58, 61(all assigned readings)(article) Presentations Group 1
Week 7	<p>College Closed</p> <p>Alterations GI: Portal Hypertension, Ascites, Diseases of the Liver, Pancreas, Biliary Tract</p>	Ch 44, Circled Questions	Ch 44	Quiz # 6 Ch 44	Presentations Group 2
Week 8	<p>Alterations in Excretion: Uremic/Nephrotic Syndrome, Kidney injury, Cancers, Dialysis, Surgery</p> <p>Midterm Exam</p>	Ch 46 & 47, Circled Questions	Ch 46 & 47		Midterm Exam: (# 3) Comprehensive
Week 9	Alterations in Oxygenation: ARF,	Ch 28 & 29, Circled Questions	Ch 28, Pp 528-558 & 29		

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

	ARDS, SARS, Chest Tube Drainage Continued/Resp			Quiz # 7, Ch 28 & 29	
Week 10	Hemodynamic Monitoring/Critical Care, Cardiogenic Shock, Hypovolemic Shock, Trauma, Septic Shock, DIC Continued	Ch 66, Circled Questions	Ch 66		
		Ch 67, Circled questions	Ch 67	Quiz # 8 Ch 66 & 67	
Week 11	Vascular Disorders: AAA, DVT, Critical Limb Ischemia Exam # 4	Ch 38, Circled Questions	Ch 38		Exam # 4, Ch 28, 29, 66, 67 & 38
Week 12	Oncology: Chemotherapeutic agents, Treatment modalities Continued	Ch 16 , Circled Questions	Ch 16	Quiz # 9, Ch 16	
Week 13	HESI Exam College Closed				
Week 14	Peri & Intra Operative	Ch 18 & 19, Circled Questions	Ch 18 & 19		

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

	Post Operative	Circled Questions	Ch 20	Quiz # 10: Ch 18-20	
Week 15	Exam # 5 Student Choice of Review Topics				Exam # 5, Ch 16, 18, 19, & 20
Week 16	Final Exam Review Final Exam	Review	Review	Review	Final Exam

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

GRADING SCALE		
A	100-90	EXCELLENT!
B	89-80	ABOVE AVERAGE
C	79-70	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	69-60	BELOW AVERAGE
F	59 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Component	Points- if applicable	Weight
Class Participation		5%
Class Assignments/Study Guides		10%
Quizzes in-class		10%
Tests-in class		40%
Cultural Project		10%
Final Exam		20%
HESI Test		5%
TOTAL		100%

Attendance Policy:

Students will be allowed to be absent up to a **maximum of 1 class period** per semester. Students. **MUST** be in their seats and ready to start class at the designated start time of the class. If you are not present at the start time, you will not be allowed to complete the quiz or test if assigned for that class period.

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation.

Please refer to the LCOOCC Student Handbook for the Class Attendance Policy.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the **Vice President of Academic and Student Affairs (715-634-4790 Ext. 117)** at least

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Please refer to the Student Handbook for Academic Misconduct and Plagiarism.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please refer to the LCOOCC ADN Student Handbook pg. 28

Assignments and Tests:

It is well-established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class. If you miss a test or are unable to turn in your assigned work for that particular missed class period, **you will have up to the next class period** to turn in your work or make-up your test **with prior approval from instructor.**

Late assignments and make-up tests **will not** be allowed under any other circumstances.

Please note, assignments are due at the **beginning** of each class period.

Please refer to LCOOCC ADN Student Handbook pg. 21

Reading Assignments:

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused). Quizzes and assignments will be based on your reading assignments due that day.

Special Note Regarding Incompletes:

Please refer to the Student Handbook for the policy on Incompletes

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please also refer to the LCOOCC ADN Student Handbook pg. 56

Final Examinations:

In order to receive credit for the final grade, exams **must** be taken on the designated day during Final Exam week unless prior arrangements have been made with your instructor.

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** *Not having computers or Internet at home is NOT an excuse to be late with homework.*

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values with Course Specific outcomes and with those General Education outcomes that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom.

For this class, the Gikinoo'amaagan Odanokiiwin project is a **10-minute Power Point Presentation of your "Complex Health" Case study. This will identify a Native American Health issue with complex health alterations and complications that occur with the health issue. This is a 2-part project consisting of the "Presenter" and the "the Participants"**

You will be provided with the format for creating your own Case Study which will include the following: (** Remember you must incorporate the Ojibwe Culture in the scenario and treatment plan**)

1. Scenario
2. Rationale/Pathophysiology for the scenario (that supports how you created your scenario-case study)
3. Medications
4. Lab values
5. Diagnosis
6. Treatment plan utilizing the nursing process

Step 1. You must Follow the above guidelines All students will be provided with a timeline for this assignment.

Step 2. Upload on the required information on Moodle, Email or provide hard copy for your fellow students (**participants**) Include **only numbers 1, 3 & 4 in your copy to your fellow students.** (the participants). They are to determine a diagnosis and treatment plan utilizing the nursing process as part of their assignment for the 2-part project. **The Presenter will provide all of the information in your presentation to the class.** This will be a 2-part graded presentation. The presenter will be graded on the power point presentation. The participants will be graded at a lesser percentage on their timeliness of completing the assignment per the assigned timeline and in their ability to identify the correct diagnosis and thoroughness of the treatment plan. **This power point presentation must be 15 minutes in length. This project will be graded on a 75 % - 25 % total. The presenter is graded 75% and each participant is graded 25 %. This is 10 % of the total grade for the course.**

The presenter will also provide feedback to all "participant's" submitted case studies following the provided Case Study Rubric.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

The results of this project will assess students':

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Objective(s)1,2,3,4,5,6,7,8,9,10,11,12)
3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5 and Course Objective(s)1,2,3,4,5,6,7,8,9,10)

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

NOTE: For each *course credit* students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

Course Title: Behavioral Health

Course Number: NSG 216

Credits: 2

Class Times: Fall Semester

Instructor: Instructor Name

E-mail

Office Hours:

Required Text(s):

Gulanick, M., Myers, J. (2018). *Nursing Care Plans* (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-42818-7

Jarvis, C. (2016) *Pocket Companion for Physical Examination and Health Assessment* (7th ed.). Saunders, St. Louis, MO. ISBN: 978-0-323-26537-9

Kee, J., Marshall, S. (2017). *Clinical Calculations* (8th ed.) Saunders, St. Louis, MO. ISBN: 978-0-323-39088-0

Lilley, L., Collins, R., Snyder, J. (2017). *Pharmacology and the Nursing Process* (8th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-35828-6

Potter, A., Perry, A., Ostendorf, W. (2018) *Clinical Nursing Skills and Techniques* (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-48193-9

Potter, A. Perry, A., Stockert,, P., Hall, A., Peterson, V. (2017). *Clinical Companion for Fundamentals of Nursing* (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-39663-9

Potter, A., Perry, A., Ostendorf, W. (2018). *Skills Performance and Checklists for Clinical Nursing Skill and Techniques* (9th ed.). Mosby, St. Louis, MO. ISBN: 978-0-323-48238-7

Yoost, B., Crawford, L. (2016) *Fundamentals of Nursing*. Mosby, St. Louis, MO. ISBN: 978-0-323-33943-8

Recommended Texts & Other Readings:

Malarkey, L. McMorrow, M. (2012). *Saunders Nursing Guide to Laboratory and Diagnostic Tests*, (2nd ed.). Saunders Publishing, St. Louis, MO. ISBN: 978-1-437-72712-8. (Text book or online)

Mosby's Drug Guide for Nursing Students (2017) - Elsevier eBook on Intel Education Study, (12th Edition). Mosby, St. Louis, MO. ISBN: 9780323448031 (book or online)

Required Equipment:

Royal Blue Scrub Uniform 2 pocket on shirt

Watch with moving hand

Stethoscope

White athletic shoes

Pen light

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Recommended Texts & Other Readings:

Additional readings will include postings on Moodle and in class handouts.

Course Description:

This course covers topics related to the delivery of community and mental health care. Specific health needs of individuals, families, and groups are addressed across the lifespan. Attention is given to diverse and at-risk populations. Mental health concepts concentrate on adaptive/maladaptive behaviors and specific mental health disorders. Community resources are examined in relation to specific types of support offered to diverse populations.

Pre-requisites: Complete first year of NSG courses

This course is required for:

The Associate Degree of Nursing

Course Specific Outcomes:

Upon successful completion of this course, students will be able to:

1. Perform a mental behavioral health assessment on clients with common mental health disorders.
2. Develop an individualized, evidence based plan of care that demonstrates an appreciation of a client's cultural, spiritual, and developmental variations and includes recommendations for the adoption of health-promoting behaviors.
3. Participate as a member of the health care team and client advocate while providing safe, quality care to clients with common mental health disorders.
4. Demonstrate clinical judgment and participate in the evaluation of outcomes when providing care to clients with common mental health disorders.
5. Apply knowledge of pharmacology, nutrition, and psychopathology.
6. Use therapeutic verbal and nonverbal communication that promotes therapeutic relationships with clients and their families, as well as professional relationships with members of the health care team.
7. Use information technologies to access evidence based literature and client information as well as communicate with members of the health care team, accurately documenting client care in a secure and timely manner.
8. Identify, plan, and provide health and safety related education to adult clients and their families in conjunction with members of the health care team.
9. Use organizational and priority setting skills when providing care to clients with common mental health disorders in selected settings.
10. Report concerns related to client safety and the delivery of quality care and participate in activities that promote performance improvement.
11. Provide care to clients and their families while adhering to ethical and legal standards in addition, maintaining accountability and responsibility for care provided.
12. Identify and analyze community health settings in relation to nursing.
13. Identify nursing interventions, health prevention, and illness prevention in community health nursing.
14. Identify Global Health Resources and strategies to implement global health resources

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1. Communication	Skills demonstration	Tests, pop quizzes, project presentation
2. Mathematic Literacy	Skills demonstration	Tests
3. Social Responsibility	Demonstrations	Tests, project presentation
4. Culture	Research	Project Presentation
5. Critical Thinking	Research, readings	Project Presentation
6. Global Awareness	Research, readings	Discussion

Program Outcomes:

- Utilize standards of care in application of the nursing process in caring for clients across the life-span in a variety of care settings.
- Communicate professionally using informatics, written, verbal and nonverbal methods.
- Base nursing care decisions on safe, evidence based practices and nursing judgement, and legal/ethical principles.
- Provide patient-centered, safe, effective, quality, and compassionate care across diverse populations.
- Effectively educate client(s) and their families or caregivers.
- Demonstrate responsibility for care provided, quality improvement of care, and evaluate performance for continuous self-development.
- Lead in a professional manner utilizing interdisciplinary teams.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Culture & Tradition:

The Mission Statement of LCOOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

GRADING SCALE		
A	100-92	EXCELLENT!
B	92-82	ABOVE AVERAGE
C	82-72	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	72-62	BELOW AVERAGE
F	62 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

Component	Points- if applicable	Weight
Class Participation		10%
Quizzes		20%
Case Studies		10%
Cultural Project		5%
Tests		30%
Final Exam		20%
HESI		5%
Total		100%

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Attendance Policy:

Students will be allowed to be absent up to a **maximum of 1 class period** per semester.

Students. **MUST** be in their seats and ready to start class at the designated start time of the class.

If you are not present at the start time, you will not be allowed to complete the quiz or test if assigned for that class period.

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation.

Please refer to the LCOOCC Student Handbook for the Class Attendance Policy.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the **Vice President of Academic and Student Affairs (715-634-4790 Ext. 117)** at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Please refer to the Student Handbook for Academic Misconduct and Plagiarism.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please refer to the LCOOCC ADN Student Handbook pg. 28

Assignments and Tests:

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

It is well-established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class. If you miss a test or are unable to turn in your assigned work for that particular missed class period, **you will have up to the next class period to turn in your work or make-up your test with prior approval from instructor.**

Late assignments and make-up tests **will not** be allowed under any other circumstances.

Please note, assignments are due at the **beginning** of each class period.

Please refer to LCOOCC ADN Student Handbook pg. 21

Reading Assignments:

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused). Quizzes and assignments will be based on your reading assignments due that day.

Special Note Regarding Incompletes:

Please refer to the Student Handbook for the policy on Incompletes

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please also refer to the LCOOCC ADN Student Handbook pg. 56

Mid-term and Final Examinations:

In order to receive credit for the mid-term or final grade, exams **must** be taken on the designated day during Mid-Term Exam week or Final Exam week unless prior arrangements have been made with your instructor.

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** *Not having computers or Internet at home is NOT an excuse to be late with homework.*

Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

Addendum Section

Course assignment are listed on the schedule in the syllabus and on Moodle. The rubric for each assignment will be posted on Moodle and is also available in your ADN Student Handbook, which is also posted on Moodle.

Role of the nurse and standards of practice for mental health nursing

Unit Objectives:

1. Discuss the role and responsibilities of mental health/psychiatric nurses
2. Identify major trends in mental health nursing.
3. Describe the standards of practice of psychiatric and mental health nursing according to the American Nurses Association Statement on the Scope and Standards of Psychiatric Mental Health Nursing Practice.

Content Topics:

Mental Health and Mental Health Issues

Unit Objectives:

1. Compare and contrast criteria for mental health and mental illness.
2. Discuss legal issues that may arise during mental health treatment such as, the patient's right to receive treatment, the patient's right to refuse treatment, the patient's right to informed consent.
3. Describe factors that affect an individual's mental health.
4. Identify attributes or signs of mental health issues.
5. Discuss how age, ethnicity, gender, education, culture, and belief system can affect developing, experiencing, and recovering from psychiatric disorders.
6. Identify settings in which mental health treatment is offered.
7. Discuss each category of the Diagnostic and Statistical Manual of Mental Disorders multiaxial system.
8. Compare and contrast a DSM-IV-TR diagnosis with a nursing diagnosis.
9. Identify how cultural influences could affect making an accurate DSM-IV-TR diagnosis

Content Topics:

Principles of Therapeutic Communication and Application in the Mental Health Setting

Unit Objectives:

1. Describe the nature and goals of the therapeutic nurse-patient relationship.
2. Identify three factors that can interfere with accurate communication between nurse and patient.
3. Demonstrate four techniques that can enhance communication, and discuss what makes them effective during the communication process.
4. Discuss differences between verbal and non-verbal communication.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

5. Discuss the effect on the communication process when there is a lack of understanding of cultural differences.
6. Discuss how confrontation, immediacy, nurse self-disclosure, and role playing can be used by the nurse in a therapeutic relationship.
7. Identify when there is a need for boundaries set between nurse and patient.
8. Describe the importance of self-awareness in the nurse-patient relationship.

Content Topics:

Therapeutic Modalities

Unit Objectives:

1. Describe the tenets behind the following therapeutic models
2. Identify three types of crises and give an example of each
3. Discuss primary goals and phases of crisis intervention.
4. Compare differences between primary, secondary, and tertiary intervention and appropriate interventions.
5. Identify areas to assess during crisis.
6. Identify basic principles of group work
7. Describe the phases of group development.
8. Describe roles group members may adopt.
9. Discuss therapeutic factors that operate in all groups
10. Identify facilitating techniques used by the group leader.
11. Compare the characteristics of a healthy family functioning with a dysfunctional family functioning.
12. Identify several strategies for family intervention.
13. Describe the role of the nurse in family therapy.
14. Describe integrative care.
15. Describe various complementary and/or alternative therapies such as - massage, herbal medications, aromatherapy, acupuncture, acupressure, homeopathy, and chiropractic medicine.
16. Discuss how psychotropic drugs are used in mental health care.
17. Describe how functions of the brain are altered by psychotropic drugs.
18. Identify major categories of psychotropic drugs and discuss the use, action, potential adverse and side effects, and nursing implications of the following:

Content Topics:

- a. Antipsychotics (conventional, atypical)
- b. Antidepressants (tricyclics, selective serotonin reuptake inhibitors (SSRIs) serotonin/norepinephrine reuptake inhibitors (S/NRIs), monoamine oxidase inhibitors (MAOIs), atypical antidepressants)
- c. Bipolars (mood-stabilizers, antichotics)
- d. Sedative/hypnotics (benzodiazepines, benzodiazepine-like drugs, melatonin agonists, barbiturates)
- e. Antianxiolytics (benzodiazepines)
- f. Attention-deficit/hyperactivity disorder drugs (amphetamines/dextroamphetamines, methylphenidate/dexmethylphenidate, methylxanthines, CNS stimulants,

Personality Development

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Unit Objectives:

1. Discuss the relationship between personality development and mental/behavioral disorders.
2. Describe the main theories of personality development.

Content Topics:

- a. Psychoanalytic theory—Freud
- b. Human motivation—Maslow
- c. Interpersonal theory—Sullivan
- d. Psychosocial development--Erikson
- e. Object relations development—Mahler
- f. Cognitive development—Piaget
- g. Moral development—Kohlberg
- h. Nursing interpersonal—Peplau

Anxiety Disorders

Unit Objectives:

1. Identify predisposing factors of anxiety disorders.
2. Describe outcome criteria for each of the identified anxiety disorders.
3. Discuss the action, side effects, potential adverse reactions, and nursing implications for benzodiazepine medications.
4. Discuss coping strategies in the management of stress.
5. Describe clinical manifestations, goals, nursing interventions, and treatment of patients with:

Content Topics:

- a. Obsessive compulsive disorder
- b. Post-Traumatic Stress Syndrome
- c. Panic disorder
- d. Phobias
- e. Generalized anxiety disorders

Mood Disorders

Unit Objectives:

1. Describe biologic and psychosocial theories about the etiology of mood disorders.
2. Differentiate between normal grief reactions and pathological grief behaviors.
3. Describe the emotional, cognitive, behavioral, and physical symptoms associated with depression.
4. Describe three phases of treatment for mood disorders.
5. Identify outcomes, goals and planning for each phase of treatment for mood disorders.

6. Describe risk factors and clues that might signal suicidal thoughts.
7. Develop nursing interventions and communication strategies for patients with depression, mania, and suicide ideation.
8. Compare advantages, actions, side effects and nursing implications for mood stabilizing medications and antidepressants.
9. Discuss electroconvulsive therapy
10. Identify the main characteristics of the following mood disorders:

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Content Topics:

- a. Major depression
- b. Bipolar disorders
- c. Mania/hypomania
- d. Seasonal affective disorder
- e. Premenstrual dysphoric disorder

Personality Disorders

Unit Objectives:

1. Compare and contrast the main characteristics of the three clusters of personality disorders
2. Describe current treatment modalities for patients with personality disorders.
3. Describe the limitations in the use of medications to relieve symptoms associated with personality disorders.
4. Develop nursing interventions and communication strategies for patients with personality disorders.
5. Discuss the importance of setting and keeping clear boundaries when working with persons with personality disorders.

Content Topics:

Cluster A/ paranoid, schizoid, and schizotypal personality disorders
Cluster B/ antisocial, borderline, and narcissistic personality disorders
Cluster C/ dependent, obsessive-compulsive, avoidant personality disorders
Psychotic Disorders

Unit Objectives:

1. Define schizophrenia.
2. Describe the progression of symptoms from prodromal to the acute phase of schizophrenia.
3. Describe five basic categories of schizophrenia.
4. Differentiate among the three phases of schizophrenia regarding symptoms, focus of care, and needs for intervention.
5. Discuss non-pharmacological treatment modalities for patients with schizophrenia that may be beneficial.
6. Describe effective strategies of individual, group, and family therapies that may be helpful for patients with schizophrenia and their families.
7. Describe three common problems associated with severe mental illness.
8. Discuss behavioral and psychological manifestations of severe mental illness in relation to the person's ability to function, their families, and others.
9. Identify evidence-based practices for the care of the severely mentally ill.
10. Discuss the importance of medication and the need for the severely mentally ill to adhere to the regimen
11. Discuss properties of the traditional and atypical antipsychotic drugs such as:

Content Topics:

- a. Target symptoms
- b. indications for use
- c. Adverse effects/toxic effects
- d. Patient/family teaching

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Abuse and Violence

Unit Objectives:

1. Describe the cycle of violence in reference to individual violence and family violence.
2. Describe personality characteristics of an abusive adult.
3. Identify factors that predispose a child or spouse to physical violence.
4. Describe legal responsibilities of health care providers in documentation and reporting of suspected or known family abuse.
5. Discuss assessment indicators and interventions for child, adult, and elder abuse.
6. Identify common reactions and nursing interventions for acute and long-term phases of rape-trauma syndrome.
7. Describe nursing interventions for prevention and management of aggressive behaviors.
8. Identify factors that may be useful in predicting violent behavior.

Content Topics:

Cognitive Impairment Disorders in the Older Adult

Unit Objectives:

1. Discuss the demographics of the older population and the impact on mental health care.
2. Identify components of an assessment of the healthy geriatric patient and the patient with cognitive impairment.
3. Identify the clinical manifestations of a client with Alzheimer's disease.
4. Discuss identified behaviors, goals, and nursing interventions associated with mental health problems in the older adult including
5. Describe potential barriers to mental health care for the older adult.

Content Topics:

Psychiatric Disorders of Children and Adolescents

Unit Objectives:

1. Discuss factors that contribute to child and adolescent psychiatric disorders.
2. Describe treatment modalities for selected disorders of childhood and adolescence
3. Describe the nurse's role in administering medications used to treat psychiatric disorders in children and adolescence.
4. Describe clinical manifestations and intervention strategies for:

Content Topics:

- a. Autism spectrum disorders
- b. Attention deficit hyperactive disorder
- c. Separation anxiety disorder
- d. Mood disorders
- e. Conduct disorder
- f. Adjustment disorders

Community-based Mental Health Nursing

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Unit Objectives:

1. Distinguish between goals and interventions of mental health care in the hospital and the community.
2. Describe the role of the nurse as a member of the interdisciplinary team in caring for chronically ill and/or homeless mentally ill in the community.
3. Discuss the continuum of psychiatric care from the acute care setting to the community setting.
4. Identify community resources for the chronically and/or homeless mentally ill.
5. Discuss barriers to mental health treatment in the community setting.

Content Topics:

Identify Roles in Community Health Nursing

Gikinoo'amaagan Odanokiiwin - Student Work:

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values, with Course Specific Outcomes and with those General Education Outcomes that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom. For this class, the Gikinoo'amaagan Odanokiiwin project is a Homeless/Poverty poster board presentation in which the students will gather information on resources in the community and share their experience with the community. The results of this project will assess students':

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Objective(s)1,2,3,4,5,6,7,8,9,10,11,12)
3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5 and Course Objective(s)1,2,3,4,5,6,7,8,9,10)

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Fall 2018

NOTE: For each *course credit* students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

Course Title: Clinical Care Across the Lifespan Practice II

Course Number: NSG 217

Credits: 3

Class Times: Fall Semester

Instructor: Instructor Name

Office Hours: E-mail [use ONLY your lco.edu account]
[List here as well as posting your office hours outside your office.]

Required Text(s):

Gulanick, M., Myers, J. (2018). Nursing Care Plans (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-42818-7

Jarvis, C. (2016) Pocket Companion for Physical Examination and Health Assessment (7th ed.). Saunders, St. Louis, MO. ISBN: 978-0-323-26537-9

Kee, J., Marshall, S. (2017). Clinical Calculations (8th ed.) Saunders, St. Louis, MO. ISBN: 978-0-323-39088-0

Lilley, L., Collins, R., Snyder, J. (2017). Pharmacology and the Nursing Process (8th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-35828-6

Potter, A., Perry, A., Ostendorf, W. (2018) Clinical Nursing Skills and Techniques (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-48193-9

Potter, A. Perry, A., Stockert, P., Hall, A., Peterson, V. (2017). Clinical Companion for Fundamentals of Nursing (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-39663-9

Potter, A., Perry, A., Ostendorf, W. (2018). Skills Performance and Checklists for Clinical Nursing Skill and Techniques (9th ed.) Mosby, St. Louis, MO. ISBN: 978-0-323-48238-7

Yoost, B., Crawford, L. (2016) Fundamentals of Nursing. Mosby, St. Louis, MO. ISBN: 978-0-323-33943-8

Recommended Texts & Other Readings:

Malarkey, L. McMorrow, M. (2012). Saunders Nursing Guide to Laboratory and Diagnostic Tests, (2nd ed.). Saunders Publishing, St. Louis, MO. ISBN: 978-1-437-72712-8. (Text book or online)

Mosby's Drug Guide for Nursing Students (2017) - Elsevier eBook on Intel Education Study, (12th Edition). Mosby, St. Louis, MO. ISBN: 9780323448031 (book or online)

Required Equipment:

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Royal Blue Scrub Uniform 2 pocket on shirt
Watch with moving hand
Stethoscope
White athletic shoes
Pen light

Recommended Texts & Other Readings:

Additional readings will include postings on Moodle and in class handouts.

Course Description:

This intermediate level clinical course develops the registered nurse (RN) role when working with clients with complex health care needs. A focus of the course is developing skills needed for managing multiple clients across the lifespan. Using the nursing process, students gain experience in adapting nursing practice to meet the needs of clients with diverse needs and backgrounds. This clinical allows the opportunity to develop skills working with the community and behavioral health needs.

Pre-requisites: NSG 118 Clinical Care Across the Lifespan I, NSG 216 Behavioral Health,

This course is required for:

The Associate Degree of Nursing

Course Specific Outcomes:

Upon successful completion of this course, students will be able to:

1. Demonstrate proficiency in performing advanced nursing skills for individuals with health alterations in a variety of settings.
 2. Apply therapeutic communication techniques in providing advanced nursing care for clients throughout the lifespan.
 3. Apply foundational knowledge of the nursing process in providing advanced nursing care for clients throughout the lifespan.
 4. Utilize critical thinking skills in providing collaborative care for clients with selected health alterations in a variety of settings.
 5. Formulate a teaching/learning plan for culturally diverse clients with selected health alterations in a variety of settings.
 6. Demonstrate competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process.
 7. Examine relevant technology for client care and documentation.
 8. Demonstrate professional behaviors and roles of a registered nurse upon entry into practice.
- Methods of Assessment: concept map, care plans, clinical evaluation tool, journaling

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1. Communication	Skills demonstration	Tests, pop quizzes, project presentation
2. Mathematic Literacy	Skills demonstration	Tests
3. Social Responsibility	Demonstrations	Tests, project presentation
4. Culture	Research	Project Presentation
5. Critical Thinking	Research, readings	Project Presentation
6. Global Awareness	Research, readings	Discussion

Program Outcomes:

1. Utilize standards of care in application of the nursing process in caring for clients across the life-span in a variety of care settings.
2. Communicate professionally, using informatics, written, verbal and nonverbal methods.
3. Base nursing care decisions on safe, evidence based practices and nursing judgement, and legal/ethical principles.
4. Provide patient-centered, safe, effective, quality, and compassionate care across diverse populations.
5. Effectively educate client(s) and their families or caregivers.
6. Demonstrate responsibility for care provided, quality improvement of care, and evaluate performance for continuous self-development.
7. Lead in a professional manner utilizing interdisciplinary teams.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Culture & Tradition:

The Mission Statement of LCOOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

GRADING SCALE		
A	100- 92	EXCELLENT!
B	92-82	ABOVE AVERAGE
C	82-72	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	72-62	BELOW AVERAGE
F	62 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

Component	Points- if applicable	Weight
Class Participation		35%
Concept Maps		20%
Journaling		20%
Cultural Project		25%
Clinical Evaluation		P/F
Total		100%

Attendance Policy:

Students will be allowed to be absent up to a **maximum of 1 class period** per semester. Students. **MUST** be in their seats and ready to start class at the designated start time of the class. If you are not present at the start time, you will not be allowed to complete the quiz or test if assigned for that class period.

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation.

Please refer to the LCOOCC Student Handbook for the Class Attendance Policy.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the **Vice President of Academic and Student Affairs (715-634-4790 Ext. 117)** at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Please refer to the Student Handbook for Academic Misconduct and Plagiarism.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please refer to the LCOOCC ADN Student Handbook pg. 28

Assignments and Tests:

It is well-established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class. If you miss a test or are unable to turn in your assigned work for that particular missed class period, **you will have up to the next class period to turn in your work or make-up your test with prior approval from instructor.**

Late assignments and make-up tests **will not** be allowed under any other circumstances.

Please note, assignments are due at the **beginning** of each class period.

Please refer to LCOOCC ADN Student Handbook pg. 21

Reading Assignments:

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused). Quizzes and assignments will be based on your reading assignments due that day.

Special Note Regarding Incompletes:

Please refer to the Student Handbook for the policy on Incompletes

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please also refer to the LCOCC ADN Student Handbook pg: 56

Mid-term and Final Examinations:

In order to receive credit for the mid-term or final grade, exams **must** be taken on the designated day during Mid-Term Exam week or Final Exam week unless prior arrangements have been made with your instructor.

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** *Not having computers or Internet at home is NOT an excuse to be late with homework.*

Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

Addendum Section

Course assignment are listed on the schedule in the syllabus and on Moodle. The rubric for each assignment will be posted on Moodle and is also available in your ADN Student Handbook, which is also posted on Moodle

Gikinoo'amaagan Odanokiiwin - Student Work:

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values, with Course Specific Outcomes and with those General Education Outcomes that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom. For this class, the Gikinoo'amaagan Odanokiiwin project is **a research paper reflecting poverty/homelessness in the Ojibwe community and how it affects the overall health of the community.** The results of this project will assess students':

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Outcome(s)1,2,3,4,5,6,7,8,9,10,11,12)
3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5 and Course Outcome(s)1,2,3,4,5,6,7,8,9,10)

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Course Title: Nursing Skills & Clinical Practice II

Course Number: NSG 218

Credits: 2

Class Times:

Instructor:

Office Hours:

Required Text(s) Required Text(s):

Edelman, C., Mandle, C. (2014). Health Promotions Throughout the Lifespan (8th ed). Mosby, St. Louis, MO. ISBN: 978-0-323-11256-7.

Gulanick, M., Myers, J. (2018). Nursing Care Plans Diagnoses, Interventions, & Outcomes (9th ed). Elsevier, St.Louis, MO. ISBN: 978-0-323-42811-8.

Ladwig, G., Ackley, B., Makic, B. (2017). Mosby's Guide to Nursing Diagnosis (5th ed.). Mosby, St. Louis, MO. ISBN: 978-0-323-39020-0.

Lewis, S., Dirksen, S., Heitkemper, M., Bucher, L. (2014). Medical-Surgical Nursing (9th ed). Mosby, St. Louis, MO. ISBN: 978-0-323-09146-6.

Malarkey, L. McMorrow, M. (2012). Saunders Nursing Guide to Laboratory and Diagnostic Tests, (2nd ed.). Saunders Publishing, St. Louis, MO. ISBN: 978-1-437-72712-8. (Text book or online)

Mosby's Drug Guide for Nursing Students (2017) - Elsevier eBook on Intel Education Study, (12th Edition). Mosby, St. Louis, MO. ISBN: 9780323448031 (book or online)

Nies, M., McEwen, M. (2105). Community/Public Health Nursing (6th ed). Saunders, St. Louis MO. ISBN: 978-0-323-18822-7.

Perry, P., Potter, A., Ostendorf, W. (2014). Clinical Nursing Skills and Techniques (8th ed.).

Varcarolis, E. (2017). Essentials of Mental Health Nursing (3rd ed). Mosby, St. Louis, MO. ISBN: 978-0-323-41536-1.

Recommended Texts & Other Readings:

Lilley, L., Rainforth, S., Snyder, J. (2017) Pharmacology and the Nursing Process, (8th Edition). Mosby, St. Louis, MO. ISBN: 978-0-323-35828-6.

Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-08383-6.

Potter, P., Perry, A., Stockert, P., Hall, A. (2014). Fundamentals of Nursing (8th ed). Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-07933-4

Potter, P., Perry, A., Stockert, P., Hall, A. (2014). Fundamentals of Nursing Study Guide (8th ed). Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-08469-7

Ogden, S., Fluharty, L.(2012).Calculation of Drug Dosages: A Work Text. (9th ed.). Elsevier Mosby Publisher, St. Louis, MO. ISBN #: 978-0-323-07753-8.

Required Equipment:

Royal Blue Scrub Uniform 2 pocket on shirt
Watch with moving hand

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Stethoscope
White athletic shoes
Pen light

Course Description:

This course focuses on the development of advanced clinical skills across the lifespan. Content includes advanced intravenous skills, blood product administration, chest tube systems, basic electrocardiogram interpretation, and nasogastric/feeding tube insertion.

This course is required for:

Associate Degree of Nursing

Course Specific Outcomes:

Upon successful completion of this course, students will be able to:

1. Perform a comprehensive health assessment on adult clients with medical and/or surgical alterations, and identify deviations from normal as well as related health risks.
2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a client's cultural, spiritual, and developmental variations and includes recommendations for the adoption of health-promoting behaviors.
3. Participate as a member of the health care team and client advocate while providing quality care that promotes client safety for adults with medical and/or surgical health alterations.
4. Demonstrate clinical judgment and participate in the evaluation of outcomes when providing care to adult clients experiencing health alterations.
5. Apply knowledge of pharmacology, pathophysiology, and nutrition as well as evidence-based practice to the care of adult clients with medical and/or surgical health alterations.
6. Use verbal and nonverbal communication that promotes therapeutic relationships with adult clients and their families, as well as professional relationships with members of the health care team.
7. Use information technologies to access evidence based literature and client information as well as communicate with members of the health care team, accurately documenting client care in a secure and timely manner.
8. Identify, plan and provide health and safety related education to adult clients and their families in conjunction with members of the health care team.
9. Use organizational and priority setting skills when providing care to adult clients with medical and/or surgical health alterations.
10. Acknowledge the importance of the nurse's role in reporting client safety and quality care concerns and in supporting activities that promote performance improvement.
11. Adhere to ethical, legal, and professional standards while maintaining accountability and responsibility for the care provided to adult clients and their families.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, hands on demonstration with skills check off, and hands on Final skills check off.

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1. Communication	Skills demonstration	Tests, pop quizzes, project presentation
2. Mathematic Literacy	Skills demonstration	Tests
3. Social Responsibility	Demonstrations	Tests, project presentation
4. Culture	Research	Project Presentation
5. Critical Thinking	Research, readings	Project Presentation
6. Global Awareness	Research, readings	Discussion

Program Outcomes:

1. Utilize standards of care in application of the nursing process in caring for clients across the life-span in a variety of care settings.
2. Communicate professionally, using informatics, written, verbal and nonverbal methods.
3. Base nursing care decisions on safe, evidence based practices and nursing judgement, and legal/ethical principles.
4. Provide patient-centered, safe, effective, quality, and compassionate care across diverse populations.
5. Effectively educate client(s) and their families or caregivers.
6. Demonstrate responsibility for care provided, quality improvement of care, and evaluate performance for continuous self-development.
7. Lead in a professional manner utilizing interdisciplinary teams.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Culture & Tradition:

The Mission Statement of LCOOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Skills Schedule: Subject to Change

Week	Reading	Due/skills
<p>1: Client Related Concept/Assessment/Refresh Client Related Concept/Cardiac, Client Related Concept/Airway</p>	<p>Perry: Clinical Nursing Skills and Techniques Chapter 5: Vital Signs Skill 5-1-skill 5-5 Refresher (1 hour)</p> <p>Chapter 6: Health Assessment: Skills 6-1-6-7 Refresher (1 hour)</p> <p>Chapter 24: Performing Chest Physiotherapy Skills 24-1 (1 hour)</p> <p>Chapter 25: Airway Management Skills 25-1-25-5 (1.5 hours)</p> <p>Chapter 26: Closed Chest Drainage Systems Skills 26-1-26-3 (1.5 hours)</p>	<p>HESI Case Study</p>
<p>2: Client Related Concepts/ Intravenous and Vascular Access, Client Related Concepts/Client Related Concepts/Drug Calculations, Client Related Concepts/Safety, Client Related Concepts/Client Education, Client Related Concept/Dressing, Wound Care, Sterile Techniques</p>	<p>Perry: Clinical Nursing Skills and Techniques: Chapter 28: Intravenous and Vascular Access Skills 28-1-28-6 pages 375-394 (Refresher) ((1 hour)</p> <p>Chapter 29: Blood Transfusions Skill 29-1-29-2 pages 395-400(0.5 hours)</p> <p>Chapter 20: Safe Medicine Preparation (0.5 hour refresher)</p> <p>Chapter 21: Oral and Topical Medications Skills 21-1-21-9 pages 251-288 (Refresher)(0.5 hours).</p> <p>Chapter 38: Wound Care and Irrigations Skills 38-1-38-3 [ages 485-496 (1 hour)</p> <p>Chapter 18: Pressure Ulcer Care Skills: 18-1-18-2 pages 227-232 (1 hour)</p> <p>Chapter 39: Dressing, Bandages, and Binders</p>	<p>Please watch video related to IV access, Blood transfusions, Safe medication preparation, Wound care and irrigation, pressure ulcers, dressing changes, and sterile technique prior to coming to class!!!!</p> <p>HESI Case Study</p> <p>Test on chapters 5, 6, 24-26</p>

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

	<p>Skills: 39-1-39-5 pages 497-516(1 hour) Chapter 8: Sterile Techniques Skills 8-1-8-3 pages 85-92 (Refresher) (0.5 hours).</p>	
<p>3: Client Related Concept/Nutrition, Client Related Concept/Diagnostic Procedures</p>	<p>Perry: Clinical Nursing Skills and Techniques: Chapter 30: Oral Nutrition Skills 30-1-30-3 pages 401-406 (0.5 hour refresher) Chapter 31: Enteral Nutrition Skills 31-1- 31-4 pages 407-420 (1.5 hours) Chapter 32: Parenteral Nutrition: Skills 32-1-32-2 pages 421-424 (1.5 hours) Chapter 44: Diagnostic Procedures Skills: 44-1-44-6 pages 603-616(1 hour)</p>	<p>Please watch video related to: Oral nutrition assessment, Enteral nutrition, Parenteral nutrition, and Diagnostic procedures prior to coming to class!!!</p> <p>HESI Case Study</p> <p>Test on chapters 8,18,20,21,28,29,38,39 (1 hour)</p>
<p>4 Client Related Concept/Elimination Client Related Concept/Specimen Collection, Client Related Concept/ Home Care Safety and Teaching</p>	<p>Perry: Clinical Nursing Skills and Techniques: Chapter 33: Urinary Elimination Skills 33-1-33-5 pages 425-446 (1 hour) Chapter 34: Bowel Elimination and Gastric Intubation Skills 34-1-34-4 pages 447-462 (1 hour) Chapter 35: Ostomy Care Skills 35-1-35-3 pages 463-468 (0.5 hour) Chapter 43: Specimen Collection Skills 43-1-43-10 pages 567-602 (0.5 hour) Chapter 41: Home Care Safety Skills 41-1-41-3 pages 529-540 (0.5 hours) Chapter 42: Home Care Teaching Skills: 42-1-42-8 pages 541-566 (1 hour)</p>	<p>Please watch video related to: Urinary elimination, Bowel and Gastric intubation, Ostomy care, Specimen Collection, Home care safety, Home care teaching prior to coming to class!!</p> <p>HESI Case Study</p> <p>Test on chapters 30-32, 44(1 hour)</p>
<p>5</p>	<p>Perry: Clinical Nursing Skills and Techniques:</p>	<p>Please watch video related to: Preoperative and postoperative</p>

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

<p>Client Related Concept/Preoperative and Postoperative Care, Client Related Concept/Disaster Preparedness, Client Related Concept/Palliative Care, Client Related Concept/Emergency Measures for Life Support, Client Related Concept/Exercise and Ambulation, Client Related Concept/Therapeutic use of Heat and Cold</p>	<p>Chapter 36: Preoperative and Postoperative Care Skills: 36-1-36-3 pages 469-480 (0.5 hours) Chapter 14: Disaster Preparedness Skills 14-1-14-3 pages 167-172 (1 hour) Chapter 16: Palliative Care Skills: 16-1-16-3 pages 189-198 (0.5 hours) Chapter 27: Emergency Measures for Life Support Skills: 27-1-27-3 pages 369-374 (1 hours) Chapter 10: Exercise and Ambulation Skills: 10-1-10-2 pages 107-122 (0.5 hours) Chapter 40: Therapeutic Use of Heat and Cold Skills: 40-1-40-4 pages 517-528 (0.5 hours)</p>	<p>care, Disaster preparedness, Palliative care, Emergency Life support, Exercise and ambulation, and Therapeutic use of Heat and cold prior to coming to class!!!!</p> <p>HESI Case Study</p> <p>Test chapters:33-35, 41-43 (1 hour)</p>
<p>Final</p>	<p>Hands-on Skills Test date TBA</p>	<p>Final Test is Cumulative</p>

Course Structure:

This course will be offered face to face and some selected activities will be online through the course management system Moodle. You will use your Moodle account to login to the course from the Moodle login page - <http://moodle3.lco.edu/>

In Moodle, you will access course materials, and resources. At designated times throughout the semester; the class might participate in a blend of self-paced and group-paced activities using Moodle and alternative Internet-based technologies. Activities might consist of chat, blogs, discussion forums, email, journaling, blogging, wikis, and web posting.

Technical Assistance:

If you need technical assistance at any time during the course or to report a problem with Moodle you can:

- Visit the Moodle page: <http://moodle3.lco.edu/>
- Review Moodle: <http://moodle3.lco.edu/>
- For Technical Assistance: helpme@lco.edu

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability, which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the **Disability Services** at disabilites@lco.edu within the two weeks the start of classes to allow sufficient time for any adaptive accommodations to be made.

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

GRADING SCALE		
A	90-100	EXCELLENT
B	80-89	ABOVE AVERAGE
C	70-79	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	61-77	BELOW AVERAGE
F	60 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Skills Grading:

Component	Weight	Percent	Grade
Tests	30%	93-100%	A
Quizzes	20%	85-92%	B
Traditional/Non-Traditional poster board	25%	78-84%	C
Final Students must pass the final in order to pass this course	P/F		
HESI	5%	<60%	F
Participation & Attendance	5%		

Attendance Policy:

Students will be allowed up to a maximum of 1 class period per semester

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards will be placed on Financial Aid Probation.

Please refer to the LCOOCC Student Handbook for the Class Attendance Policy.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability, which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations need to contact the **Vice President of Academic and Student Affairs (715-634-4790 Ext. 117)** at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Academic Honesty & Integrity Policy:

Please refer to the Student Handbook for Academic Misconduct and Plagiarism.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please refer to the LCOOCC ADN Student Handbook pg. 28

Assignments and Tests:

It is well established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class (**extenuating circumstance**). If you miss a test or are unable to turn in your assigned work for that particular missed class period, **you will have up to the next class period to turn in your work or make-up your test with prior approval from instructor.**

Late assignments and make-up tests **will not** be allowed under any other circumstances.

Please note, assignments are due at the beginning of each class period.

Please refer to LCOOCC ADN Student Handbook pg. 21

Reading Assignments:

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused). **Quizzes and assignments will be based on your reading assignments due that day.**

Special Note Regarding Incompletes:

Please refer to the Student Handbook for the policy on Incompletes

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please also refer to the LCOOCC ADN Student Handbook pg. 56

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** **Not having computers or Internet at home is NOT an excuse to be**

late with homework. Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Gikinoo'amaagan Odanokiiwin - Student Work:

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values with Course Specific objectives and with those General Education objectives that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom. For this class, the Gikinoo'amaagan Odanokiiwin project is an interview with a member of the Ojibwe community that will focus on specific cultural beliefs that may affect an overall or specific assessment of the person.

Gikinoo'amaagan odanokiiwin. A poster board presentation reflecting on Cultural components- including obstacles that come into play and how to overcome those obstacles to meet the need of the Ojibwe patient in relation to healthcare preferences according to their health practices based on a specific assessment category.

The Assessment of Obstacles for Health Care based on their Ojibwe Culture will assess the students:

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Objective(s)1,2,3,4,5,6,7,8,9,10)
3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5 and Course Objective(s)1,2,3,4,5,6,7,8,9,10)

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. **Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.**

LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

NOTE: For each *course credit* students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

Course Title: College Writing, Research, and Reading

Course Number: ENG 109

Credits: 4

Class Times:

Instructor: Marc Cioffi

Office Hours:

Required Text(s):

They Say / I Say: The Moves That Matter in Academic Writing (Fourth Edition)
by Birkenstein, Cathy; Graff, Gerald
Edition: 4th
ISBN: 9780393631678

Composition Courseware + eBook + READING & WRITING HANDBOOK
by Hawkes Learning
ISBN: 9781944894740

Required Supplies/Materials:

Flash drive, Hawkes LMS account

Recommended Texts & Other Readings:

Additional readings will include postings on Moodle and in class handouts.

Course Description:

This course is a composition course focusing on research that presents information, ideas, and arguments. Emphasis is on the writing process, critical thinking, and critical reading.

Pre-requisites: C or better in ENG 108.

This course is required for: All degree programs

LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

Course Specific Outcomes:

1. Demonstrate pre-writing, drafting, revising, and editing skills
2. Write effective paragraphs with a topic sentence, supporting body and conclusion.
3. Write an essay with a thesis that is organized logical and well developed.
4. Evaluate writing of others critically and helpfully.
5. Research, take notes, and use proper APA form for a report.

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1, 3, 4, 5, 6	Essays 1, 2, & 3	Organization, Analysis, Critical Thinking, Argument
1, 3, 4, 5, 6	Research Essay	APA, Synthesis
1, 4, 5, 6	Research/Source analysis & evaluation	APA, Critical Thinking, Evaluation
1, 3, 5	Essay revisions & Peer Review	Reflection, Civic Duty

LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

1, 3, 5	Class discussion	Critical Thinking
1, 5	Quizzes	Accurate grammar & punct.

Culture & Tradition:

The Mission Statement of LCOOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

Course Schedule/Outline/Calendar of Events			
Course Outcomes	Week	Topic Section	Due
1, 3	1	<p style="text-align: center;">-Monday- Martin Luther King Day—NO CLASS -Wednesday-</p> <p>Course introductions Syllabus overview Intro to Hawkes Learning</p>	<p style="text-align: center;">-Monday- --- -Wednesday- Hawkes QUIZ</p>
1, 3, 4, 5	2	<p style="text-align: center;">-Monday-</p> <p>Introduction to Rhetoric Rhetorical Situation Introduction to Analysis</p> <p>Essay #1 Assigned (Analysis) -Wednesday-</p> <p>Visual Rhetoric Rhetorical Appeals Facing the Blank Page</p>	<p style="text-align: center;">-Monday- “Lark Song” Kinsella (e) -Wednesday- Poetry selection (e) Hawkes QUIZ</p>
1, 3, 4, 5	3	<p style="text-align: center;">-Monday-</p> <p>Music Drafting an Essay</p> <p style="text-align: center;">-Wednesday-</p> <p>The Revision Process Workshop</p>	<p style="text-align: center;">-Monday-</p> <p style="text-align: center;">-Wednesday- Essay #1 Draft Hawkes QUIZ</p>
1, 3, 4, 5	4	<p style="text-align: center;">-Monday-</p> <p>Introduction to Argument Audience Analysis Rhetorical Appeals</p> <p>Essay #2 Assigned (Argument) -Wednesday-</p>	<p style="text-align: center;">-Monday- Essay #1 Final -Wednesday- Hawkes QUIZ</p>
1, 3, 5	5	<p style="text-align: center;">-Monday-</p> <p>Workshop</p> <p style="text-align: center;">-Wednesday-</p>	<p style="text-align: center;">-Monday- Essay #2 Draft -Wednesday- Hawkes QUIZ</p>
1, 2, 3, 4, 5, 6	6	<p style="text-align: center;">-Monday-</p> <p>Essay #3 Assigned (Exploratory) Introduction to Research</p> <p style="text-align: center;">-Wednesday-</p> <p>Research methods & techniques Evaluating sources Annotating sources</p>	<p style="text-align: center;">-Monday- Essay #2 Final -Wednesday- Hawkes QUIZ</p>
1, 5, 6	7	<p style="text-align: center;">-Monday- -Wednesday-</p>	<p style="text-align: center;">-Monday-</p> <p style="text-align: center;">-Wednesday- Hawkes QUIZ</p>

LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

1, 3, 5	8 Mid-Term Grades due: 3/15	Workshop	-Monday- -Wednesday-	-Monday- -Wednesday- Essay #3 Draft Hawkes QUIZ
---	9		-Monday- Spring Break—NO CLASS -Wednesday- Spring Break—NO CLASS	-Monday- --- -Wednesday- ---
1, 2, 3, 4, 5, 6	10	Essay #4 Assigned (Research Argument)	-Monday- -Wednesday-	-Monday- Essay #3 Final -Wednesday- Hawkes QUIZ
1, 2, 3, 4, 5, 6	11	Introduction to APA	-Monday- -Wednesday-	-Monday- -Wednesday- Hawkes QUIZ
1, 5, 6	12	Structure of an Argument Thesis Body Paragraphs Integrating Sources	-Monday- -Wednesday-	-Monday- -Wednesday- Hawkes QUIZ
1, 3, 5	13	Workshop	-Monday- -Wednesday-	-Monday- -Wednesday- Essay #4 Draft Hawkes QUIZ
1, 3, 5	14		-Monday- Easter Break—NO CLASS -Wednesday-	-Monday- --- -Wednesday- Hawkes QUIZ
TBD	15	Workshop	-Monday- -Wednesday-	-Monday- -Wednesday- Essay #4 Final Hawkes QUIZ
TBD	16	TBD TBD	-Monday- -Wednesday-	-Monday- -Wednesday-
				Final Grades due: 5/17

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level.

LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

Please refer to the Student Handbook for additional data.

GRADING SCALE		
A	100-90	EXCELLENT!
B	89-80	ABOVE AVERAGE
C	79-70	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	69-60	BELOW AVERAGE
F	59 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

Component	Points- if applicable	Weight
Class Participation		10%
Class Assignments		5%
Quizzes		15%
Essay (3 @ 15% each)		45%
Research Essay		25%
Total		100%

Attendance Policy:

Regular attendance is required to do well in this course. I understand “shit happens” and the random things of life can get in the way, so **GET IN TOUCH WITH ME**. Skipping class is different than missing class. If there is something more important than class, let me know—I am sympathetic and we can work together to cover any materials you miss. More than 4 unexcused absences during the semester will compromise your final course grade.

*****DO NOT SKIP CLASS BECAUSE YOU HAVE NOT FINISHED WORK BY THE DEADLINE***** This is a college course—you’re not going to get in “trouble”, and there is no principal’s office I can send you to. If you’re behind, come to class and we can work together to catch up. Skipping class because you have not completed work will only put you further behind. My goal is to help you write well, not to penalize you for invented deadlines.

Weekly quizzes are noted on the schedule of assignments. Complete each quiz by Friday of that week to receive full credit. Partial credit will be given for late submissions.

LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact Lisa Munive, ADA Director 715-634-4790 ext. 132 or lmunive@lco.edu at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Please refer to the current Student Handbook for Academic Misconduct and Plagiarism.

Do not plagiarize. I will know and you will fail.

Accurate use of APA citation and documentation is required. It's boring, but important.

Assignments and Tests:

From time to time you may experience an unexpected event that prevents you from attending class. If you miss a quiz or are unable to turn in your assigned work for that particular missed class period, **you will have 1 week** to turn in your work or make-up your quiz. Late essays will receive a one letter grade deduction (ex. B→C) and will not be accepted after one week past the due date. If there are any issues keeping you from completing work on time, **GET IN TOUCH WITH ME.**

****All four major essays must be completed to pass the course.****

Reading Assignments:

LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused). Class is much more enjoyable and rewarding with a lively discussion. Come to class prepared to discuss and/or write about the assigned readings.

Special Note Regarding Incompletes:

Please refer to the current Student Handbook for the policy on Incompletes.

Mid-term and Final Examinations:

In order to receive credit for the mid-term or final grade, exams **must** be taken on the designated day during Mid-Term Exam week or Final Exam week unless prior arrangements have been made with your instructor.

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** *Not having computers or Internet at home is NOT an excuse to be late with homework.* Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

Addendum Section

Gikinoo'amaagan Odanokiiwin - Student Work:

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values, with Course Specific Outcomes and with those General Education Outcomes that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom. For this class, the Gikinoo'amaagan Odanokiiwin project is the Final Research Essay The results of this project will assess students':

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Objective(s) 1-5)
3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5)

LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

BASIC WRITING RUBRIC					
	3 (Excellent)	2 (Effective)	1 (Developing)	0 (Off-Track)	Score
Structure and Organization	Intro and Conclusion are effective. Paragraphs Well developed with strong topic sentences	Intro/Conclusion Development competent but occasionally weak	Intro/Conclusion weak or missing. Paragraphs underdeveloped, topic sentences are missing or unfocused.	Intro or conclusion missing. Paragraphs undeveloped. Topic sentences missing	
Content and Focus	Content responds to assignment appropriately and with focus	Content responds to assignment appropriately with minor digressions.	Content digresses from assignment enough to distract the reader	Content fails to respond to assignment	
Logic and Flow	Logical and clear. Points are addressed individually and linked appropriately	Logical and clear. Some points are bunched together or not clearly linked	Development is flawed. Logic is unsound. Points are not sufficiently linked	Development is missing or flawed. Points are not linked	
Writing Style	Clear and Concise. Sentences are direct. Tone is appropriate	Sentences are usually clear, concise and tone is appropriate	Occasionally wordy or ambiguous. Tone too informal	Sentences are unclear enough to impair meaning	
Mechanics	Strong skills. Less than 1 error per page	Competent skills. Less than 2 errors per page.	Low skills impair meaning and clarity	Skills are inadequate	
Ojibwe Cultural Knowledge	Writing makes significant connections between the topic and Ojibwe values, culture or people in a	Writing links the topic to Ojibwe values, culture or people in a creative manner	Writing mentions Ojibwe values, culture or people, but barely links any or all to topic	Writing makes no connection to Ojibwe values, culture or people	

LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

	transformative and creative manner.				
Comments					Total

	3 (Excellent)	2 (Effective)	1 (Developing)	0 (Off-track)	Score
Structure & Organization	Intro provided sufficient background on the topic and previews major points. Conclusion is logical, flows from the body of the paper, and reviews major points. Paragraphs Well developed with strong topic sentences	Intro/Conclusion Development competent but occasionally weak	Intro, Conclusion weak or missing. Paragraphs underdeveloped, topic sentences are missing or unfocused.	Intro or conclusion missing. Paragraphs undeveloped. Topic sentences missing	

<p>Focus Content & Flow Style</p>	<p>Topic/thesis statement is clearly stated and well developed. Supporting details appropriate and completely support the topic. Wording is clear, specific and appropriate for the topic and audience, and stays on the topic.</p>	<p>Topic/thesis statement is evident and somewhat developed. Supporting details are generally evident and usually support the topic. Wording is generally clear specific and appropriate for the topic and audience, and occasionally strays from the topic.</p>	<p>Topic/thesis statement is not always clear. Supporting details are only vague or general. Wording is at times not clear, specific, or appropriate for the topic and audience, and often strays from the topic.</p>	<p>Topic/thesis statement is missing. Supporting details are generally missing. Wording is unclear, not specific or inappropriate for the topic, and does not stay on the topic.</p>
<p>Writing Style</p>	<p>Logical and clear. Points are addressed individually and linked appropriately</p>	<p>Logical and clear. Some points are bunched together or not clearly linked</p>	<p>Logic is unsound. Points are not sufficiently linked</p>	<p>No logic. Points are not linked</p>
<p>Mechanics</p>	<p>Clear and Concise. Sentences are complete, clear, concise and varied. Tone is appropriate</p>	<p>Sentences are usually clear, concise and tone is appropriate</p>	<p>Occasionally wordy or ambiguous. Tone too informal</p>	<p>Sentences are unclear enough to impair meaning</p>
<p>Grammar</p>	<p>Rules of grammar, usage, and punctuation are followed.</p>	<p>Competent skills. Less than 2 errors per page.</p>	<p>Low skills impair meaning and clarity</p>	<p>Skills are inadequate</p>

LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

<p>Ojibwe Cultural Knowledge</p>	<p>Writing makes significant connections between the topic and Ojibwe values, culture or people in a transformative and creative manner</p>	<p>Writing links the topic to Ojibwe values, culture or people in a creative manner</p>	<p>Writing makes no connection to Ojibwe values, culture or people</p>	<p>Total</p>	
<p>Comments:</p>					
<p>APA FORMATTING</p>					
<p>Title Page</p>	<p>3 (Excellent) Title page follows APA guidelines for format</p>	<p>2 (Effective) Title Page has 1 or 2 errors</p>	<p>1 (Developing) Title page has 3 or 4 errors</p>	<p>0 (Off-Track) Title Page is missing</p>	<p>Score</p>
<p>Abstract</p>	<p>Well formatted</p>	<p>Has formatting errors</p>	<p>Has formatting errors and does not offer a concise summary of paper</p>	<p>Has formatting errors and does not offer a concise summary of paper Or is missing.</p>	

LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

In text citations	Citations of original works within the body of the paper follow APA guidelines	Has 1 or 2 errors	Has 3 or 4 errors	No Citations in text	
References	Reference page follow APA guidelines for format	Some errors in references	Many errors in references and/or not enough references listed	No List of References	
Comments					Total

Fall 2018

NOTE: For each *course credit* students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

Course Title: Human Anatomy & Physiology I

Course Number: SCI 230

Credits: 4

Class Times: Mondays and Wednesdays
Labs are on Wednesdays

Instructor: Michael Heim

Office Hours:

Required Texts: *Hole's Human Anatomy & Physiology*, 14th Edition
ISBN 978-0-07-802429-0

ditto, Laboratory Manual
ISBN 978-1-259-29563-8

Both are available thru the college bookstore.

Course Description:

This course enables the students to develop a working knowledge of the structure and function of the human body (at the cellular, organ, and system levels). The course includes a laboratory that gives students some practical and clinical experience in addition to reinforcing anatomical and physiological facts. Topics include endocrine system, circulatory and lymphatic systems, immunity, digestive system, nutrition and metabolism, respiratory system, urinary system, reproductive system, growth and development, genetics.

Pre-requisites: SCI 102

This course is required for:

The Associate Degree of Nursing, Associate of Science-Pre-Nursing Degree, and the Associate of Science Degree. It meets the lab science requirement.

Course Specific Outcomes:

Upon successful completion of this course, students will be able to:

1. Define and apply the key terms associated with human anatomy and physiology
Assessment: Tests, Labs, Report

2. Identify and describe the parts of a cell and their function
Assessment: Tests, Labs, Report
3. Summarize cell utilization of energy through the processes of cellular respiration
Assessment: Tests, Labs
4. Describe the general characteristics and function of the major tissue types
Assessment: Tests, Labs, Report
5. Identify the cells and organs of the major organ systems
Assessment: Tests, Labs, Report
6. Analyze changes in function influencing body wellness and disease
Assessment: Tests, Labs, Report

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1	Exams, Lab tests, Project Report	Via scoring rubric
4	Project Report	Via scoring rubric
5	Lab tests, Project Report	Via scoring rubric

Culture & Tradition:

The Mission Statement of LCOOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

Course/Schedule/Outline/Calendar of Events			
Course Outcomes	Week	Topic Section	Course Assessment
1,2,4,5	1	Chap. 1: Intro to Anatomy & Physiology Lab: Exercise 1: Science Methods & Measurements. Exercise 2: Body Organization & Terminology	Tests, Lab
1,3,	2	Chap. 2: Chemical Basis for Life Lab: Exercise 3: Chemistry of Life Exercise 4: Care & Use of the Microscope	Tests, Lab
1,2	3	Chap. 3: Cells Lab: Exercise 5: Cell Structure & Function Exercise 6: Movements Thru Cell Membranes. Cell Membrane video	Tests, Lab
1,2,3,5	4	Cells continued. Review for Test #1 Lab: Lab Test #1 on Exercises 1-6 Exercise 7: Cell Cycle & video	Tests, Lab
1,2,3,4,6	5	Test #1 on Chap. 1-3. Begin Chap. 4: Cellular Metabolism Lab: Exercises 8, 9, 10: Epithelial, Connective, Muscle & Nerve Tissues	Tests, Lab
1,2,3,4,6.	6	Chap. 4 continued: Cellular Metabolism Lab: Lab Test #2 on Exercises 7-10. Exercise 11: Integumentary System	Tests, Lab
1,4,5	7	Chap. 5: Tissues Lab: Exercises 13 & 14: Organization of the Skeleton & Skull	Tests, Lab
1,2,3,4,5,6	8	Chap. 6: Integumentary System. Review for Test #2 Lab: Lab Test #3 on Exercises 11, 13, 14. Exercise 18: Joints	Tests, Lab Mid-Term grades due
1,2,3,4,5,6	9	Test #2 on Chap. 4-6 Lab: Exercises 19-23: Mink muscles dissection YouTube. Muscles of all general parts of the body	Tests, Lab
1,4,5	10	Chap. 7: Skeletal System Lab: Exercise 54: Mink Dissection Musculature	Tests, Lab

1,4,5	11	Chap. 8: Joints of the Skeletal System Lab: Lab Test #4 on mink musculature. Exercise 25: Nervous Tissue & Nerves	Tests, Lab
1,4,5,6	12	Chap. 9: Muscular System. Review for Test #3 Lab: Exercises 26, 28: Brain & Spinal Cord	Tests, Lab
1,4,5,6	13	Test #3 on Chap. 7-9 Lab: Lab Test #5 on Exercises 25, 26, 28 (do at 8:30; lecture last) Exercises 31-35: Somatic & Special Senses: Smell, Taste, Hearing, Equilibrium & Sight	Tests
1,2,4,5,6	14	Schedule adjustment Lab: Present & submit Reports on Weds. Nov. 28th	Tests, Lab, Project Report
1,2,3,4,5,6	15	Schedule adjustment, review for lab test & final, Lab: Lab Test #6 on Exercises 31-35. Dissection video	Tests, Lab
1,2,3,4,5,6	16	Final Exam scheduled for Monday December 10 th , 2018	Test
			Final Grades due

Evaluation Procedures and Grading Criteria:

Component	Weight
Lab Participation	20%
Tests	40%
Report	20%
Final Exam	20%
Total	100%

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

GRADING SCALE		
A	100-90	EXCELLENT!
B	89-80	ABOVE AVERAGE
C	79-70	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	69-60	BELOW AVERAGE
F	59 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT

P	N/A	PASS
---	-----	------

Attendance Policy:

I expect everyone enrolled in the class to attend all lectures and to participate in discussions and activities. If a student is absent it is their responsibility to get notes (from other students) and handouts (from the instructor) for the day missed.

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

****IMPORTANT*******Students with Disabilities***

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the **ADA Coordinator (715-634-4790 Ext. 132)** within two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Please refer to the current Student Handbook for Academic Misconduct and Plagiarism.

Assignments and Tests:

Assignments are due by the **beginning** of the class period.

Quizzes may cover handouts, reading assignments, and lab notes.

It is well-established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class. It is your responsibility to notify the instructor of a pre-arranged absence and to make up any missing work or quizzes before the beginning of the second class session after the one missed. Missed quizzes/tests will be proctored by Student Support Services. An appointment must be made with them. If no prior arrangements have been made, a reduction of 10% per class day for late assignments, quizzes, and tests will be enforced.

A student may make up one missed lab, for whatever reason, by writing a research paper on the topic. The points for any other labs missed will be forfeited.

Reading Assignments:

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused).

Special Note Regarding Incompletes:

Please refer to the current Student Handbook for the policy on Incompletes.

Final Examination:

In order to receive credit for the final grade, the exam **must** be taken on the designated day during Final Exam week unless prior arrangements have been made with your instructor.

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** *Not having computers or Internet at home is NOT an excuse to be late with homework.* Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

Addendum Section

The syllabus as well as major assignment directions and rubrics are posted on the course Moodle site.

Gikinoo'amaagan Odanokiiwin - Student Work:

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values, with Course Specific Outcomes and with those General Education Outcomes that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom. For this class, the Gikinoo'amaagan Odanokiiwin project is a Project Report. Following APA guidelines, each student will write a different five page, double-spaced report on an injury that could typically be sustained during a traditional Anishinabe cultural activity. The report which follows APA guidelines must consist of concepts and terminology from the course chapters, describe the anatomical and physiological nature of the injury and of the healing process. A minimum of ten different Ojibwemowin nouns and verbs along with their English equivalents must be incorporated. The cover page and the last page listing the cited literature are not to be included in this five page requirement. “Cited

literature” means that you must cite the source in the body of the report at the end of the sentence or paragraph where it is used. A minimum of five literature citations must be included. Do not use your text as a citation, but if you choose to use information from the text, mention this in your report. This report will then be presented orally to the class by the student.

The results of this project will assess students’:

- Ability to communicate effectively. (Gen. Ed. 1)
- Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Outcomes 1,2,3,4)
- Ability to locate, gather, and synthesize information. (Gen. Ed. 5)

Fall 2019

NOTE: For each *course credit* students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

Course Title: Human Anatomy & Physiology II

Course Number: SCI 231

Credits: 4

Class Times: Mondays and Wednesdays 201

Labs are on Wednesdays

Instructor:
Michael Heim

Office Hours:

Required Texts: *Hole's Human Anatomy & Physiology*, 14th Edition

ISBN 978-0-07-802429-0

ditto, Laboratory Manual
ISBN 978-1-259-29563-8

Both are available thru the college bookstore.

Course Description:

This course enables the students to develop a working knowledge of the structure and function of the human body (at the cellular, organ, and system levels). The course includes a laboratory that gives students some practical and clinical experience in addition to reinforcing anatomical and physiological facts. Topics include endocrine system, circulatory and lymphatic systems, immunity, digestive system, nutrition and metabolism, respiratory system, urinary system, reproductive system, growth and development, genetics.

Pre-requisites: SCI 230 Human Anatomy & Physiology I

This course is required for:

The Associate Degree of Nursing, Associate of Science-Pre-Nursing Degree, and the Associate of Science Degree. It meets the lab science requirement.

Course Specific Outcomes:

Upon successful completion of this course, students will be able to:

1. Define and apply the key terms associated with human anatomy and physiology
Assessment: Tests, Labs, Report
2. Identify and describe the parts of a cell and their function
Assessment: Tests, Labs, Report
3. Summarize cell utilization of energy through the processes of cellular respiration
Assessment: Tests, Labs
4. Describe the general characteristics and function of the major tissue types
Assessment: Tests, Labs, Report
5. Identify the cells and organs of the major organ systems
Assessment: Tests, Labs, Report
6. Analyze changes in function influencing body wellness and disease
Assessment: Tests, Labs, Report

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1	Exams, Lab tests, Project Report	Via scoring rubric
4	Project Report	Via scoring rubric
5	Lab tests, Project Report	Via scoring rubric

Culture & Tradition:

The Mission Statement of LCOOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

Course Schedule/Outline/Calendar of Events			
Course Outcomes	Week	Topic Section	Course Assessment
1,2,3,4,5,6	1	Chap. 11: Nervous System Divisions Lab: Endocrine YouTube. Exercise 36: Endocrine system	Tests, Lab
1,2,3,4,5,6	2	Finish Chap. 11 Lab: Exercise 37: Blood cells & blood typing	Tests, Lab
1,3,4,5,6	3	Chap. 12: Nervous System Senses Lab: Exercise 38-39: Heart structure & cardiac cycle	Tests, Lab
1,2,3,4,5,6	4	Finish Chap. 12 Review for Test #1 Lab: Exercises 40-41: Blood vessels	Tests, Lab
1,2,3,4,5,6	5	Test #1 on Chap. 11-12 Chap. 13: Endocrine System Lab: Exercises 42-43: Lymphatic & digestive systems	Tests, Lab
1,2,3,4,5,6	6	Finish Chap. 13 Lab: Exercises 46: Respiration Review for lab test 36-46	Tests, Lab
1,2,3,4,5,6	7	Chap. 14: Blood Lab: Exercise 55: Mink dissection: Cardiovascular system	Tests, Lab
1,2,3,4,5,6	8	Finish Chap. 14 Review for Test #2 Lab: Lab Test #1 on mink cardiovascular system & Lab Test #2 on Exercises 36-46	Tests, Lab Mid-Term grades due
1,2,3,4,5,6	9	Test #2 on Chap. 13-14	Tests, Lab

		Chap. 15: Cardiovascular system Lab: Exercises 48-49: Urinary system	
1,2,3,4,5,6	10	Finish Chap. 15 Lab: Exercise 56: Mink dissection: Digestive system	Tests, Lab
1,2,4,5,6	11	Chap. 16: Lymphatic System Lab: Lab Test #3 on mink digestive system Exercises 50-51: Reproductive systems	Tests, Lab
1,2,3,4,5,6	12	Finish Chap. 16 Review for Test #3 Lab: Exercise 57: Mink dissection: Respiratory system	Tests, Lab
1,2,3,4,5,6	13	Test #3 on Chap. 15-16 Chap. 17: Digestive System Lab: Lab Test #4 on mink respiratory system Exercise 52: Fertilization & early development 'Supersize Me' DVD	Tests, Lab
1,2,3,4,5,6	14	Present & submit Reports on Weds. Finish Chap. 17 Lab: 'Homo Toxicus' DVD	Tests, Lab, Project Report
1,2,3,4,5,6	15	Wrap-up, review for final Lab: Lab Test #5 on Exercises 48-52	Tests, Lab
1,2,3,4,5,6	16	Final Exam scheduled for Monday 2019	Test
			Final Grades due

Evaluation Procedures and Grading Criteria:

Component	Weight
Lab Participation	20%
Tests	40%
Report	20%
Final Exam	20%
Total	100%

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

GRADING SCALE		
A	100-90	EXCELLENT
B	89-80	ABOVE AVERAGE
C	79-70	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	69-60	BELOW AVERAGE

F	59 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

Attendance Policy:

I expect everyone enrolled in the class to attend all lectures and to participate in discussions and activities. If a student is absent it is their responsibility to get notes (from other students) and handouts (from the instructor) for the day missed.

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the **ADA Coordinator (715-634-4790 Ext. 132)** within two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Please refer to the current Student Handbook for Academic Misconduct and Plagiarism.

Assignments and Tests:

Assignments are due by the **beginning** of the class period.

Quizzes may cover handouts, reading assignments, and lab notes.

It is well-established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class. It is your responsibility to notify the

instructor of a pre-arranged absence and to make up any missing work or quizzes before the beginning of the second class session after the one missed. Missed quizzes/tests will be proctored by Student Support Services. An appointment must be made with them. If no prior arrangements have been made, a reduction of 10% per class day for late assignments, quizzes, and tests will be enforced.

A student may make up one missed lab, for whatever reason, by writing a research paper on the topic. The points for any other labs missed will be forfeited.

Reading Assignments:

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused).

Special Note Regarding Incompletes:

Please refer to the current Student Handbook for the policy on Incompletes.

Final Examination:

In order to receive credit for the final grade, the exam **must** be taken on the designated day during Final Exam week unless prior arrangements have been made with your instructor.

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** *Not having computers or Internet at home is NOT an excuse to be late with homework.* Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

Addendum Section

The syllabus as well as major assignment directions and rubrics are posted on the course Moodle site.

Gikinoo'amaagan Odanokiiwin - Student Work:

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values, with Course Specific Outcomes and with those General Education Outcomes that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom. For this class, the Gikinoo'amaagan Odanokiiwin project is a Project Report. Following APA guidelines, each student will write a different five page, double-spaced report on an injury that could typically be sustained during a traditional Anishinabe cultural activity. The report which follows APA guidelines must consist of concepts and terminology from the course chapters, describe the anatomical and physiological nature of the injury and of the healing process. A minimum of ten different Ojibwemowin nouns and verbs along with their English equivalents must be incorporated. The cover page and the last page listing the cited literature are not to be included in this five page requirement. "Cited literature" means that you must cite the source in the body of the report at the end of the sentence or paragraph where it is used. A minimum of five literature citations must be included. Do not use your text as a citation, but if you choose to use information from the text, mention this in your report. This report will then be presented orally to the class by the student.

The results of this project will assess students':

- Ability to communicate effectively. (*Gen. Ed. 1 Communication*)
- Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (*Gen Ed. 4 Culture /and Course Outcomes 1,2,3,4*)
- Ability to locate, gather, and synthesize information. (*Gen. Ed. 5 Critical Thinking*)

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Spring 2019

Authored by Dr. Deb Anderson updated 1/19

NOTE: For each *course credit* students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three credit course, this means about six hours per week of work outside of class.

Course Title: Microbiology

Course Number: SCI 232

Credits: 4 credits [3 lecture credits (3 hrs./wk) and 1 laboratory credit (2 hrs./wk)]

Class Times:

Instructor: Dr. Deb Anderson

Office Hours:

Required Text(s): Anderson, D.G., Salm, S. Allen, D. and Nester, E. 2016 *Nester's Microbiology: A human perspective*, 8th ed. New York, NY: McGraw Hill Co. Inc. ISBN: 978-0-07-353359-3

Laboratory Manual: Johnson, T.R. & Case, C. L. (2016). *Laboratory Experiments in Microbiology*, 11th ed. U.S.A. Pearson Education, Inc. ISBN: 978-0-321-99493-6

Recommended Texts & Other Readings:

Website: www.mhhe.com/nester8e

Course Description:

The course emphasizes fundamentals of microbiology, through lecture and laboratory skills; topics on history, morphology, and physiology; nutritional growth and metabolism; immunology; the techniques used in the identification of microorganisms; along with the microbial diseases of body systems. The impact on the spread of diseases and type of control will be demonstrated. Common causes and sources of infection will be demonstrated, along with analysis of clinical applications and recent chemotherapy—antibiotics and immunology discoveries known to combat the powerful microbes. The students will be exposed to a diversity component upon which students may be exposed to diversity for healthcare disparities across different cultural, socio-economic, gender, age, and disability backgrounds that apply to infectious disease.

Pre-requisites: ENG 109, SCI 101 OR SCI 230 (adding SCI 101 OR will be requested this sem.)

This course is required for:

Associate of Science in Science Degree, Associate of Science in Pre-Nursing Degree and Associate Degree of Nursing.

Course Specific Outcomes:

Upon successful completion of this course, students will be able to:

1. Demonstrate the basic principles and lab techniques of microbiology. (lab and Ch. 3) **Assessment:** lab participation with completed lab reports.
2. Identify the structures and functions of the prokaryotic cell and contrast these with eukaryotic cells. (Ch. 3)
3. Define the significant metabolic processes of the microbes and relate environmental factors that affect their growth.(Ch. 5 & 6)
4. Describe how prokaryotes are identified, classified and named. (Ch. 10)
5. Outline mechanisms of infection and explain factors that lead to pathogenicity. (Ch. 16)
6. Explain the characteristics of a pathogen or of a host and it's application in public health and disease patterns. (Ch. 19)
7. Identify medically and culturally important microbes, the disease they cause, and their transmission, prevention and specific clinical manifestations. (Ch. 21-24, 26) **Assessment:** Research Presentation for the Student Learning Project Gikinoo'amaagan Odanokiiwin assessed with scoring rubric.
8. Describe factors that influence growth of microorganisms in foods. (Ch. 31)

Outcomes 1-8 Assessment also by means of test embedded questions and test item analysis.

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1	Student Learning Project (Gikinoos'amaagan Odanokiiwin) Research Presentation	Presentation Rubric
4	Student Learning Project (Gikinoos'amaagan Odanokiiwin) Research Presentation	Presentation Rubric
5	Student Learning Project (Gikinoos'amaagan Odanokiiwin) Research Presentation	Presentation Rubric

Program Outcomes:

NA

Culture & Tradition:

The Mission Statement of LCOOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

Microbiology Lecture Topics Covered (Tentative Schedule)

Lecture

Schedule (tentative)

Topic

Chapter Readings

Week 1

MLK Holiday

Introduction to course syllabus, text, and website 1

(1/21-25)

Microbial World and You

Week 2	Ch. 1 continue Microscopy and Cell Structure (Just Prokaryotic)	1 3
Week 3	Ch. 3 continue Dynamics of Microbial Growth	3 4
Week 4	Control of Microbial Growth Test 1 Review , Catch-up and Help Session	5
Week 5 (2/18-22)	Test 1: Ch. 1,3,4,5 Metabolism: Fueling Cell Growth Emphasis on Prokaryotic Cell differences from Eukaryotic Cells Handout "A Scientist Walks Into A Bar"	6
Week 6	Ch. 6 continue Identifying and Classifying Microorganisms	6 10
Week 7	Diversity of Bacteria and Archaea	11
Week 8 (3/11-15)	Eukaryotic Members of Microbial World Test 2 Review , Catch-up and Help Session	12
Week 9	Spring Break: March 18-March 22	
Week 10	TEST 2: Chapters 6, 10,11,12 Viruses, Viroids and Prions	13
Week 11	Host -Microbe Interactions (https://ed.ted.com/lessons/how-the-food-you-eat-affects your gut_shilpa)- 5min. loaded on Moodle Epidemiology	16 19
Week 12	Antimicrobial medications Test Review , Catch-up and Help Session	20
Week 13	TEST 3: Chapters 13,16,19,20 Respiratory Infections	21
Week 14	EASTER MONDAY HOLIDAY FIELD TRIP-WI Veterinary Diagnostic Laboratory, Barron, WI	
Week 15	Skin Infections & Wound Digestive System Infections	22/23 24

(<https://ed.ted.com/lesson/the-surprising-cause-of-stomach-ulcers-rusha-modi?utm-sour>)

*****Research Presentations in lab**

Week 16 Blood and Nervous System Infections 25/26
 Food Microbiology-may cover some in lab 30
*****Research Presentations in lab**

Week 17 **Test Review, Catch-up and Help Session**
 (5/13-16) **FINAL EXAM-May 15: Chapters 21-26, 30 select parts -just what's covered in lectures.**

IF there is a science field trip to some place of scientific interest (for example: science museum, microbiological clinical lab etc.) taking place during the semester we may try and work it into the schedule in place of a lab. The date and place will be announced in class.

*** For this class, the Gikinoo'amaagan Odanokiiwin project is to research a medically important microbe that is prevalent in Native American populations, the disease it causes, and it's transmission, prevention and specific clinical manifestations and perform a research presentation to the class. Each student will be responsible for sharing a **10 min. presentation** on the information researched to the class Week 15 &16 in lab. Students will sign up for a presentation time. Format and grading rubric for presentation will be provided (see Addendum of Syllabus).

MICROBIOLOGY LABORATORY SCHEDULE
 (TENTATIVE)

Lab Schedule	Topic	Lab Manual Exercise
Week 1 (1/21-25)	No lab first day of class	
Week 2	Use and Care of the Microscope	Ex 1
Week 3	Transfer of Bacteria: Aseptic Technique (Shortened to 1 broth culture and 1 slant-save broth for Ex.9)	Ex 4
Week 4	Staining Methods Preparation of Smears and Simple Staining Follow-up on Ex. 4	Pages 43-44 Ex 5
Week 5 (2/18-22)	No lab on test day-Mon. Negative Staining	Ex 6
Week 6	Gram Staining -start and let smears dry Finish and Collect Lab reports for Evaluation Ex. 1,4,5,6- Mon.3/25 Gram Staining-finish	Ex 7 Ex 7

Week 7	Pour Nutrient Agar Plates for Ex. 11 (4/person) Structural Stains (Just Endospore)-use saved broth from Ex. 4	Ex 9
Week 8 (3/11-3/15)	Isolation of Bacteria by Dilution Techniques (Streak Plates only-skip pour plates) Ex. 11 follow-up Weds.	Ex 11
Week 9	Spring Break: March 18-March 22 No class and lab	
Week 10 (3/25-29)	No Lab Test Day-Mon. Go over Presentation requirements and topics Finish and Collect Lab reports for Evaluation Ex. 7,9,11-3/27	
Week 11	Chemical Methods of Control Disinfectants And Antiseptics (Bring your own from home)	Ex 24
Week 12	Chemical Methods of Control Antimicrobial Drugs Effectiveness of Hand Scrubbing	Ex 25 Ex 26
Week 13 (4/15-19)	No Lab Test Day-Mon. The Microbial World Fungi: Yeasts and Molds Finish and Collect Lab reports for Evaluation Ex. 24,25,26-Weds.4/11	Pages 249-250 Ex 33
Week 14	EASTER MONDAY HOLIDAY FIELD TRIP-WI Veterinary Diagnostic Laboratory, Barron, WI	
Week 15	Microbes in Food Finish and Collect Lab reports for Evaluation Ex. 33, 55-Weds.4/25 Research Presentations and catch-up, some of Ch. 30	Ex 55
Week 16 (5/6-10)	Research Presentations and catch-up, some of Ch. 30	
Week 17	NO LAB –Finals week	

Evaluation and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

GRADING SCALE		
A	100-90	EXCELLENT
B	89-80	ABOVE AVERAGE
C	79-70	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	69-60	BELOW AVERAGE
F	59 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

Grading Criteria:

Component	Weight	Course Outcome	General Education Outcome
Test 1	18%	1,2,3,8	
Test 2	18%	3,4	
Test 3	18%	5,6	
Final Exam	18%	7	
Research Presentation-Student Learning Project	16%	7,2,3	1,4,5
Lab Participation/Reports	12%	1,3,4	
Total	100%		

Mid-term grade will be 76% on Test average and 24% on Lab Participation/Reports.

Attendance Policy and Assignment/Testing Policy: Individuals who will be missing more than 1 class period at a time please inform me by calling me or leaving a message at my Voice mail: 634-4790 x125. It is your responsibility to find out what you missed and obtain make-up work and lecture notes. You must take the tests at their scheduled times. If for some reason this is entirely not possible due to an emergency you must inform me by test time so we can arrange an alternate time for you to take it. **IF YOU MISS A TEST DUE TO AN EMERGENCY YOU WILL HAVE 1 WEEK (7 days) ONLY TO MAKE UP A MISSED TEST OR YOU WILL BE GIVEN A ZERO FOR THAT TEST.**

No Re-testing you get one chance to take the test. Your ongoing assignment is to read the chapters as we are covering them, learn and study the material to prepare for the tests.

PLEASE FEEL FREE TO COME TO ME IF YOU ARE HAVING PROBLEMS WITH THE COURSE - I AM HERE TO HELP YOU!!!

If for any reason you find yourself unable to continue attending this class, I strongly recommend that you stop at the Registrar's Office and fill out a Withdrawal Form. You need to do this so that you do not jeopardize your GPA and future Financial Aid.

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation.

Please refer to the Student Handbook for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction. So for this course which is a total of 4 credits you can expect 8 hours of study time/week. There are daily chapter readings to help you learn material for the scheduled tests.

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact Lisa Munive, Dean of Academic Affairs at 715-634-4790 x 132 at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

It is the expectation of this course that academic honesty will be maintained. Plagiarism, cheating, communicating or purposely exposing or conveying information to other students who are taking a test will be subject to the college's disciplinary regulations. Please refer to the Student Handbook for Academic Misconduct and Plagiarism.

Reading Assignments:

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused).

Special Note Regarding Incompletes:

Please refer to the Student Handbook for the policy on Incompletes

Mid-term and Final Examinations:

In order to receive credit for the mid-term or final grade, exams **must** be taken on the designated day during Mid-Term Exam week or Final Exam week unless prior arrangements have been made with your instructor.

Computer Use & Cell Phones:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** *Not having computers or Internet at home is NOT an excuse to be late with homework.* Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

CELL PHONES: Please turn off or silence cell phones while in class, leave class if you want to use your cell phone. **NO cell phones, or other electronic devices are to be on during a test.**

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

Addendum Section

Gikinoo'amaagan Odanokiiwin - Student Work:

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values with Course Specific objectives and with those General Education objectives that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom. For this class, the Gikinoo'amaagan Odanokiiwin project is to research a medically important microbe that is prevalent in Native American populations, the disease it causes, and it's transmission, prevention and specific clinical manifestations and perform a research presentation to the class.

The results of this project will assess students':

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Objective(s) 7)
3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5)

Microbiology Presentations Rubric- Updated 1/15/16

Student name: _____

Presentation Subject: _____

Project Presentation Score (21 points possible): Score = /21 = %

	Poor(1 pt.)	Average(2 pts.)	Excellent(3 pts.)
Introduction, prevalence in Native American population.	Poor Introductory. No reason topic was picked given or presenter doesn't say what they want to learn. Little background information given.	Average Introductory comments with reason for picking topic expressed but not clearly expressed. Some background information on field of study	Why the topic was picked and what presenter wants to learn is clearly explained, personal reasons or interest expressed in topic given. Background information on the field of study.
Knowledge of Subject:	Presenter did not evaluate the material that has already been published. Material was not organized, evaluated or summarized sufficiently to inform the listener about the state of current research on the topic. Material not current.	Presenter did not fully evaluate the material that has already been published. Some of the material was organized, evaluated and summarized but there were gaps or material wasn't as current as it could be to inform the listener about the state of current research on the topic.	Presenter provided a critical evaluation of material that has already been published. The presenter organized, integrated, evaluated, and summarized previously published material to inform the listener about the state of current research on the topic.
Relationship of Subject to Microbiology Course	Poor. Microbiology purpose not clear, information disjointed or inadequate.	Often engaging, but some information seems off-topic or irrelevant to Microbiology.	Engaging. Information is relevant to microbiology concepts. Excellent details.
Organization, Format and Presentation	Poor. Struggles often to find words. Reads most of presentation. Distracting. Sways, Poor use of hands. Poorly organized presentation	Reads a few times a minute, struggles sometimes to find words. Usually engaging, but had moments of neutrality or distracting nervousness. Average organization on presentation.	Excellent. Engaging, Does not read from notes or slides. Expresses ideas fluently in own words, uses gestures. Good organization on presentation.
Materials Used for Presentation:	Poor visual aids (powerpoint, handouts, board drawings etc	Average visual aids (powerpoint, handouts, board drawings etc	Excellent visual aids (powerpoint, handouts, board drawings etc.)
Response to questions/ feedback	Presenter didn't know the answers to many questions.	Responded to questions but with short not well thought out answers.	Responded thoughtfully and thoroughly to questions.
References Cited	One or two references. NO apparent use of APA format. Questionable web sites or references.	Less than 5 distinct references. Some issues with APA format, references and citations. Over-reliance on popular press	At least 5 distinct references cited and all citations are referenced with APA. All Scholarly references.

Grade Evaluation: 90-100% A Additional Comments for Student:

80-89% B
70-79% C
60-69% D
Below 60% F

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

Spring 2019

NOTE: For each *course credit* students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three credit course, this means about six hours per week of work outside of class.

Course Title: Human Growth and Development

Course Number: PSY 242

Credits: 3

Class Times: online

Instructor: Jorge Conessa-Sevillia

Office Hours: by appointment

Required Text(s): Essential of Human Development- Kail/Cavanaugh
ISBN:978-1-133-943440

Required Supplies/Materials: *Flash Drive, LCOOCC Student Writing Handbook*

Recommended Texts & Other Readings: *as posted on Moodle*

Course Description: The study of human development through the life span will be discussed. An interdisciplinary and cross-cultural approach will be employed, emphasizing biological, psychological, and social factors influencing the process of development throughout the entire human life span. An introduction to psychological & behavioral theories and research will be emphasized. This course will assist the student in evaluating and understanding significant aspects of life and to apply the knowledge to everyday professional and personal settings.

This course will emphasize for the cohorts:

This course is a cross-cultural study of the effects of genetics, heredity, and the environment on the growth of children from pregnancy, infant & toddler stages (birth through 36 months) to middle school years. Emphasis will be placed on individuality of child and the adult role in providing a safe and stimulating environment for the development of the very young child from infancy and toddlerhood up to puberty.

Pre-requisites: ENG 108 & ENG 109

This course is required for:

Associate of Arts in Human Services • Pre-Nursing • Early Childhood

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

Course Specific Outcomes:

Upon successful completion of this course, the learner will:

1. Apply the role of attachment theory as it relates to historical trauma in understanding human development.
Assessment: class forum discussion, writing assignments, student project, and journals
2. Define the social systems perspective on family functioning, along with aspects of the environment that support family well-being and development.
Assessment: class forum discussion, writing assignments, student project, and journals
3. Compare concepts that indicate "how" heredity and environment work together to influence complex human characteristics and compare and contrast Western and Ojibwe cultures.
Assessment: class forum discussion, writing assignments, student project, and journals
4. Demonstrate the impact of home, educational programs, child care, and media on mental development in childhood & adolescence in Ojibwe and other cultures.
Assessment: class forum discussion, writing assignments, student project, and journals
5. Illustrate major trends in body growth and cognitive development during infancy, early and middle childhood, and adolescence.
Assessment: class forum discussion, writing assignments, student project, and journals
6. Contrast emerging adulthood, middle adulthood and older adulthood in Western and Ojibwe culture. Explain the major trends biological and cognitive areas.
Assessment: class forum discussion, writing assignments, student project, and Journals

Due Dates at a Glance

March 14, Midterm Exam

March 26, Projects 1 and 2 are due (Story Book and Brochure)

May 5, Project 3 is due (Historical Trauma)

May 13, Final Exam

General Education Program Outcomes:

Students receiving an associate degree will:

1. **Gen Ed 1 Communication:**
Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.
2. **GEN ED 2 Mathematic Literacy:**
Students demonstrate a strong foundation in mathematical concepts, processes and structure.
3. **GEN ED 3 Social Responsibility**
Civic Responsibility includes the skills and awareness necessary to live as responsible,

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

ethical, and contributing citizens of the community, state, nation, and world.

4. **GEN ED 4 Culture: Ojibwe and other Native Cultures**

Students demonstrate understanding of Ojibwe and other Native American culture.

5. **GEN ED 5 Critical Thinking:**

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

6. **GEN ED 6 Global Awareness:**

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

This course measures the following General Education outcomes:

GEN ED	Assignment/Activity	Assessment
Communication	All	Rubric/Quizzes/Final
Social Responsibility	Parent Brochures/PowerPoint	Rubric /Final
Culture	Historical Trauma Project Children's Storybook	Rubric/Presentation Rubric
Critical Thinking	All	Rubric /Final

Culture & Tradition:

The Mission Statement of LCOOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

Course Schedule/Outline/Calendar of Events			
Course Outcomes	Week	Topic Section	Course Assessment
1	1	Chap 1 The Study of Human Development	Discussion forum Quiz
1	2	Chap 2 Biological Foundations: Heredity, Prenatal Development, and Birth	Discussion forum Quiz
1,2,3,4	3	Chap 3 Tools for Exploring the World: Physical, Perceptual, and Motor Development	Discussion forum Quiz
1,2,3,4	4	Chap 4 The Emergence of Thought and Language: Cognitive Development in Infancy and Early Childhood	Discussion forum Quiz Language assignment
1,2,3,4	5	Chap 5 Entering the Social World: Socioemotional Development in Infancy and Early Childhood	Discussion forum Quiz
1,2,3,4	6	Chap 6 Off to School: Cognitive and Physical Development in Middle Childhood	Discussion forum Quiz
1,2,3,4	7	Chap 7 Expanding Social Horizons: Socioemotional Development in Middle Childhood	Discussion forum
1,2,3,4	8	Chap 8 Rites of Passage: Physical and Cognitive Development in Adolescence	Mid-Term
1-6	9	1. Children's Storybook and 2. Brochure due	Two assignments due
1,2,3,4	10	Chap 9 Moving into the Adult Social World: Socioemotional Development in Adolescence Chap 10 Becoming and Adult: Physical, Cognitive and Personality Development in Young Adulthood	Discussion forum Quiz
4,5,6	11	Chap 11 Being with Others: Forming relationships in Young and Middle Adulthood	Discussion forum Quiz
4,5,6	12	Chap 12 Work: Occupational and Lifestyle Issues in Young and Middle Adulthood	Discussion forum Quiz
4,5,6	13	Chap 13 Making it in Midlife: The Biophysical Challenges of Middle Adulthood	Discussion forum Quiz
4,5,6	14	Chap 14 The Personal Context of Later Life Chap 15 Social Aspects of Later Life	Discussion forum Quiz
6	15	Chap 16 The Final Passage: Dying and Bereavement 3. HISTORICAL TRAUMA LIFESPAN Project	Discussion forum Quiz
1-6	16	Final Test	
			Final Grades due

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

GRADING SCALE		
A	100-90	EXCELLENT!
B	89-80	ABOVE AVERAGE
C	79-70	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	69-60	BELOW AVERAGE
F	59 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

Component	Points- if applicable	Weight
Class Participation		25%
Class Assignments		25%
Quizzes & Tests		25%
HISTORICAL TRAUMA LIFESPAN Project		25%
Total		100%

Attendance Policy:

Attendance is counted weekly. You must be present in each discussion forum during the week and have discussion completed on time in the forum. If late, you will lose points for participation.

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

~~Master syllabus- do not make any changes without consulting lead instructor/division chair~~

aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact Linda Johnson, Director of Outreach at 715-812-1040 or ljohnson@lco.edu at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Cheating and plagiarism will **not** be tolerated; disciplinary action will be taken. Copying someone else's work is cheating, and so is allowing someone else to copy your work. Go to www.coedu.usf.edu/~dorn/Tutorials/plagiarism/plagiarism.htm for a tutorial on what constitutes plagiarism and how to avoid it.

Use this URL to check your work before turning it in! <http://www.duplichecker.com/>

Plagiarism is using someone else's ideas without giving credit to the original author. Students who copy passages from books or from the Internet for the weekly assignments will receive **zero** for that part of the assignment

Plagiarism includes:

- Copying another student's assignment and handing it in as though it were your own
- Copying any part of someone else's work
- Copying words directly out of a book for an assignment without using quotation marks around the words copied
- Taking ideas out of a book, even if not using the exact words, without showing in a footnote or other form of citation where those ideas came from
- Copying from the Internet (This is especially dangerous. See the fourth suggestion below.)
- Using another assignment as the current assignment.

How can you avoid having a professor accuse you of plagiarism?

Besides the common-sense answer of not doing things that you already know are considered to be cheating, remember:

- Always write a citation to show where an idea came from, unless you came up with it completely on your own (If you do not know how to do citations, ask one of your professors).

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

- Whenever you use the exact words that are written in a book, put quotation marks around those words; the only time you do not need quotation marks is when a professor wants you to memorize something word-for-word, such as definitions of terms.
- Don't be afraid to express your own ideas about something you read in a book. Sometimes students are afraid that they might not have understood a reading assignment, and that if they copy the words of the author they will be sure to get it right. These students need to realize that the professor knows what is in the reading assignment, and will recognize the words that the students copied.
- **DO NOT COPY FROM THE INTERNET!!!** It is very easy for an instructor to find the source of copied material by taking a phrase from your paper and typing it into a search engine or using any number of plagiarism checkers available.

Trust yourself. Know that you are an intelligent person and that your ideas have value. Use reading assignments to help you develop your ideas, but do not copy the ideas of others.

Take pride in your work. When you have made your best effort to write something in your own words, you can say, "This is really mine, and I know that I did my best."

The above taken from: Mount Ida College, Dr. Madeleine Cousineau.

Please refer to the current Student Handbook for Academic Misconduct and Plagiarism.

Assignments and Tests:

All homework is to be typed and submitted electronically per instructor directions. You will upload it to Moodle. I DO NOT accept handwritten/hard copies.

It is well-established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class. If you miss a test or are unable to turn in your assigned work for that particular missed class period, **you will have 1 class period** to turn in your work or make-up your test.

Reading Assignments:

You will be expected to complete assigned material **before** class. You will be held accountable for the work assigned even if you miss class (excused or unexcused).

Special Note Regarding Incompletes:

Please refer to the current Student Handbook for the policy on Incompletes.

Mid-term and Final Examinations:

In order to receive credit for the mid-term or final grade, exams **must** be taken on the designated day during Mid-Term Exam week or Final Exam week unless prior arrangements have been made with your instructor.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**** *Not having computers or Internet at home is NOT an excuse to be late with homework.* Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

Assignments:

- All homework is to be typed and submitted electronically per instructor directions. You will upload it to Moodle. I DO NOT accept handwritten/hard copies.

Moodle:

- Significant course information and instruction is available only through the Moodle management system- be aware and engage daily in our course Moodle site. Most assignments, other instructions, changes and quizzes/tests, will be located there.
- Read the syllabus carefully and do the same with the Moodle site. This is an online course and as such you must become familiar with your resources and how to use them. Those who are new to Moodle and want video reminders of how to navigate the site can enroll in the Intro to Moodle Page listed - it has videos to update you on various aspects of Moodle usage.

Assignment Format:

All assignments must be downloaded electronically on Moodle

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

Addendum Section: Major Assignments

Children's Story Book *Write your own children's book, using Ojibwe language if at all possible.* The textbook authors note that reading to children is a great way to improve their language

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

skills. Reading is particularly effective when the reader asks the child questions (e.g., “What is this?” “Where is the...” “What did the X say?”) and encourages the child to interact (see tips page 3)

- Keeping in mind the qualities of an effective reading session, that may help to expand their vocabulary.
- What might you do in your book to encourage reader-child interaction?
- How should your book be structured to most effectively engage a child of that age (keep in mind this chapter’s discussion of attention)?
- Create your book. On the last page, explain why you made the choices that you did about your book’s contents and share the information about that stage of development

1. CHOOSE AN AGE CATEGORY

- 0-6 MONTHS
- 6-12 MONTHS
- 12-24 MONTHS
- 24-36 MONTHS

2. CHOOSE TOPIC/STORY LINE

Keep in mind what is appropriate for the ages you have chosen/write up information page for the end of books directed at parents/caregivers

3. DEVELOP STORY

You must include the following elements in your children’s book:

- A cover with a title and illustration
- Clear, easy to read text with no spelling or grammatical errors
- Adult information page
- A minimum of 3 different sources must be used to gather the information.
- Ojibwe language/ or other if justified

4. ADDITIONAL TIPS:

- USE WORD, PUBLISHER, POWER POINT OR ANOTHER PROGRAM THAT ALLOWS YOU TO CREATE ACTUAL PAGES
- USE PICTURES- CLIP ART OR DRAWINGS YOU CREATE
- WE WILL PRINT IN COLOR AND LAMINATE AND BIND FOR YOU
- USE OJIBWE OR ANOTHER LANGUAGE

Children’s Story Book Rubric

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

	5	3	1	SCORE
COVER	Title and illustration on cover clearly relate to the story and entice readers to pick up the book.	Title and illustration clearly relate to the story.	Title and illustration are poorly done or do not relate to the story.	
TEXT	The font and legibility of the text do not interfere with or disrupt communication of ideas to the reader in any area of the work.	The font and legibility of the text interfere with but do not disrupt the communication of ideas to the reader.	The font and legibility of the text interfere with and disrupt the communication of ideas to the reader.	
GRAMMAR AND SPELLING	There are no grammar or spelling errors anywhere in the work.	One or two grammar or spelling errors occur in the work.	Three or more grammar or spelling errors occur in the work.	
USE OF LITERARY DEVICES	Three different literary devices are used in the work.	Two different literary devices are used in the work.	One or no literary devices are used in the work.	
STORY DEVELOPMENT	The story flows very well, includes a great amount of valuable factual information on the topic and is clearly developed. The main idea of the story is developed throughout the book.	The story flows well, however there could be more information on the topic. The main idea of the book is maintained throughout the book. There may be some unnecessary information.	The story is not clearly developed. It goes off topic or has limited information.	
Ages and Stages	All content is aligned with chosen age and stage of child development	Some content fits chosen age and stage	Content does not align with chosen age and stage	
THE ILLUSTRATION SUPPORT OF PLOT	The illustrations help present the plot throughout all areas in the work.	The illustrations help present the plot in a majority of areas throughout the work.	The illustrations help present the plot in only a minority of areas throughout the work.	
EXECUTIONS OF ILLUSTRATIONS	Illustrations are neat and visually pleasing throughout the entire work.	Illustrations are neat and visually pleasing throughout a majority of the work.	Illustrations need more details and attention to visual appearance.	
USE OF OJIBWE/other LANGUAGE	Student verified correct usage with Ojibwe Language instructor & submitted his/her notes	Minimal language used with verification	Incorrect use of language use of language or no language used	
COMMENTS				FINAL SCORE

Gikinoo'amaagan Odanokiiwin - Student Work:

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values with Course Specific objectives and with those General Education objectives that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom. For this class, the Gikinoo'amaagan Odanokiiwin project follows. The results of this project will assess students':

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Objectives 1-6)
3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5)

Ojibwe Cultural Timeline Project: Historical Trauma

Psychology, like all sciences, strives to explain how things work. The science of psychology attempts to understand how human beings and other organisms behave. The goals of psychology usually include the skills of describing, explaining, predicting, and controlling behavior. Critical thinking skills in Psychology promote these skills. The use of these skills will be applied in a research project that takes a look at an Ojibwe historical timeline and how historical trauma affects human growth and development and in turn affects family systems and community life. Students will examine issues from the standpoint of the individual, the family system and the community systems that may or may not exist.

- Students will participate in a project that researches Ojibwe history of historical traumatic events that indicates effects to human growth and development milestones.
- The research will develop and be applied to a timeline of events and the cultural fallout for the Ojibwe culture.
- As the project develops students will take a critical look at issues that surround many Ojibwe families in today's world and examine the psychology behind them and the cultural practices/systems that exist to assist Ojibwe families.
- In tandem students will develop an Ojibwe cultural "timeline" from birth to death and demonstrate milestones from birth to death in Ojibwe Culture.
- Students will identify barriers to healthy human growth and develop today that are linked to the historical trauma of the past.
- Students will present a comprehensive PowerPoint (with accompanying written notes under slides) to demonstrate the links between historically traumatic events and today's issues (link the two timelines) - what can be done to revitalize individuals, communities and the culture to strengthen the growth and development of our people?

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

Example:

Boarding Schools: What were the outcomes to the children in the school/the parents/the community- you should be able to talk about each stage of human development in the discussion:

- What were the effects during the original trauma?
- How did those effects transfer today? What challenges are people facing today if they have descended through a family that experienced this trauma?
- What steps can be taken to improve the situations that exist today?

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

Create a brochure for parents about their child's language development.

Parents, especially first-timers, are often anxious about how well their child is proceeding in terms of language development. This anxiety/eagerness probably comes about because language is such a visible aspect of development, and effective communication helps parents and children have richer interactions.

1. To help parents know what to expect at what point and when to seek professional advice if concerned, create a tri-fold brochure that could be placed in pediatricians' waiting rooms.
2. Make the design appealing and the content accessible (i.e., not too text-heavy and no undefined jargon), but also make the contents substantial enough that the parents will gain valuable information from reading it.
3. As we are an Ojibwe College, you are encouraged to focus/include language development of children in dual language learning with the Ojibwe language.

Checklist to include:

- When do infants first hear and make speech sounds?
- When do children learn new words?
- How do young children learn grammar?
- How well do youngsters communicate?

Other notes to consider:

- A. The Road to Speech
 1. **Phonemes** are unique sounds that can be joined to create words.
 2. Infants can distinguish phonemes soon after birth.
 - B. The Impact of Language Exposure
 1. Not all languages use the same set of phonemes.
 2. Infants can even perceive phonemes that are not used in their native language, but this ability is lost by the first birthday.
 - C. Identifying Words
 1. 7- to 8-month-olds can listen to sentences and recognize the sound patterns that they hear repeatedly.
 2. Infants identify the beginning of words by paying more attention to stressed syllables and noticing sounds that go together frequently.
 3. **Infant-directed speech** refers to adults' speech to infants that is slower and has greater variation in pitch and loudness.
- WHAT ARE THE STEPS TO SPEECH?**

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

BROCHURE RUBRIC					
CATEGORY	5-4	4-3	3-2	2-0	SCORE COMMENTS
Attractiveness Organization (Organization)	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.	
Content Accuracy (Ideas)	The brochure has all of the required information (see checklist) and some additional information	The brochure has all of the required information (see checklist).	The brochure has most of the required information (see checklist).	The brochure has little of the required information (see checklist)	
Writing- Mechanics (Conventions)	All of the writing is done in complete sentences. Capitalization and punctuation are correct throughout the brochure.	Most of the writing is done in complete sentences. Most of the capitalization and punctuation are correct throughout the brochure.	Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure.	Most of the writing is not done in complete sentences. Most of the capitalization and punctuation are not correct throughout the brochure.	
Graphics/ Pictures	The graphics go well with the text and there is a good mix of text and graphics.	The graphics go well with the text, but there are so many that they distract from the text.	The graphics go well with the text, but there are too few.	the graphics do not go with the accompanying text or appear to be randomly chosen.	
Sources	There are many citations from a variety of sources accurately listed on the brochure.	There are some citations from a variety of sources accurately listed on the brochure.	There are a few citations accurately listed on the brochure.	Incomplete citations are listed on the brochure	

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

Ojibwe Cultural Knowledge	Writing makes significant connections between the topic and Ojibwe values, culture or people in a transformative and creative manner.	Writing links the topic to Ojibwe values, culture or people in a creative manner	Writing mentions Ojibwe values, culture or people, but barely links any or all to topic	Writing makes no connection to Ojibwe values, culture or people	
----------------------------------	---	--	---	---	--

Parent Brochure/ PowerPoint: Infant Brain Development

Imagine your school is reaching out to new parents or parent-to-be in your community whose children may eventually go to your school. The outreach program is attempting to educate parents on prenatal and newborn development in the hopes that parents will better prepare their children for kindergarten.

Create a visual presentation describing prenatal and new born development to be handed out or presented through the outreach program. Your presentation should be in the form of a brochure/. PowerPoint or other visual item.

Include:

1. A brief description of the key milestone in newborn development with tips to support development, in particular brain development.
2. A paragraph about how parent' understanding of newborn development can help their children succeed in school.
3. Three credibly sources besides the textbook

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

POWERPOINT PRESENTATION RUBRIC					
	A (Exemplary)	B (Accomplished)	C (Adequate)	D (Poor)	TOTAL
Organization	Information presented in logical, interesting sequence	Information in logical sequence	Difficult to follow presentation-- student jumps around	Cannot understand presentation-- no sequence of information	
Subject Knowledge	Demonstrates full knowledge. Is able to answer questions with thorough explanations and elaborations	Demonstrates good knowledge. Is able to answer questions but does not elaborate	Uncomfortable with information and is able to answer only rudimentary questions	Does not have a grasp of the information. Cannot answer questions about subject	
Graphics	Explain and reinforce screen text and presentation	Relate to text and presentation	Occasionally uses graphics that rarely support text and presentation	Uses superfluous graphics or no graphics	
Research	Uses a wide variety of sources for a creative, interesting and informative presentation	Uses a variety of sources for an informative presentation	Uses a limited number of resources for a dull presentation	Uses few resources for an uninformative, uninteresting presentation	
Ojibwe Cultural Knowledge	Project makes significant connections between the topic and Ojibwe values, culture or people in a transformative and creative manner.	Project links the topic to Ojibwe values, culture or people in a creative manner.	Project mentions Ojibwe values, culture or people, but barely links any or all to topic.	Project makes no connection to Ojibwe values, culture or people	
COMMENTS					

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

Course Title: General Psychology

Course Number: PSY 210

Credits: 3

Class Times:

Instructor: Jorge Conessa-Sevillai

Office Hours: posted on Moodle-

Required Text(s): Introduction to Psychology, 10E, Kali,Cavanaugh
ISBN: 9781133939535

Required Supplies/Materials: *FLASH DRIVE / LCOOCC STUDENT WRITING HANDBOOK*

Recommended Texts & Other Readings: Use my Moodle web site for helpful resources and links. The following Web sites contain reputable information about psychology, including student resources for career development:

American Psychological Association www.apa.org

American Psychological Society www.psychologicalscience.org

Additional readings will include postings on Moodle and in class handouts.

Course Description: A survey of the scope and methods of psychology; cultivation of a scientific attitude toward behavior: This introductory course facilitates a cross-cultural examination and understanding of the study of human experience through scientific processes and observable evidence provided by thousands of years of traditions. Topics include: psychology as a discipline, research methods, physiological structures and functions, sensation and perception, states of consciousness, intelligence and ways of learning, memory, cognition, language acquisition, motivation, emotions, human development, personality, psychological disorders and treatments.

Pre-requisites: English 108 & 109

This course is required for:

HUMAN SERVICES • LIBERAL ARTS • PRE-NURSING • EARLY CHILDHOOD

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

~~Master syllabus- do not make any changes without consulting lead instructor/division chair~~

Course Specific Outcomes:

Upon successful completion of this course, students will be able to:

1. Define psychology and identify several perspectives linking them to Ojibwe philosophy.
2. Examine the cognitive processes (thinking, language, intelligence, memory)
3. Appraise interactions between social influences and individual behavior- examining and contrasting between Ojibwe and other cultures.
4. Examine biology, heredity and environmental factors and influences on behavior with emphasis on Ojibwe culture.
5. Distinguish between nature and nurture and relate to human diversity as we look closely at historical trauma of Ojibwe people.
6. Relate personality theories to self and to Ojibwe contemporary life.
7. Specify various coping strategies (trauma-informed care) for the impact of stress/trauma on individuals, in particular in a tribal setting.
8. Apply strategies for critical thinking to personal and professional life and examine what that would mean from an Ojibwe perspective.

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

This course measures the following GEN EDS:

GEN ED	Assignment/Activity	Assessment
<u>GEN ED 1 Communication</u>	Weekly Discussions	Rubric/ Essay Tests
<u>GEN ED 4 Culture: Ojibwe and other Native Cultures</u>	Weekly Discussions Gikinoo'amaagan Odanokiiwin	Rubric / Mid-term & Final tests
<u>GEN ED 6 Global Awareness:</u>	Weekly Discussions Gikinoo'amaagan Odanokiiwin	Rubric / Mid-term & Final tests

Culture & Tradition:

The Mission Statement of LCOOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

Course Schedule/Outline/Calendar of Events			
Course Outcomes	Week	Topic Section	Course Assessment
1	1	Modules 1&2 Psychology's Foundations & Methods of Research- <i>The development of critical thinking in Ojibwe ancestors' lives</i>	Quiz 1
2,3,4,5	2	Modules 3&4 The Brain, Biology & Behavior <i>What problems occurred in Ojibwe history that inhibits neurological development?</i>	Quiz 2
2,3,4	3	Modules 5&6 Sensation and Perception <i>Awareness of who we are as Ojibwe people and the relationship to consciousness</i>	Quiz 3
2,3,4,5	4	Modules 7&8 Sleep & Dreams/Hypnosis & Drugs	Quiz 4
3,4,	5	Modules 9&10 Classical Conditioning /Operant & Cognitive Approaches <i>Learning styles in Ojibwe Tradition vs. Western Culture</i>	Quiz 5
2	6	Modules 11&12 Types of Memory/Remembering & Forgetting <i>The mind and the unconscious remember and behaviors adapt- what does first contact have to do with this?</i>	Quiz 6
2,5	7	Modules 13&14 Intelligence/Thought & Language <i>Language influences thinking- if you are connected to the Ojibwe language, how will that influence your thinking? Does native intelligence look different/hold different value than in Western culture? - what does it look like?</i>	Quiz 7
2,3,4,5	8	Modules 15&16 Motivation & Emotion <i>Motivation to succeed in Ojibwe settings- what does it look like?</i> Mid-Term Grades due Project outline and design due	Quiz 8 Midterm Essay Test Rubric
3,4,5	9	Module 17 Infancy & Childhood <i>Ojibwe historical trauma- how did nature and nurture play out to get us where we are today?</i>	Quiz 9
4,5	10	Module 18 Adolescence & Adulthood <i>Cultural influences on behavior- compare and contrast.</i>	Quiz 10
2,3,4,6	11	Modules 19&20 Freudian & Humanistic- Social Cognitive & Trait Theories	Quiz 11
5,7	12	Module 21 Health, Stress & Coping <i>Historical trauma and the modern day Ojibwe</i>	Quiz 12
7	13	Module 21 & 22 Assessment & Psychological Disorders I & II <i>The history of trauma for Ojibwe people and today's disorders How is individuality handled in Ojibwe tradition?</i>	Quiz 13
5,7	14	Module 24 Therapies	Quiz 14
2,5,7,8	15	Module 25 Social Cognition & Behavior	Quiz 15

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

1-8	16	Final Project Due Final Grades due	Rubric Final Essay Test
-----	----	---------------------------------------	----------------------------

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

GRADING SCALE		
A	100-90	EXCELLENT!
B	89-80	ABOVE AVERAGE
C	79-70	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	69-60	BELOW AVERAGE
F	59 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

Component	Points- if applicable	Weight
Class Participation		25%
Class Assignments		25%
Quizzes & Tests		25%
Gikinoo'amaagan Odanokiiwin		25%
Total		100%

Attendance Policy:

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

~~Master syllabus- do not make any changes without consulting lead instructor/division chair~~

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the **Vice President of Academic Affairs (715-634-4790 Ext. 117)** at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Please refer to the current Student Handbook for Academic Misconduct and Plagiarism. Cheating and plagiarism will **not** be tolerated; disciplinary action will be taken. Copying someone else's work is cheating, and so is allowing someone else to copy or do your work. Go to www.coedu.usf.edu/~dorn/Tutorials/plagiarism/plagiarism.htm for a tutorial on what constitutes plagiarism and how to avoid it.

Use this URL to check your work before turning it in! <http://www.duplichecker.com/>

Plagiarism is using someone else's ideas without giving credit to the original author. Students who copy passages from books or from the Internet for the weekly assignments will receive zero for that part of the assignment

Plagiarism includes:

- Copying another student's assignment and handing it in as though it were your own
- Copying any part of someone else's work
- Copying words directly out of a book for an assignment without using quotation marks around the words copied
- Taking ideas out of a book, even if not using the exact words, without showing in a footnote or other form of citation where those ideas came from
- Copying from the Internet. (*This is especially dangerous. See the fourth suggestion below.*)

How can you avoid having a professor accuse you of plagiarism?

Besides the common-sense answer of not doing things that you already know are considered to be cheating, remember:

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

- Always write a citation to show where an idea came from, unless you came up with it completely on your own (If you do not know how to do citations, ask one of your professors).
- Whenever you use the exact words that are written in a book, put quotation marks around those words; the only time you don't need quotation marks is when a professor wants you to memorize something word-for-word, such as definitions of terms.
- Don't be afraid to express your own ideas about something you read in a book. Sometimes students are afraid that they might not have understood a reading assignment, and that if they copy the words of the author they will be sure to get it right. These students need to realize that the professor knows what is in the reading assignment, and will recognize the words that the students copied.
- **DO NOT COPY FROM THE INTERNET! !** It is very easy for an instructor to find the source of copied material by taking a phrase from your paper and typing it into a search engine or using any number of plagiarism checkers available.

Trust yourself. Know that you are an intelligent person and that your ideas have value. Use reading assignments to help you develop your ideas, but don't copy the ideas of others.

Take pride in your work. When you have made your best effort to write something in your own words, you can say "This is really mine, and I know that I did my best."

The above taken from: Mount Ida College, Dr. Madeleine Cousineau

Please refer to the Student Handbook, for Academic Misconduct and Plagiarism.

Assignments and Tests:

It is well-established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class.

Late assignments are not accepted. If an extreme circumstance occurs, please talk to your instructor as soon as possible to determine necessary steps.

Please note: Assignments are due as listed on Moodle.

Reading Assignments:

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused).

Special Note Regarding Incompletes:

Please refer to the current Student Handbook for the policy on Incompletes.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** Not having computers or Internet at home is NOT an excuse to be late with homework. Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

Email:

- All students receive an LCO.EDU email account for the duration of the semester.
- **All official notifications about your courses, Moodle, financial aid, and student evaluations are done through your LCO.EDU email account.** (*I attach a read receipt to all emails in order to determine if they are received and opened through your account- you MUST check daily to stay on top of things.*)
- You can access your LCO.EDU email account from any browser.

Homework:

- **All homework is to be typed and submitted electronically** per instructor directions. You will upload it to Moodle. I DO NOT accept handwritten/hard copies.

Moodle:

- **Significant course information and instruction is available only through the Moodle management system- be aware and engage daily in our course Moodle site.** Most assignments, other instructions, changes and quizzes/tests, will be located there.
- On the first day of class, or before, you must locate this course and enroll. You will know you have enrolled properly when an email arrives, welcoming you to the course.
- **It is the student's responsibility to follow instructor directions regarding Moodle.** For this course you are expected to be present frequently on the classroom site- checking assignments, locating handouts and taking quizzes. **You will lose participation points not using the site.**

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

Addendum Section

Gikinoo'amaagan Odanokiiwin - Student Work:

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values with Course Specific objectives and with those General Education objectives that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom. For this class, the Gikinoo'amaagan Odanokiiwin project follows. The results of this project will assess students':

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Objectives 1-8)
3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5)

Historical Trauma-Cultural Solutions Project

Psychology, like all sciences, strives to explain how things work. The science of psychology attempts to understand how human beings and other organisms behave. The goals of psychology usually include the skills of describing, explaining, predicting, and controlling behavior. Critical thinking skills in Psychology promote these skills. The use of these skills will be applied in a research project that takes a look at historical trauma and its relationship to current critical challenges (i.e.: poverty, mental illness, addiction and disabilities) that occur in some native families. Students will examine issues from the standpoint of the individual, the family system and the community systems that may or may not exist.

- Student will develop and COMPLETE in a 12- 14 week a research project that looks at challenges/issues of Ojibwe families in today's society; and critically examine potential psychological causes and effects and incorporate evidence of historical trauma experienced by Ojibwe people.
- This research will develop and be focused around one critical challenge typical for Ojibwe individuals and families.
- As the project develops students will take a critical look at factors that surround the chosen challenge in today's world and will be looking at the psychology behind them and also the current systems, including Ojibwe cultural practices/systems that are in place to assist Ojibwe individuals and/or families.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Master syllabus- do not make any changes without consulting lead instructor/division chair

- Students will be taking a critical look at the strengths and weaknesses of individual and families as they relate to the defined challenges- are there cultural links that can be applied?
- Students will also examine the strengths and weaknesses of current systems- (Western and Ojibwe) available to Ojibwe families.
- Students will present the comprehensive findings in a written document and an accompanying PowerPoint. The findings summary presentation will highlight historical trauma- past and present as they relate to the chosen challenge and full discussion of the potential barriers and potential solutions to the challenge- **looking at how application of Ojibwe culture can improve typically Western practices.**

The detailed assignment sheet with complete directions is posted on Moodle.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

NOTE: For each *course credit* students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

Course Title: Intro to Sociology

Course Number: 111-01

Credits: 3

Class Times:

Instructor: Jorge Conessa-Sevillia

Office Hours:

Required Text(s): **The Real World: An Introduction to Sociology, Kerry Ferris and Jill Stein, 5th edition, ISBN 978-0-393-26430-2.**

Required Supplies/Materials: Must have access to a computer and internet connection that supports occasional videos. Do not expect to be able to complete this class adequately using your phone or similar device.

Recommended Texts & Other Readings: Secondary readings and other sources will be posted in the *Weekly Documents folder* on Moodle the week they are assigned.

Course Description:

An introduction to the basic concepts and methods of sociology, the basic structure of social life, culture, types of group interaction, social institutions, stratification, power relationships, and social problems. In addition, attention will be paid to issues pertaining to Native Americans, particularly in Ojibwe country.

Pre-requisites: None

This course is required for:

Liberal Arts, Human Services, & Pre-Nursing. It can be used as a Social Science elective for many degrees and as a sociology elective for General Studies. Check with your adviser on how this course fits your degree plan.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Course Structure:

This course is delivered **ONLINE** through the course management system Moodle. You will use your Moodle account to login to the course from the Moodle login page - <http://moodle.lco.edu/>. Refer to the Online Moodle Student Guide on how to work in the Online Class Discussion and how to upload your assignments into the Assignment Dropbox. If you need technical assistance at any time during the course or to report a problem with Moodle you can:

- Visit the Moodle page: <http://moodle.lco.edu/>
- Review Moodle: <http://moodle.lco.edu/>
- For Technical Assistance: helpme@lco.edu

Course Requirements:

Necessary Technologies

1. Internet connection (DSL, LAN, or cable connection desirable)
2. Access to Moodle
3. A LCOOCC Library account for access to the Library's online databases

Course Specific Outcomes:

Upon successful completion of this course, students should be able to:

Goal 1: Demonstrate an understanding of sociological methods and the relevance of sociology to our everyday lives.

Assessment: Participation, written assignments, quizzes, and Gikinoo'amaagan Odanokiiwin

Goal 2: Understand humans as individuals and as part of larger social systems.

Assessment: Participation, written assignments, quizzes, and Gikinoo'amaagan Odanokiiwin

Goal 3: Analyze the main components of culture and cultural change.

Assessment: Participation, written assignments, quizzes, and Gikinoo'amaagan Odanokiiwin

Goal 4: Demonstrate how what we take as reality is socially constructed (crime, news, gender, race, sex).

Assessment: Participation, written assignments, quizzes, and Gikinoo'amaagan Odanokiiwin

Goal 5: Understand sociological statistics and research, their implications to US Native populations and be able to indicate how to use them to take action in their communities.

Assessment: Participation, written assignments, quizzes, and Gikinoo'amaagan Odanokiiwin

Goal 6: Understand the sociology of US Native peoples and US-Indigenous relations in the context of the sociological mainstream and its formulations of social problems.

Assessment: Participation, written assignments, quizzes, and Gikinoo'amaagan Odanokiiwin

General Education Program Outcomes:

Students receiving an associate degree will:

1. Communicate effectively

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

2. Demonstrate mathematical literacy
3. Practice community engagement and social responsibility
4. Demonstrate an understanding of Ojibwe and other Native American cultures
5. Be able to locate, gather, and synthesize information

Culture & Tradition:

The Mission Statement of LCOOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Course Schedule/Outline/Calendar of Events			
Course Outcomes	Week	Topic/Section	Course Assessment
2	1	Introductions/What is Sociology? <u>Readings:</u> The Real World, Chapter 1 Sociology and the Real World— READ p. 9-37 Article: <i>The Sociological Imagination- Chapter One: The Promise</i> - C. Wright Mills	Participation, quizzes, other assignment (if applicable)
	2	Sociological Research Methods <u>*Readings:</u> The Real World, Chapter 2 Studying Social Life: Sociological Research Methods— READ p. 40-65	Participation, quizzes, other assignment (if applicable)
	3	Culture <u>*Readings:</u> The Real World, Chapter 3 Culture— READ p. 73-93	Participation, quizzes, other assignment (if applicable)
	4	Socialization & Self <u>*Readings:</u> The Real World, Chapter 4 Socialization, Interaction and the Self— READ p. 97-100 SKIM (pay special attention to key terms in pink) Theories of the Self p. 100-106 READ Agents of Socialization p. 107-119	Participation, quizzes, other assignment (if applicable)
	5	Groups <u>*Readings:</u> The Real World, Chapter 5 Separate and Together: Life in Groups— READ p. 123-147 Data Workshop 130-133 (separate assignment sheet and instructions will be posted in Moodle)	Participation, quizzes, other assignment (if applicable)
	6	Deviance <u>*Readings:</u> The Real World, Chapter 6 Deviance READ p. 151-173	Participation, quizzes, other assignment (if applicable)
	7	Social Inequality <u>*Readings:</u> The Real World, Chapter 7 Social Class: The Structure of Inequality—	Participation, quizzes, other assignment (if applicable)

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

		READ p. 182-211	
	8	Race & Ethnicity <i>*Readings:</i> The Real World, Chapter 8 Race and Ethnicity as Lived Experience— READ p. 215-239	Participation, quizzes, other assignment (if applicable) Mid-Term Grades due
	9	Gender, Sexuality & Violence <i>*Readings:</i> The Real World, Chapter 9 Constructing Gender and Sexuality— READ p. 243-269	Participation, quizzes, other assignment (if applicable)
	10	Social Institutions <i>*Readings:</i> The Real World, Chapter 10 Social Institutions: Politics, Education, and Religion— READ p. 277-313	Participation, quizzes, other assignment (if applicable)
	11	Economy & Work <i>*Readings:</i> The Real World, Chapter 11 The Economy and Work— READ p. 315-347	Participation, quizzes, other assignment (if applicable)
	12	Families <i>*Readings:</i> The Real World, Chapter 12 Life at Home: Families and Relationships— READ p. 351-371	Participation, quizzes, other assignment (if applicable)
	13	Leisure & Media <i>*Readings:</i> The Real World, Chapter 13 Leisure and Media— READ p. 375-401	Participation, quizzes, other assignment (if applicable)
	14	Health <i>*Readings:</i> The Real World, Chapter 14 Health and Illness— READ p. 405-427	Participation, quizzes, other assignment (if applicable)
	15	Environment <i>*Readings:</i> The Real World, Chapter 15 Populations, Cities, and the Environment— READ p. 435-463	Participation, quizzes, other assignment (if applicable)

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

	16	Social Change <i>*Readings:</i> The Real World, Chapter 16 Social Change— READ p. 467-489	Participation, quizzes, other assignment (if applicable)
			Final Grades due

The contents of this syllabus including the course schedule are subject to change.

COURSE SCHEDULE: Note that the Data Workshops and additional Boxes (i.e. On the Job, In Relationships, In the Future, Global Perspectives) in The Real World are **NOT** assigned unless are expressly stated in Weekly Assignments or in the Weekly documents file.

*** PLEASE ALSO NOTE: ADDITIONAL READINGS AND SOURCES WILL BE ASSIGNED EACH WEEK!** Please check Moodle on a weekly basis. Each week there will be at least one additional reading or source that will offer cultural perspectives and other viewpoints designed to spark critical thought and analysis about Ojibwe culture and other Native American experiences in order to contrast mainstream narratives.

Specific assignment sheets, with directions, will be given out the week before they are due—assignments are subject to change at the instructor's discretion.

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

GRADING SCALE		
A	100-90	EXCELLENT!
B	89-80	ABOVE AVERAGE
C	79-70	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	69-60	BELOW AVERAGE
F	59 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Grade	Level of intellectual achievement
A	You can think critically and formulate your own argument logically and compellingly by connecting sociological concepts and perspectives with your own life experience. You can understand complexities and contradictions of social life and articulate in your words.
B	You have a solid grasp of basic sociological concepts and perspectives. You can explain them briefly by providing examples that may or may not be related to your own life experience. You can differentiate between opposing claims but may not understand complexities and contradictions.
C	You can at least memorize/recite or find scientific facts readily presented in a textbook.
D & F	You cannot achieve any of the above.

Component	Points- if applicable	Weight
Class Participation/Attendance		25%
Class Assignments/Memos		10%
Quizzes		25%
Term paper		20%
Gikinoo'amaagan Odanokiwin		20%
Total		100%

Attendance Policy:

In an online course “attendance” means showing up, participating in, and contributing to weekly online class discussions. In turn, attendance is part of, but not the same as class participation on which 25% of your grade is based. While every absence counts in terms of LCO attendance policies, one unexcused absence from online discussion is allowed, and will not affect your grade. Where a student contributes to online discussion every week without an absence, that contribution will be counted as extra credit. Additional absences/late work will impact your grade. Please contact me directly if you have attendance concerns.

Following LCOOCC policy, class attendance is reported weekly. Students are allowed a maximum of 3 hours (the equivalent of one class) absence per semester.

Under LCO policy students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook for the LCOOCC Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. LCOOCC will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the **Vice President of Academic and Student Affairs (715-634-4790 Ext. 117)** at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

LCOOCC expects that students exhibit personal and academic integrity. Cheating, plagiarism, falsification, and attempting or assisting with an academic integrity violation is a violation of the Student Code of Conduct. Penalties for violating this Code can include a grade penalty up to and including an F for the course. Please refer to the current Student Handbook for Academic Misconduct and Plagiarism.

Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
 - Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
 - Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
 - Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources without proper attribution.
- A SPECIAL NOTE: Students often assume that because information is available on the Web it is public information, does not need to be formally referenced, and can be used without attribution. This is a mistake. All information and ideas that you derive from other sources, whether written, spoken, or electronic, must be attributed to their original source. Such sources include not just written or electronic materials, but people with whom you may discuss your ideas, such as your roommate, friends, or family members. They deserve credit for their contributions too!

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

For an example of a referencing style, please refer to the American Sociological Association's quick style guide: www.asanet.org/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf. Other styles are also acceptable as long as it's used consistently throughout the document.

Assignments and Quizzes:

1. Reading- Textbook and Secondary Sources

The Real World will provide a foundation for sociological theory, methods, and mainstream framing of social life, inequality, social institutions and social change. As can be assumed, representation of indigenous America remains to be explored or presented in substantial or significant ways. To counter and remove this silence, additional readings and sources will be provided throughout this course as a means of connecting relevant Ojibwe and other Native American issues with the sociological imagination.

The reading schedule will consist of one chapter per week with additional readings or videos. You will be notified each week when additional readings are posted, so be sure to read them—discussions will often be based on their content! Your work schedule will be rigorous; therefore, it is important to stay on schedule to reduce falling behind.

2. Online Class Discussion

Unless otherwise stated, we will follow the general LCO guidelines listed at the top of each week's Online Class Discussion. As outlined there, there will be **two questions** posed each week that will be due by the next Sunday, with **two responses** to classmates' submissions due the following Sunday. All responses should be a minimum of 300 words. Depending on the week or topic, the number of questions or format may change. If that occurs, it will be explicitly communicated. Adequate grammar and spelling is expected for the sake of effective communication, but errors will not affect your discussion grade as long as you can clearly convey your thought process. The focus in the online class discussion is on offering *critical thinking skills, engagement to the discussion, and relevant content* related to the question and responses. Please be respectful in your responses to each other, be open to feedback, and remember that we all bring our own unique perspective and critical analysis to sociocultural experiences. My hope is that the deepest learning will take place by the application of concepts through peer discussions.

3. Quizzes

There will be a short quiz assigned each week. They will be open book, and usually consist of 10-15 multiple choice and/or true/false questions based on the textbook. Quizzes are intended to help you grasp important sociological concepts and keep up with the course content. From the time a quiz is posted you will have **one week** to complete it.

4. Assignments/Reading memos

You will write four short reading memos based on the assigned articles each week. They are due after every four chapters; you can select one article from Weeks 1-4, 5-8, 9-12, and 13-16. The memos must be typed and must be contained in one page. First, summarize the main argument of the article in less than 3 sentences. Second, in one paragraph, describe the evidences or subordinate points provided in the article to support the main argument. Finally, in one paragraph, critically evaluate, respond to, or exemplify the argument. What did you think? Do

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

you agree or disagree? What do you appreciate? What did you learn? How would you relate to your own life? What questions do you have? Why? Exemplary memos may be shared anonymously to the whole class. You should actually be writing a memo for each article you read, but you may turn in only one for every four chapters. The purpose of this evaluation method is to help you learn how to engage with academic readings, as well as take systematic notes that may become useful for writing future term papers.

---The first memo is due on September 24, the second on October 22, the third on November 19, and the last on December 10, all by midnight (11:59pm).

Additional short assignments may be posted on Moodle at least one week before they are due. These assignments may consist of a short reflection, summary, or activity. They will relate to the chapter or readings assigned, and details will be posted as needed.

5. Term Paper

Write a 4- to 5-page (1,000- to 1,200-word, double-spaced) paper on your life experience, analyzing it through a sociological perspective. Think about a personal problem you have, and relate it to the larger context of a social or historical issue beyond your immediate environment and generation. For instance, you might begin with briefly describing certain moments when you have felt uncomfortable, offended, silenced, or belittled--or conversely, protected, advantaged, or privileged--because of your social class, race and ethnicity, gender, sexuality, nationality, immigration background, and/or religion. Such moments might be from your personal relationships with friends, family, and romantic partners, or they might be from school, work, community, and other public interactions including the mass media. Who else may share the same or similar experiences even if you may never meet them individually? How is your problem connected to the way society is constructed and maintained? What kind of a social change does it call for? Make an argument first, then provide evidences or examples to support it. As you discuss how your life experience has been shaped by social structures, be sure to draw on the concepts, ideas, and arguments you have learned from the textbook, other readings, and/or class discussion. The purpose of this evaluation method is to help you think about yourself in relation to the social context in which you are embedded, as well as apply the sociological knowledge and skills you have gained from this course to your own life experience.

---This paper is due on Friday, December 8 by midnight.

Most readings and assignments are due each week on SUNDAY by midnight (11:59pm)

It is well-established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending/participating in class. If you miss a test or are unable to turn in your assigned work for that particular missed class period, **you will have 1 class period** to turn in your work or make-up your test. You must communicate with me the week the assignment is due regarding missed/late work.

Late assignments and make-up tests **will not** be allowed under any other circumstances.

Special Note Regarding Incompletes:

Please refer to the current Student Handbook for the policy on Incompletes.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Mid-term and Final Examinations:

There will be no mid-term or final exams in this class. Please pay special attention to the Term paper and Gikinoo'amaagan Odanokiiwin/Student Work that will be used as evaluation methods in lieu of exams.

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** *Not having computers or Internet at home is NOT an excuse to be late with homework.* Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

Additional Information:

All Grading Rubrics and any other detailed instructions relating to weekly work will be posted on Moodle during the first week of classes.

Gikinoo'amaagan Odanokiiwin - Student Work:

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values, with Course Specific Outcomes and with those General Education Outcomes that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom.

For this class, the Gikinoo'amaagan Odanokiiwin project is a **Power Point** presentation on (A) one course-specific topic of your choice, (B) integrating Ojibwe cultural knowledge and (C) at least one sociological theory outlined in Chapter 1.

Examples of course specific topics are inequalities in race or gender, deviance, and social class. Other topic examples are social institutions such as family, the media, technology, social change, work/economy, and health/disease. Please choose a topic that resonates with your interests and that motivates you to learn and dissect in the context of our learning. Develop a presentation that shows an analysis of your how your chosen theory illustrates the intersection of the topic in relation to Ojibwe culture. **Students should choose their topic in the first two weeks of the course and be prepared to work throughout the semester.** Throughout the next several weeks, you will receive prompts and timelines in order to help manage your time and stay on track for completing this project.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

*The minimum amount of slides for this project is 15; there is no maximum limit. In addition to an expectation of comprehensive content, presentation style (grammar, punctuation, etc.) will also be included in grading. Please include a title slide and a reference slide. All content should be given appropriate credit in as close to APA format as possible (leniency granted as long as intent is present). Project is due December 13, 2017, by 11:59pm. Please upload to Gikinoo'amaagan Odanokiiwin Dropbox. Grading rubric will be posted on Moodle along with a separate assignment sheet.

The results of this project will assess students':

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Objective(s) _____)
3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5)

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

NOTE: For each *course credit*, students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

Course Title: Health Alterations Across the Lifespan III 1st 8 weeks

Course Number: NSG 220

Credits: 3

Class Times: Spring Semester–Tuesday 9:00pm-12:00noon
Room 409

Instructor:

Office Hours:

Required Text(s):

Required Supplies/Materials:

Lewis, S., Dirksen, S., Heitkemper, M., Bucher, L. (2017). **Medical-Surgical Nursing (10th ed)**. Mosby, St. Louis, MO. ISBN: 9780323328524.

Edelman, C., Mandle, C. (2014). **Health Promotions throughout the Lifespan (8th ed)**. Mosby, St. Louis, MO. ISBN: 978-0-323-11256-7.

Gulanick, M., Myers, J. (2018). **Nursing Care Plans Diagnoses, Interventions, & Outcomes (9th ed)**. Elsevier, St.Louis, MO. ISBN: 978-0-323-42811-8

Jarvis, C. (2016) **Pocket Companion for Physical Examination and Health Assessment (7th ed.)**. Saunders, St. Louis, MO. ISBN: 978-0-323-26537-9

Ladwig, G., Ackley, B., Makic, B. (2017). **Mosby's Guide to Nursing Diagnosis (5th ed.)**. Mosby, St. Louis, MO. ISBN: 978-0-323-39020-0.

Motacki, K., Burke, K. (2017). **Nursing Delegation and Management of Patient Care, (2nd ed.)**. Mosby, St. Louis, MO. ISBN: 978-0-323-32110-5

Malarkey, L. McMorrow, M. (2012). **Saunders Nursing Guide to Laboratory and Diagnostic Tests, (2nd ed.)**. Saunders Publishing, St. Louis, MO. ISBN: 978-1-437-72712-8. (Text book or online)

Mosby's Drug Guide for Nursing Students (2017) - Elsevier eBook on Intel Education tudy, (12th Edition). Mosby, St. Louis, MO. ISBN: 9780323448031 (book or online)

Recommended Texts & Other Readings:

Lilley, L., Rainforth, S., Snyder, J. (2017) **Pharmacology and the Nursing Process, (8th Edition)**. Mosby, St. Louis, MO. ISBN: 978-0-323-35828-6.

Nies, M., McEwen, M. (2105). **Community/Public Health Nursing (6th ed)**. Saunders, St. Louis MO. ISBN: 978-0-323-18822-7.

Perry, P., Potter, A., Ostendorf, W. (2014). **Clinical Nursing Skills and Techniques (8th ed.)**. Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-08383-6.

Potter, P., Perry, A., Stockert, P., Hall, A. (2014). **Fundamentals of Nursing (8th ed)**. Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-07933-4

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Potter, P., Perry, A., Stockert, P., Hall, A. (2014). Fundamentals of Nursing Study Guide (8th ed). Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-08469-7

Ogden, S., Fluharty, L.(2012).Calculation of Drug Dosages: A Work Text. (9th ed.). Elsevier Mosby Publisher, St. Louis, MO. ISBN #: 978-0-323-07753-8.

Varcarolis, E. (2017). Essentials of Mental Health Nursing (3rd ed). Mosby, St. Louis, MO. ISBN: 978-0-323-41536-1.

Required Equipment:

Royal Blue Scrub Uniform 2 pocket on shirt

Watch with moving hand

Stethoscope

White athletic shoes

Pen light

HESI Educational products & Exams

Recommended Texts & Other Readings:

Additional readings will include postings on Moodle and in class handouts.

Course Description:

This course focuses on advanced concepts of nursing care as they relate to clients across the lifespan with complex, multisystem alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of clients with multiple needs and collaborating with the interdisciplinary team. Students focus on management of care for patients with high-risk perinatal conditions and high-risk newborns. .

Pre-requisites:

Pre-requisites: SCI 232 Microbiology, NSG 105 Health Alterations Across the Lifespan I, NSG 215 Health Alterations Across the Lifespan II

Course Specific Outcomes:

Upon successful completion of this course,

1. Perform a comprehensive health assessment on adult clients with medical and/or surgical alterations, and identify deviations from normal as well as related health risks.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a client's cultural, spiritual, and developmental variations and includes recommendations for the adoption of health-promoting behaviors.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

3. Participate as a member of the health care team and client advocate while providing quality care that promotes client safety for adults with medical and/or surgical health alterations.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

4. Demonstrate clinical judgment and participate in the evaluation of outcomes when providing care to adult clients experiencing health alterations.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

5. Apply knowledge of pharmacology, pathophysiology, and nutrition as well as evidence based practice to the care of adult clients with medical and/or surgical health alterations.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

6. Use verbal and nonverbal communication that promotes therapeutic relationships with adult

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

clients and their families, as well as professional relationships with members of the health care team.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

7. Use information technologies to access evidence based literature and client information as well as communicate with members of the health care team, accurately documenting client care in a secure and timely manner.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

8. Identify, plan and provide health and safety related education to adult clients and their families in conjunction with members of the health care team.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

9. Use organizational and priority setting skills when providing care to adult clients with medical and/or surgical health alterations.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

10. Acknowledge the importance of the nurse's role in reporting client safety and quality care concerns and in supporting activities that promote performance improvement.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

11. Adhere to ethical, legal, and professional standards while maintaining accountability and responsibility for the care provided to adult clients and their families.

Means of Assessment: Tests, pop quizzes, attendance, written project, case studies, HESI

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1. Communication	Skills demonstration	Tests, pop quizzes, project presentation

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

2. Mathematic Literacy	Skills demonstration	Tests
3. Social Responsibility	Demonstrations	Tests, project presentation
4. Culture	Research	Project Presentation
5. Critical Thinking	Research, readings	Project Presentation
6. Global Awareness	Research, readings	Discussion

Program Outcomes:

1. Utilize standards of care in application of the nursing process in caring for clients across the life-span in a variety of care settings.
2. Communicate professionally using informatics, written, verbal and nonverbal methods.
3. Base nursing care decisions on safe, evidence based practices and nursing judgement, and legal/ethical principles.
4. Provide patient-centered, safe, effective, quality, and compassionate care across diverse populations.
5. Effectively educate client(s) and their families or caregivers.
6. Demonstrate responsibility for care provided, quality improvement of care, and evaluate performance for continuous self-development.
7. Lead in a professional manner utilizing interdisciplinary teams.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Culture & Tradition:

The Mission Statement of LCOOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

This course is required for completion of:

The Associate Degree of Nursing

Course Structure:

This course will be offered face to face and some selected activities will be online through the course management system Moodle. You will use your Moodle account to login to the course from the [Moodle login page - http://moodle3.lco.edu/](http://moodle3.lco.edu/)

In Moodle, you will access course materials, and resources. At designated times throughout the semester; the class might participate in a blend of self-paced and group-paced activities using Moodle and alternative Internet-based technologies. Activities might consist of chat, blogs, discussion forums,

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

email, journaling, blogging, wikis, and web posting.

Technical Assistance:

If you need technical assistance at any time during the course or to report a problem with Moodle you can:

- Visit the Moodle page: <http://moodle3.lco.edu/>
- Review Moodle: <http://moodle3.lco.edu/>
- For Technical Assistance: helpme@lco.edu

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability, which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the **Disability Services** at disabilites@lco.edu within the two weeks the start of classes to allow sufficient time for any adaptive accommodations to be made.

Topics Covered (Tentative Schedule)		
Date/Week	TOPIC	Reading/Preparation
1	Oxygenation - pulmonary hypertension, Acute respiratory failure, ARDS/SARS pulmonary embolism, cystic fibrosis	
2	Cardiac - Hemodynamic monitoring, dysrhythmias, Hemato/pneumothorax, Cardiovascular surgery	
3	Cardiac continued	
4	Cognition and Sensation - trauma, inflammation and infection, increased ICP	
5	Mobility - crush injuries, multiple fractures	
6	Metabolism - thyroid, complications of diabetes - HHNK	
7	Integument - trauma and burns	
8	GI - portal hypertension and ascites, inflammatory bowel, surgeries	
9	GI continued	
10	Elimination - ESRD and organ failure	

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

11	Review	
12	FINAL	
13 – 16	Clinical Experience	

Gikinoo'amaagan Odanokiiwin - Student Work:

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values with Course Specific outcomes and with those General Education outcomes that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom.

For this class, the Gikinoo'amaagan Odanokiiwin project is a **10-minute Power Point Presentation of your "Complex Health" teaching plan. You will identify a Native American individual with complex health issues and develop a comprehensive health education plan.**

You will be provided with the format for creating health education plan and you must incorporate the Ojibwe Culture in the education plan.

- 1. Disease process and its pathophysiology with the selected Individual**
- 2. Rationale for the selection**
- 3. Teaching (specific objectives)**
- 4. Teaching plan with nursing process**

This teaching plan presentation must be 15 minutes in length and you will use your classmates as patient. This project will be graded as 10% in the total grade. The presenter will also provide feedback/answer to all students' questions and a standard rubric will be used to evaluate the presenting student.

The results of this project will assess students':

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Objective(s)1,2,3,4,5,6,7,8,9,10,11,12)
3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5 and Course Objective(s)1,2,3,4,5,6,7,8,9,10)

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

GRADING SCALE		
A	90-100	EXCELLENT!
B	80-89	ABOVE AVERAGE
C	70-79	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	61-77	BELOW AVERAGE
F	60 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

Component	Points- if applicable	Weight
Class Participation		5%
Quizzes in-class		15%
Tests-in class		40%
Cultural Project		10%
Final Exam		30%
TOTAL		100%

Attendance Policy:

Students will be allowed up to a maximum of 1 class period per semester. Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards will be placed on Financial Aid Probation.

Please refer to the LCOOCC Student Handbook for the Class Attendance Policy.
<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability, which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations need to contact the **Vice President of Academic and Student Affairs (715-634-4790 Ext. 117)** at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Please refer to the Student Handbook for Academic Misconduct and Plagiarism.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please refer to the LCOOCC ADN Student Handbook pg. 28

Assignments and Tests:

It is well established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class. (**extenuating circumstance**) If you miss a test or are unable to turn in your assigned work for that particular missed class period, **you will have up to the next class period to turn in your work or make-up your test with prior approval from instructor.**

Late assignments and make-up tests **will not** be allowed under any other circumstances.

Please note, assignments are due at the **beginning** of each class period.

Please refer to LCOOCC ADN Student Handbook pg. 21

Reading Assignments:

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused). **Quizzes and assignments will be based on your reading assignments due that day.**

Special Note Regarding Incompletes:

Please refer to the Student Handbook for the policy on Incompletes

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please also refer to the LCOOCC ADN Student Handbook pg. 56

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Mid-term and Final Examinations:

In order to receive credit for the mid-term or final grade, exams **must** be taken on the designated day during Mid-Term Exam week or Final Exam week unless prior arrangements have been made with your instructor.

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** *Not having computers or Internet at home is NOT an excuse to be late with homework. Your education is your responsibility.* We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. **Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.**

Addendum Section

Course assignments are listed on the schedule in the syllabus and on Moodle. Your "homework" assignments will be posted on Moodle. You will be expected to access Moodle, retrieve the assignment, complete the assignment and turn in when assigned. The rubric for each assignment will be posted on Moodle and is also available in your ADN Student Handbook, which is also posted on Moodle.

Alterations in Cardiac Output, Transport and Tissue Perfusion

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in cardiac output, transport and tissue perfusion.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in cardiac output, transport and tissue perfusion.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in cardiac output, transport and tissue perfusion.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in cardiac output, transport and tissue perfusion.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in cardiac output, transport and tissue perfusion.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support cardiac output, transport and tissue perfusion.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in cardiac output, transport and tissue perfusion.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in cardiac output, transport and tissue perfusion.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in cardiac output, transport and tissue perfusion.

Content Topics:

- a. Pathophysiology/Acute Decompensated Heart Failure (complications)
- b. Pathophysiology/ Electrical conduction disorders (life threatening dysrhythmias)
- c. Pathophysiology/ Hematologic disorders (DIC-Part 2, hemolytic anemia, hemophilia leukemia's, lymphomas thrombocytopenia)
- d. Pathophysiology/ Surgical interventions for damaged organs (coronary artery bypass, aortic valve replacement, aneurysm repair)
- e. Pharmacology/ Anti arrhythmic (Class IA, IB, IC sodium channel blockers, Class II beta blockers, Class III potassium channel blockers, Class IV calcium channel blockers, adenosine)
- f. Pharmacology/ Inotropic agents
- g. Pharmacology/ Vasopressors
- h. Pharmacology/ Adrenergic agonists
- i. Pharmacology/ Rapid acting anti-hypertensive
- j. Pharmacology/ Anticoagulants
- k. Pharmacology/ Cancer chemotherapy (targeted drugs)
- l. Nutrition/ Dietary Approaches to Stop Hypertension (DASH) diet
- m. Nutrition/ Therapeutic Lifestyle Changes (TLC) diet
- n. Nutrition/ Diets rich in iron, Vitamin B12, and folic acid

Alterations in Regulation and Metabolism

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in regulation and metabolism.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in regulation and metabolism.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in regulation and metabolism.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in regulation and metabolism.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in regulation and metabolism.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support regulation and metabolism.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in regulation and metabolism.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in regulation and metabolism.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in regulation and metabolism.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Content Topics:

- a. Pathophysiology/ Endocrine/exocrine disorders (thyroid storm, myxedema coma, diabetic ketoacidosis, hyperglycemic-hyperosmolar nonketotic syndrome)
- b. Pathophysiology/ Adrenal disorders (pheochromocytoma)
- c. Pharmacology/ Thyroid hormone synthesis inhibitor
- d. Pharmacology/ Thyroid hormones
- e. Pharmacology/ Insulins
- f. Pharmacology/ Alpha and beta blockers
- g. Pharmacology/ Glucocorticoid and mineralcorticoid hormones

h. Nutrition

Alterations in Cognition and Sensation

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in cognition and sensation.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in cognition and sensation.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in cognition and sensation.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in cognition and sensation.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in cognition and sensation.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support cognition and sensation.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in cognition and sensation.
8. Provide health-and safety-related education to clients across the lifespan who have alterations in cognition and sensation.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in cognition and sensation.

Content Topics:

- a. Pathophysiology/ Trauma related disorders (head injury/increased intracranial pressure and spinal cord trauma (complete vs incomplete lesion), head injury, neurogenic and spinal shock)
- b. Pathophysiology/ Infectious and inflammatory disorders (meningitis and encephalitis-Part 2)
- c. Pharmacology/ Osmotic diuretics
- d. Nutrition/ Dysphagia diets (pureed, ground, soft, and modified general diets)
- e. Nutrition/ Nutritional supplements and tube feedings

Alterations in Immunity

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in immunity.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in immunity.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

3. Ascertain priority actions for clients across the lifespan who have complex alterations in immunity.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in immunity.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in immunity.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support immunity.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in immunity.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in immunity.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in immunity.

Content Topics:

- a. Pathophysiology/ Immunosuppression disorders (AIDS and opportunistic infections)
- b. Pathophysiology/ Surgical interventions for damaged organs (organ transplants-Part 2, rejection, and organ/tissue donation)
- c. Pathophysiology/ Abnormal cell proliferation (oncologic emergencies, paraneoplastic syndrome)
- d. Pharmacology/ Corticosteroids
- e. Pharmacology/ Antiretroviral drugs (NRTIs, NNRTIs, PIs, fusion inhibitors)
- f. Pharmacology/ Immunosuppressants (calcineurin inhibitors, cytotoxic, antibodies)
- g. Pharmacology/ Immunoglobulins (IgM, IgA, IgG, IgM)
- h. Pharmacology/ Immunomodulator (IVIg)
- i. Pharmacology/ Interferon
- j. Pharmacology/ Immunostimulants
- k. Pharmacology/ Thrombopoietic growth factor

I. Nutrition/ High calorie, high protein diet

Alterations in Integument

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in integument.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in integument.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in integument.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in integument.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in integument.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support integument.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in integument.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in integument.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in integument.

Content Topics:

- a. Pathophysiology/ Trauma related disorders (thermal, chemical, and electrical burns and skin grafting, malignant melanoma),
- b. Pathophysiology of Necrotizing Fasciitis
- c. Pharmacology/ Sulfonamides
- d. Pharmacology/ Topical antibacterial (nitrofurazone)
- e. Nutrition/ High calorie, high protein diet
- f. Nutrition/ Nutritional supplements

Alterations in Mobility

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in mobility.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in mobility.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in mobility.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in mobility.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in mobility.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support mobility.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in mobility.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in mobility.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in mobility.

Content Topics:

- a. Trauma related disorders (crush injuries, multiple fractures, open fractures, bone tumors)

- b. Pharmacology/ Analgesics

Alterations in Reproduction

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in reproduction.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in reproduction.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in reproduction.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in reproduction.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in reproduction.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

6. Demonstrate correct use and establish proper functioning of therapeutic devices that support reproduction.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in reproduction.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in reproduction.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in reproduction.

Content Topics:

- a. Hormone related disorders
- b. Pharmacology/ Corticosteroids
- c. Pharmacology/ Antihypertensives
- d. Pharmacology/ Magnesium sulfate

Alterations in Ingestion, Digestion, Absorption, and Elimination

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support ingestion, digestion, absorption, and elimination.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in ingestion, digestion, absorption, and elimination.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in ingestion, digestion, absorption, and elimination.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in ingestion, digestion, absorption, and elimination.

Content Topics:

- a. Pathophysiology/ Increased arterial pressure disorders (portal hypertension and ascites, liver, pancreas & biliary tract disorders/complications)
- b. Pathophysiology/ Surgical interventions for gastrointestinal disorders
- c. Pharmacology/ Beta blockers

Alterations in Excretion

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in excretion.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in excretion.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

3. Ascertain priority actions for clients across the lifespan who have complex alterations in excretion.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in excretion.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in excretion.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support excretion.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in excretion.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in excretion.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in excretion.

Content Topics:

- a. Pathophysiology/ Organ failure syndromes (uremic syndrome, nephrotic syndrome, hemo- and peritoneal dialysis)
- b. Pharmacology/ Iron supplements
- c. Pharmacology/ Erythropoetic growth factors
- d. Nutrition/ Low sodium, low potassium, low protein diet
- e. Nutrition/ Low purine diet

Alteration in Oxygenation

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in oxygenation.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in oxygenation.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in oxygenation.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in oxygenation.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in oxygenation.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support oxygenation
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in oxygenation.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in oxygenation.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in oxygenation.

Content Topics:

- a. Pathophysiology/ Obstructive disorders (pulmonary hypertension/ARF/ ARDS/SARS, cystic fibrosis)
- b. Pathophysiology/ Trauma related disorders (tension pneumothorax)
- c. Pharmacology/ Glucocorticoids
- d. Pharmacology/ N-acetylcysteine
- e. Nutrition/ Total parenteral nutrition

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Hemodynamic Monitoring/Critical Care

Unit Objectives:

1. Recognize alterations in atrial, pulmonary arterial, and pulmonary wedge pressures.
2. Apply knowledge of pathophysiology when measuring cardiac output, oxygen saturation levels, and wedge pressures.
3. Analyze data obtained via systemic intra-arterial monitoring.
4. Identify priority actions for clients with an alteration in cardiac output.

Content Topics:

- a. Anaphylactic Shock, Cardiogenic Shock, Hypovolemic Shock, Septic Shock
- b. Systemic Inflammatory Response Syndrome
- c. Multiple Organ Dysfunction Syndrome
- d. Respiratory Failure and Acute Respiratory Distress Syndrome
- e. Invasive Monitoring Management
- f.

Oncology:

Unit Objectives:

1. Analyze the care options and resources for clients with a terminal prognosis.
2. Ascertain the role of the nurse when providing and coordinating the care of clients with oncological conditions.
3. Compare and contrast the various types of radiation therapies, related side effects, and nursing interventions.
4. Compare and contrast the surgical treatment goals related to cure and palliation.
5. Analyze the various classifications of chemotherapeutic, immunologic, and hormonal drugs used in the treatment of cancer.
6. Integrate knowledge of actions, contraindications, potential side effects, and nursing implications of medications used in the treatment of cancer.

Content Topics:

- a. Pharmacology/ Cytotoxic agents
- b. Pharmacology/ Hormonal agents
- c. Pharmacology/ Biologic response modifiers
- d. Pharmacology/ Targeted drugs
- e. Experimental treatment modalities

Peri Operative Management

Unit Objectives:

1. Differentiate between the various phases of the perioperative experience and the role of the nurse.
2. List the responsibilities of the nurse when caring for a client in the immediate pre- and postoperative period.
3. Differentiate between general and regional anesthesia and conscious sedation.
4. Compare and contrast potential complications and nursing indications of local, general anesthesia, and conscious sedation.
5. Analyze the needs of clients across the lifespan during the pre, intra, and postoperative phases of the surgical experience.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

6. Analyze the nurse's role in obtaining informed consent and discuss the legal and ethical issues related to ensuring informed consent.
7. Integrate knowledge of actions, contraindications, potential side effects, and nursing implications of medications used in the plan of care for clients undergoing surgery.
8. Describe the impact drugs used during a surgical procedure can have on drugs given in the immediate postoperative period.
9. Provide pre- and postoperative education.
10. Intervene to provide a safe environment for the surgical client.
11. Discuss potential post surgical and immobility complications and the nurses' role in preventing them (thromboemboli, pneumonia, atelectasis, wound infection, wound dehiscence and evisceration).
12. Intervene to provide a safe environment for the surgical client
13. Compare and contrast medications commonly given for postoperative pain, nausea, and vomiting.

Topics:

- a. Postoperative nausea and vomiting/ Dopamine antagonists
- b. Perioperative sedation pharmacology
- c. Perioperative anesthesia: General, Regional, Conscious Sedation

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

NOTE: For each *course credit*, students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

Course Title: Management and Professional Concepts 2nd 8 weeks

Course Number: NSG 221

Credits: 2

Class Times:

Instructor:

Office Hours:

Required Text(s):

Edelman, C., Mandle, C. (2018). Health Promotions throughout the Lifespan (9th ed). Mosby, St. Louis, MO. ISBN-13: 978-0323416733.

Gulanick, M., Myers, J. (2018). Nursing Care Plans Diagnoses, Interventions, & Outcomes (9th ed). Elsevier, St. Louis, MO. ISBN: 978-0-323-42811-8

Jarvis, C. (2016) Pocket Companion for Physical Examination and Health Assessment (7th ed.). Saunders, St. Louis, MO. ISBN: 978-0-323-26537-9

Ladwig, G., Ackley, B., Makic, B. (2017). Mosby's Guide to Nursing Diagnosis (5th ed.). Mosby, St. Louis, MO. ISBN: 978-0-323-39020-0.

Motacki, K., Burke, K. (2017). Nursing Delegation and Management of Patient Care, (2nd ed.). Mosby, St. Louis, MO. ISBN: 978-0-323-32110-5

Lewis, S., Dirksen, S., Heitkemper, M., Bucher, L. (2014). Medical-Surgical Nursing (9th ed). Mosby, St. Louis, MO. ISBN: 978-0-323-09146-6.

Malarkey, L. McMorrow, M. (2012). Saunders Nursing Guide to Laboratory and Diagnostic Tests, (2nd ed.). Saunders Publishing, St. Louis, MO. ISBN: 978-1-437-72712-8. (Text book or online)

Mosby's Drug Guide for Nursing Students (2017) - Elsevier eBook on Intel Education Study, (12th Edition). Mosby, St. Louis, MO. ISBN: 9780323448031 (book or online)

Recommended Texts & Other Readings:

Lilley, L., Rainforth, S., Snyder, J. (2017) Pharmacology and the Nursing Process, (8th Edition). Mosby, St. Louis, MO. ISBN: 978-0-323-35828-6.

Nies, M., McEwen, M. (2105). Community/Public Health Nursing (6th ed). Saunders, St. Louis MO. ISBN: 978-0-323-18822-7.

Perry, P., Potter, A., Ostendorf, W. (2014). Clinical Nursing Skills and Techniques (8th ed.). Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-08383-6.

Potter, P., Perry, A., Stockert, P., Hall, A. (2014). Fundamentals of Nursing (8th ed).

Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-07933-4

Potter, P., Perry, A., Stockert, P., Hall, A. (2014). Fundamentals of Nursing Study Guide

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

(8th ed). Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-08469-7

Ogden, S., Fluharty, L.(2012).Calculation of Drug Dosages: A Work Text. (9th ed.). Elsevier Mosby Publisher, St. Louis, MO. ISBN #: 978-0-323-07753-8.

Varcarolis, E. (2017). Essentials of Mental Health Nursing (3rd ed). Mosby, St. Louis, MO. ISBN: 978-0-323-41536-1.

Required Equipment:

Royal Blue Scrub Uniform 2 pocket on shirt

Watch with moving hand

Stethoscope

White athletic shoes

Pen light

HESI Exit Exam

Recommended Texts & Other Readings:

Additional readings will include postings on Moodle and in class handouts.

Course Description:

This course facilitates the transition of the student to the role of a professional nurse. Emphasis is placed on contemporary issues and management concepts, as well as developing the skills of delegation, conflict management, and leadership. Legal and ethical issues are discussed with a focus on personal accountability and responsibility. Standards of practice and the significance of functioning according to state regulations and statutes are analyzed. Emphasis is placed on preparing for practice as a registered nurse.

Pre-requisites:

Pre-requisites: NSG 105 Health Alterations Across the Lifespan I, NSG 215 Health Alterations Across the Lifespan II, NSG 220 Health Alterations Across the Lifespan III

This course is required for:

The Associate Degree of Nursing

Course Specific Outcomes:

Upon successful completion of this course,

1. Formulate and defend opinions using evidence from the literature about selected contemporary issues and their effect on the profession of nursing and the health care delivery system.

Means of Assessment: Annotated bibliography, journaling, tests, HESI

2. Examine an institution's organizational structure and governance system and its potential impact on the role of the nurse and provision of health care

Means of Assessment: tests, case studies, quizzes, written project, resume

3. Analyze selected leadership styles, theories, and their effect on the management of employees.

Means of Assessment: tests, case studies, written projects, quizzes, HESI

4. Integrate principles of group process and teamwork into the operation of the interdisciplinary health care team.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Means of Assessment: Means of Assessment: tests, case studies, written projects, HESI

5. Apply leadership skills and empowerment strategies when managing the care of clients.

Means of Assessment: tests, case studies, written projects, quizzes, HESI

6. Perform nursing care and delegate tasks within the legal parameters of that entity's scope and practice, ensuring culturally sensitive, safe, quality care to clients.

Means of Assessment: tests, case studies, written projects, quizzes, and HESI

7. Act as an advocate for individuals, families, and selected groups, regarding health care decisions and health-related education, with appropriate communication skills.

Means of Assessment: tests, case studies, written projects, quizzes, and HESI

8. Use information technology as a tool to access current knowledge that supports enhanced clinical decision-making

Means of Assessment: tests, case studies, written projects, quizzes, and HESI

9. Manage the care of clients, families and groups while adhering to ethical, legal, and professional standards and maintaining accountability and responsibility for care provided.

Means of Assessment: tests, case studies, written projects, quizzes, and HESI

10. Facilitate activities related to the development, implementation, and evaluation of quality improvement plans to improve health care services. SLO: Quality Improvement

Means of Assessment: tests, case studies, written projects, quizzes, and HESI

11. Assist in developing mass casualty plans and their implementation in the event of an emergency.

Means of Assessment: tests, case studies, written projects, quizzes, and HESI

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1. Communication	Skills demonstration	Tests, pop quizzes, project presentation
2. Mathematic Literacy	Skills demonstration	Tests
3. Social Responsibility	Demonstrations	Tests, project presentation

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

4. Culture	Research	Project Presentation
5. Critical Thinking	Research, readings	Project Presentation
6. Global Awareness	Research, readings	Discussion

Program Outcomes:

1. Utilize standards of care in application of the nursing process in caring for clients across the life span in a variety of care settings.
2. Communicate professionally, using informatics, written, verbal and nonverbal methods.
3. Base nursing care decisions on safe, evidence-based practices and nursing judgement, and legal/ethical principles.
4. Provide patient-centered, safe, effective, quality and compassionate care across diverse populations.
5. Effectively educate client(s) and their families or caregivers.
6. Demonstrate responsibility for care provided, quality improvement of care, and evaluate performance for continuous self-development.
7. Lead in a professional manner utilizing interdisciplinary teams.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Culture & Tradition:

The Mission Statement of LCOOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

GRADING SCALE		
A	100-90	EXCELLENT
B	89-80	ABOVE AVERAGE
C	79-70	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	69-60	BELOW AVERAGE
F	59 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

Component	Points-if applicable	Weight
Class Participation		5%
Class Assignments and Quizzes		25%
Tests-in class		35%
Culture Project		5%
Final Exam		20%
Mock NCLEX Exams average		10%

Attendance Policy:

Students will be allowed up to a maximum of one class period per semester

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation.

Please refer to the LCOOCC Student Handbook for the Class Attendance Policy.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability, which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the **Vice President of Academic and Student Affairs (715-634-4790 Ext. 117)** at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Please refer to the Student Handbook for Academic Misconduct and Plagiarism.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please refer to the LCOOCC ADN Student Handbook pg. 28

Assignments and Tests:

It is well-established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class. If you miss a test or are unable to turn in your assigned work for that particular missed class period, **you will have 24 hours** to turn in your work or make-up your test with **prior approval from instructor**. Your test will be in Trio and you will need to set up appointment with Trio to take the test.

Late assignments and make-up tests **will not** be allowed under any other circumstances.

Please note, assignments are due at the **beginning** of each class period.

Please refer to LCOOCC ADN Student Handbook pg. 21

Reading Assignments:

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused). Quizzes and assignments will be based on your reading assignments due that day.

Special Note Regarding Incompletes:

Please refer to the Student Handbook for the policy on Incompletes

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please also refer to the LCOOCC ADN Student Handbook pg. 56

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Mid-term and Final Examinations:

In order to receive credit for the mid-term or final grade, exams **must** be taken on the designated day during Mid-Term Exam week or Final Exam week unless prior arrangements have been made with your instructor.

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** *Not having computers or Internet at home is NOT an excuse to be late with homework.* Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

Gikinoo'amaagan Odanokiiwin - Student Work:

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values, with Course Specific Outcomes and with those General Education Outcomes that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom.

For this class, the Gikinoo'amaagan Odanokiiwin project is a *research paper on a (hypothetic) specific outbreak/epidemic disease process prevalent in the Ojibwan culture. Students will incorporate the role of Director of Health services for LCO tribal health and provide evidence of resources and advocacies for the Ojibwan people.* The results of this project will assess students':

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Objective(s)1,2,3,4,5,6,7,8,9,10,11,12)

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5 and Course Objective(s) 1,2,3,4,5,6,7,8,9,10)

Addendum Section

Course assignments are listed on the schedule in the syllabus and on Moodle. The rubric for each assignment will be posted on Moodle and is also available in your ADN Student Handbook, which is also posted on Moodle.

Content Units:

Transformational Leadership

Unit Objectives: Leadership and Management

1. Identify the various leadership theories.
 1. Differentiate between leadership and management.
 2. Discuss the role of the manager.
 3. Review the different management levels in nursing.
 4. Identify differences between a nurse manager and a nurse executive.
 5. Differentiate between the various types of competencies of client care managers.
 6. Compare the nursing process and the management process.
 7. Discuss activities used by the nurse manager to support the nursing and management processes.
 8. Identify the day-to-day activities of the care manager.

Unit Objectives: Organizational Structure of Health Care

1. Differentiate between a care delivery model and a professional practice model.
2. Describe the various organizational structures in health care.
3. Identify the management structures of patient care.
4. Describe the various modes of patient care delivery systems.
5. Discuss the pros and cons of each of the delivery systems.
6. Determine the responsibility of the nurse in the various care delivery systems.
7. Relate a clinical scenario to each of the delivery models.

Unit Objectives: Strategic Management and Planning

1. Define strategic management and strategic planning.
2. Discuss the importance of the strategic planning process.
3. Identify the components of the strategic plan.
4. Compare and contrast the various types of strategic planning processes.
5. Distinguish between short- and long-term plans and objectives.
6. Identify the role of the nurse manager in the strategic planning process.

Unit Objectives: Financial Management in Health Care

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

1. Define health care.
2. Identify factors influencing today's health care system.
3. Discuss the economic realities of U.S. health care.
4. Identify the major forms of reimbursement for health care.
5. Describe the U.S. health care system.
6. Define budgeting.
7. Differentiate among types of budgets.
8. Discuss the advantages of various budget processes.
9. Describe the key elements of budget preparation.
10. Identify the responsibilities of the nurse manager in budget preparation.
11. Discuss the responsibilities of the nurse manager in budget review.

Unit Objectives: Health Care Regulatory and Certifying Agencies

1. Identify health care regulatory and certifying agencies.
2. Explain the nurse's role in relation to hospital surveys.
3. Differentiate between The Joint Commission, Det Norske Veritas, and Healthcare Facilities Accreditation.
4. Define accreditation.
5. Discuss strategies for implementation of proper procedures for an upcoming hospital survey.
6. Discuss strategies for implementation of proper procedures using appropriate regulatory and certifying agency guidelines.
7. Differentiate between accreditation and awards for performance.
8. Discuss the nurse's role in accreditation and awards for excellence.

Content Topics: Structural Empowerment

Unit Objectives: Organizational Decision Making and Shared Governance

1. Differentiate among the various structures of shared governance.
2. Identify the types of decisions made at the various levels of the organization.
3. Recognize the role of senior nursing leadership in the clinical decision making.
4. Identify the various functions represented in the shared governance structures.
5. Define the four primary principles of shared governance: partnership, equity, accountability, and ownership.
6. Discuss the responsibility of the staff nurse in shared governance.

Unit Objectives: Professional Decision Making and Advocacy

1. Discuss the professional nurse's role as a health care and patient advocate.
2. Define the four spheres of political influence in which nurses can affect change.
3. Identify various actions that a nurse can take to advocate for health.
4. Discuss current issues of importance for nurses in practice.
5. Define the various types of policy.
6. Describe the processes that exist within a healthcare organization for policy development.

Unit Objectives: Communication in the Work Environment

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

1. Identify the principles of good communication.
2. Discuss the importance of good communication in the management of care.
3. Identify various means of communication used in health care.
4. Review the components of a change-of-shift report.
5. Discuss SBAR (situation, background, assessment, recommendation) communication and its use in health care.
6. Discuss Team STEPPS (Team Strategies and Tools to Enhance Performance and Patient Safety) and its importance in the safe delivery of care.
7. Identify principles of communication when dealing with patients, families, and staff members.
8. Review communication principles when dealing with conflict resolution.

Unit Objectives: Personnel Policies and Programs in the Workplace

1. Discuss employment law as it relates to health care.
2. Differentiate between workplace safety and patient safety.
3. Explain why violence in the workplace is of particular concern for nurses.
4. Differentiate between abuse and assault.
5. Compare and contrast lateral and vertical violence.
6. Identify legal issues concerning workplace violence.
7. Identify issues of importance for safety in the workplace.
8. Discuss potential safety hazards in the workplace.
9. Review measures to protect the employee.
10. Identify interventions designed to deal with workplace violence.
11. Identify signs and symptoms of impaired practice.
12. Discuss the role of the nurse and nurse manager in dealing with impaired colleagues.
13. Explain the role of the employee assistance program.

Content Topics: Exemplary Professional Practice

Unit Objectives: Professional Development

1. Discuss professional development opportunities of the nurse.
2. Analyze the nurse's responsibility in individual professional development.
3. Analyze the progression of nursing clinical competence.
4. Discuss the importance of professional organizations in professional development.
5. Identify the steps and progression of the staff registered nurse in a clinical ladder program.
6. Review the various certifications available for the nurse.

Unit Objectives: Professional Practice and Care Delivery Models and Emerging Practice Models

1. Differentiate between the traditional, function care delivery models and professional care delivery models.
2. Discuss the pros and cons of each of the delivery systems.
3. Determine the responsibility of the nurse in the professional practice model.
4. Identify outcome measures of professional practice and care delivery models.
5. Differentiate between a professional practice model and a care delivery system.
6. Identify the opportunities for nurses related to the emerging models of practice and care

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Delivery.

Unit Objective: Staffing and Scheduling

1. Discuss the information required for the determination of staffing needs.
2. Review the different types of assignment systems.
3. Identify the difference between centralized and decentralized staffing.
4. Differentiate between the various types of staffing patterns.
5. Discuss activities used by the nurse manager to support fluctuating staffing needs.

Unit Objective: Delegation of Nursing Tasks

1. Define delegation.
2. Identify the five rights of delegation.
3. Review the circumstances where delegation is appropriate.
4. Identify tasks appropriate for delegation.
5. Discuss the role of unlicensed personnel in the delivery of health care.
6. Identify the role of the nurse in the delegation of health care.
7. Review the legal ramifications of delegation of care.

Unit Objective: Providing Competent Staff

1. Discuss hospital-wide and unit-based new employee orientation.
2. Analyze the role of preceptor in nurse orientation.
3. Compare and contrast the roles of the nurse, preceptor, and human resources in orientation.
4. Analyze the progression of nursing clinical competence.
5. Review the annual mandatory competencies for patient care staff.
6. Compare and contrast the roles of manager and staff in performance appraisal.
7. Identify the steps and progression of the staff registered nurse in the clinical ladder program.
8. Discuss activities used by the nurse manager to support promotion of staff members.

Unit Objective: Group Management for Effective Outcomes

1. Discuss nurse leader responsibility regarding group management.
2. Review techniques for working with groups.
3. Review techniques for leading groups and meetings.
4. Differentiate between functional and dysfunctional groups.
5. Review the different methods used to evaluate staff performance.
6. Identify the difference between supervising and evaluating the work of others.
7. Review the importance of supervising and leading groups, task forces, and patient care conferences.

Unit Objective: Hospital Information Systems

1. Define electronic health records (EHRs) and electronic medical records (EMRs).
2. Relate National Patient Safety Goals to the adoption of EMRs.
3. Analyze the driving forces behind the implementation of electronic record keeping.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

4. Review the components of a hospital-wide EMR.
5. Differentiate between an EMR and a hospital information system.
6. Discuss obstacles to the use of EMRs.
7. Analyze the role of the nurse in the implementation and use of EMRs.
8. Identify the required informatics competencies of nurses.
9. Discuss the future of electronic applications to enhance nursing practice.

Unit Objective: Ethical and Legal Issues in Patient Care

1. Differentiate between ethics and bioethics.
2. Identify ethical dilemmas in nursing.
3. Discuss the role of the nurse in advance directives.
4. Review the principles of ethical decision-making.
5. Identify interventions designed to protect patients' rights.
6. Discuss the responsibility of the ethics committee.
7. Differentiate between negligence and malpractice.
8. Explain why the nurse is at risk for legal issues.
9. Identify issues of importance for patient charting.
10. Discuss potential risk factors in health care settings.
11. Identify issues of importance in the Nurse Practice Act.
12. Explain why nurses must be aware of each state's Nurse Practice Act.

Content Objective: New Knowledge, Innovations, and Improvements

Unit Objective: Improving Organizational Performance

1. Identify the key focus of performance improvement.
2. Discuss trends in quality improvement.
3. List three drivers of quality.
4. Outline two models of performance improvement.
5. Identify three clinical outcome measures.
6. Identify major patient safety goals.
7. Describe four nursing outcomes specific to desired specialty.
8. Relate a clinical activity to a performance model.

Unit Objective: Evidence-Based Practice

1. Differentiate among research, evidence-based practice (EBP), and performance improvement.
2. Review the nurse's role in the implementation of evidence-based practice.
3. Identify the various models of EBP.
4. Identify the hierarchy of evidence.
5. Discuss the critical appraisal process in evaluating evidence.
6. Identify the PICOT (population, intervention, comparison, outcome, time) format of identifying a question.

Unit Objective: Monitoring Outcomes and the Use of Data for Improvement

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

1. Discuss the importance in using data to drive decisions.
2. Interpret visual representations of performance outcomes
3. Compare levels of performance to benchmark.
4. Identify the requirements for presenting improvement initiatives

Content Objective: Congratulations

Unit Objective: New Graduates: The Immediate Future: Job Interviewing, NCLEX, and Continuing Education

1. Review the recruitment process for patient care staff.
2. Identify the steps in the employment process.
3. Review the importance of a résumé in the employment process.
4. Differentiate between the various types of interviewing techniques used in health care.
5. Differentiate between various types of questions used in the employment interview.
6. Identify the role of the nurse manager in the hiring process.
7. Review the process for registering for the licensing examination.
8. Identify states participating in Nurse Compact licensure.
9. Elaborate on the decision making surrounding selection of the first job.
10. Identify specialty organizations in nursing.
11. Review the types of certification examinations available to the nurse.
12. Discuss the importance of continued education in nursing.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

NOTE: For each *course credit*, students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

Course Title: Clinical Care Across the Lifespan III 1st 8 weeks

Course Number: NSG 222

Credits: 2

Clinical Times:

Instructor:

Office Hours:

Required Text(s):

Edelman, C., Mandle, C. (2018). Health Promotions throughout the Lifespan (9th ed). Mosby, St. Louis, MO. ISBN: ISBN-13: 978-0323416733.

Gulanick, M., Myers, J. (2018). Nursing Care Plans Diagnoses, Interventions, & Outcomes (9th ed). Elsevier, St.Louis, MO. ISBN: 978-0-323-42811-8

Jarvis, C. (2016) Pocket Companion for Physical Examination and Health Assessment (7th ed.). Saunders, St. Louis, MO. ISBN: 978-0-323-26537-9

Ladwig, G., Ackley, B., Makic, B. (2017). Mosby's Guide to Nursing Diagnosis (5th ed.). Mosby, St. Louis, MO. ISBN: 978-0-323-39020-0.

Motacki, K., Burke, K. (2017). Nursing Delegation and Management of Patient Care, (2nd ed.). Mosby, St. Louis, MO. ISBN: 978-0-323-32110-5

Lewis, S., Dirksen, S., Heitkemper, M., Bucher, L. (2014). Medical-Surgical Nursing (9th ed). Mosby, St. Louis, MO. ISBN: 978-0-323-09146-6.

Malarkey, L. McMorrow, M. (2012). Saunders Nursing Guide to Laboratory and Diagnostic Tests, (2nd ed.). Saunders Publishing, St. Louis, MO. ISBN: 978-1-437-72712-8. (Text book or online)

Mosby's Drug Guide for Nursing Students (2017) - Elsevier eBook on Intel Education Study, (12th Edition). Mosby, St. Louis, MO. ISBN: 9780323448031 (book or online)

Recommended Texts & Other Readings:

Lilley, L., Rainforth, S., Snyder, J. (2017) Pharmacology and the Nursing Process, (8th Edition). Mosby, St. Louis, MO. ISBN: 978-0-323-35828-6.

Nies, M., McEwen, M. (2105). Community/Public Health Nursing (6th ed). Saunders, St. Louis MO. ISBN: 978-0-323-18822-7.

Perry, P., Potter, A., Ostendorf, W. (2014). Clinical Nursing Skills and Techniques (8th ed.). Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-08383-6.

Potter, P., Perry, A., Stockert, P., Hall, A. (2014). Fundamentals of Nursing (8th ed). Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-07933-4

Potter, P., Perry, A., Stockert, P., Hall, A. (2014). Fundamentals of Nursing Study Guide (8th ed). Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-08469-7

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Ogden, S., Fluharty, L.(2012).Calculation of Drug Dosages: A Work Text. (9th ed.). Elsevier Mosby Publisher, St. Louis, MO. ISBN #: 978-0-323-07753-8.

Varcarolis, E. (2017). Essentials of Mental Health Nursing (3rd ed). Mosby, St. Louis, MO. ISBN: 978-0-323-41536-1.

Required Equipment:

Royal Blue Scrub Uniform 2 pocket on shirt

Watch with moving hand

Stethoscope

White athletic shoes

Pen light

Recommended Texts & Other Readings:

Additional readings will include postings on Moodle and in class handouts.

Course Description:

This advanced clinical course requires the student to integrate concepts from all previous courses in the management of groups of clients facing complex health alterations. Students have the opportunity to develop critical thinking skills using the nursing process in making clinical decisions. Continuity of care through inter-disciplinary collaboration is emphasized.

Pre-requisites:

NSG 105 Health Alterations Across the Lifespan I, NSG 215 Health Alterations Across the Lifespan II, NSG 220 Health Alterations Across the Lifespan III, NSG 118 Clinical Care Across the Lifespan I, NSG 217 Clinical Care Across the Lifespan II

This course is required for:

The Associate Degree of Nursing

Course Specific Outcomes:

Upon successful completion of this course, students will be able to:

1. Demonstrate proficiency in performing advanced nursing skills for individuals with health alterations in a variety of settings.
 2. Apply therapeutic communication techniques in providing advanced nursing care for clients throughout the lifespan.
 3. Apply foundational knowledge of the nursing process in providing advanced nursing care for clients throughout the lifespan.
 4. Utilize critical thinking skills in providing collaborative care for clients with selected health alterations in a variety of settings.
 5. Formulate a teaching/learning plan for culturally diverse clients with selected health alterations in a variety of settings.
 6. Demonstrate competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process.
 7. Examine relevant technology for client care and documentation.
 8. Demonstrate professional behaviors and roles of a registered nurse upon entry into practice.
- Methods of Assessment: concept map, care plans, clinical evaluation tool, journaling

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

9. Use the nursing process as a framework for providing nursing care/ perform a comprehensive assessment of clients.
10. Select cultural and age-appropriate interventions for inclusion in the plan of care.
11. Promote continuity of health care within the health care team and across various settings.
12. Participate as a member of the interdisciplinary health care team.
13. Use scientific principles and evidence-based practice as a foundation for nursing practice
14. Provide high quality nursing care in an environment that is safe for the client, self, and others/
Use communication techniques that facilitate a caring nurse-client relationship.
15. Practice nursing in a professional, ethical, and legal manner

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness: Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1. Communication	Skills demonstration	Tests, pop quizzes, project presentation
2. Mathematic Literacy	Skills demonstration	Tests
3. Social Responsibility	Demonstrations	Tests, project presentation
4. Culture	Research	Project Presentation
5. Critical Thinking	Research, readings	Project Presentation
6. Global Awareness	Research, readings	Discussion

Program Outcomes:

1. Utilize standards of care in application of the nursing process in caring for clients across the life span in a variety of care settings.
2. Communicate professionally; using informatics, written, verbal and nonverbal methods.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

3. Base nursing care decisions on safe, evidence-based practices and nursing judgement, and legal/ethical principles.
4. Provide patient-centered, safe, effective, quality and compassionate care across diverse populations.
5. Effectively educate client(s) and their families or caregivers.
6. Demonstrate responsibility for care provided, quality improvement of care, and evaluate performance for continuous self-development.
7. Lead in a professional manner utilizing interdisciplinary teams.
Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.
Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Culture & Tradition:

The Mission Statement of LCOOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

GRADING SCALE		
A	100-92	EXCELLENT
B	92-82	ABOVE AVERAGE
C	82-72	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	72-62	BELOW AVERAGE
F	62 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

Component	Points-if applicable	Weight
Class Participation		35%
Journaling		25%
Cultural Project		25%
Leadership Paper		15%
Clinical Evaluation		P/F
Total		100%

Attendance Policy:

Students **not permitted** to miss any clinical experience. If an absence is expected, the student **MUST** petition the instructor prior to the start of the clinical. The instructor does **NOT** have to approve the absence.

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards will be placed on Financial Aid Probation.

Please refer to the LCOCC Student Handbook for the Class Attendance Policy.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability, which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the **Vice President of Academic and Student Affairs (715-634-4790 Ext. 117)** at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Please refer to the Student Handbook for Academic Misconduct and Plagiarism.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please refer to the LCOOCC ADN Student Handbook pg. 28

Assignments and Tests:

It is well established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time, you may experience an unexpected event that prevents you from attending class. If you miss a test or are unable to turn in your assigned work for that particular missed class period, **you will have up to the next class period** to turn in your work or make-up your test with **prior approval from instructor**.

Late assignments and make-up tests **will not** be allowed under any other circumstances.

Please note, assignments are due at the **beginning** of each class period.

Please refer to LCOOCC ADN Student Handbook pg. 21

Reading Assignments:

Students are expected for the work assigned even if you miss class (excused or unexcused). Quizzes and assignments will be based on your reading assignments due that day.

Special Note Regarding Incompletes:

Please refer to the Student Handbook for the policy on Incompletes

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please also refer to the LCOOCC ADN Student Handbook pg. 56

Mid-term and Final Examinations:

In order to receive credit for the mid-term or final grade, exams **must** be taken on the designated day during Mid-Term Exam week or Final Exam week unless prior arrangements have been made with your instructor.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** *Not having computers or Internet at home is NOT an excuse to be late with homework.* Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

Addendum Section

Course assignment are listed on the schedule in the syllabus and on Moodle. The rubric for each assignment will be posted on Moodle and is available in your ADN Student Handbook, which is also posted on Moodle.

Gikinoo'amaagan Odanokiiwin - Student Work:

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values, with Course Specific Outcomes and with those General Education Outcomes that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom.

For this class, the Gikinoo'amaagan Odanokiiwin project is a ***research paper on a (hypothetic) specific outbreak/epidemic disease process prevalent in the Ojibwan culture. Students will incorporate the role of Director of Health services for LCO tribal health and provide evidence of resources and advocacies for the Ojibwan people.*** The results of this project will assess students':

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Objective(s)1,2,3,4,5,6,7,8,9,10,11,12)
3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5 and Course Objective(s)1,2,3,4,5,6,7,8,9,10)

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

NOTE: For each *course credit* students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

Course Title: Nursing Clinical Transitions 2nd 8 weeks

Course Number: NSG 223

Credits: 2

Class Times:

Instructor:

Office Hours:

Required Text(s):

Required Supplies/Materials:

Giger, J. (2017). *Transcultural Nursing: Assessment & Intervention* (7th ed). St, Louis, MO: Elsevier/Mosby. ISBN: 9780323399920

Edelman, C., Mandle, C. (2018). *Health Promotions throughout the Lifespan* (9th ed). Mosby, St. Louis, MO. ISBN-13: 978-0323416733.

Gulanick, M., Myers, J. (2018). *Nursing Care Plans Diagnoses, Interventions, & Outcomes* (9th ed). Elsevier, St.Louis, MO. ISBN: 978-0-323-42811-8

Jarvis, C. (2016) *Pocket Companion for Physical Examination and Health Assessment* (7th ed.). Saunders, St. Louis, MO. ISBN: 978-0-323-26537-9

Ladwig, G., Ackley, B., Makic, B. (2017). *Mosby's Guide to Nursing Diagnosis* (5th ed.). Mosby, St. Louis, MO. ISBN: 978-0-323-39020-0.

Motacki, K., Burke, K. (2017). *Nursing Delegation and Management of Patient Care*, (2nd ed.). Mosby, St. Louis, MO. ISBN: 978-0-323-32110-5

Lewis, S., Dirksen, S., Heitkemper, M., Bucher, L. (2014). *Medical-Surgical Nursing* (9th ed). Mosby, St. Louis, MO. ISBN: 978-0-323-09146-6.

Malarkey, L. McMorrow, M. (2012). *Saunders Nursing Guide to Laboratory and Diagnostic Tests*, (2nd ed.). Saunders Publishing, St. Louis, MO. ISBN: 978-1-437-72712-8. (Text book or online)

Mosby's Drug Guide for Nursing Students (2017) - Elsevier eBook on Intel Education Study, (12th Edition). Mosby, St. Louis, MO. ISBN: 9780323448031 (book or online)

Recommended Texts & Other Readings:

Lilley, L., Rainforth, S., Snyder, J. (2017) *Pharmacology and the Nursing Process*, (8th Edition). Mosby, St. Louis, MO. ISBN: 978-0-323-35828-6.

Nies, M., McEwen, M. (2105). *Community/Public Health Nursing* (6th ed). Saunders, St. Louis MO. ISBN: 978-0-323-18822-7.

Perry, P., Potter, A., Ostendorf, W. (2014). *Clinical Nursing Skills and Techniques* (8th ed.). Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-08383-6.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Potter, P., Perry, A., Stockert, P., Hall, A. (2014). Fundamentals of Nursing (8th ed).

Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-07933-4

Potter, P., Perry, A., Stockert, P., Hall, A. (2014). Fundamentals of Nursing Study Guide

(8th ed). Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-08469-7

Ogden, S., Fluharty, L.(2012).Calculation of Drug Dosages: A Work Text. (9th ed.). Elsevier Mosby Publisher, St. Louis, MO. ISBN #: 978-0-323-07753-8.

Varcarolis, E. (2017). Essentials of Mental Health Nursing (3rd ed). Mosby, St. Louis, MO. ISBN: 978-0-323-41536-1.

Required Equipment:

Royal Blue Scrub Uniform 2 pocket on shirt

Watch with moving hand

Stethoscope

White athletic shoes

Pen light

Recommended Texts & Other Readings:

Additional readings will include postings on Moodle and in class handouts.

Course Description:

This clinical experience integrates all knowledge learned in the previous courses in transitioning to the role of the graduate nurse. This clinical experience incorporates an internship that promotes relatively independent clinical decisions, delegation, and works collaboratively with others to achieve client and organizational outcomes.

Pre-requisites:

Completion of all the nursing and pre requisite courses.

This course is required for:

The Associate Degree of Nursing

Course Specific Outcomes:

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

- 1.Evaluate professional, legal and regulatory frameworks that influence the delivery of nursing care
2. Integrate an understanding of how economics and staffing affects health care provision
3. Understand the importance of innovations in nursing, for example, Quality and Risk Management Programs and the use of e-health records and their impact on positive patient outcomes
4. Imbed a safety and quality framework into the transition to practice.
5. Develop strategies that will facilitate a personal transition from student nurse to registered nurse.
6. Reflect on the need for self-care during a nursing career
7. Assess the nurse's role in leadership, delegation and management of the interdisciplinary team by recognizing the qualities that contribute to effective leadership and teamwork in nursing
8. Demonstrate an understanding of the importance of ongoing professional development including

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

construction of a professional portfolio to plan a career pathway.

9. Refine clinical teaching skills and methods

10. Integrate concepts of critical thinking into transition by applying research findings and evidence-based practice

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1. Communication	Skills demonstration	Tests, pop quizzes, project presentation
2. Mathematic Literacy	Skills demonstration	Tests
3. Social Responsibility	Demonstrations	Tests, project presentation
4. Culture	Research	Project Presentation
5. Critical Thinking	Research, readings	Project Presentation
6. Global Awareness	Research, readings	Discussion

Program Outcomes:

- Utilize standards of care in application of the nursing process in caring for clients across the life-span in a variety of care settings.
- Communicate professionally, using informatics, written, verbal and nonverbal methods.
- Base nursing care decisions on safe, evidence based practices and nursing judgement, and legal/ethical principles.
- Provide patient-centered, safe, effective, quality, and compassionate care across diverse populations.
- Effectively educate client(s) and their families or caregivers.
- Demonstrate responsibility for care provided, quality improvement of care, and evaluate performance for continuous self-development.
- Lead in a professional manner utilizing interdisciplinary teams.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Culture & Tradition:

The Mission Statement of LCOOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

GRADING SCALE		
A	100-92	EXCELLENT!
B	91-82	ABOVE AVERAGE
C	81-72	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	71-62	BELOW AVERAGE
F	61 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

Component	Points- if applicable	Weight
Clinical Participation		35%
Journaling		25%
Capstone Portfolio		20%

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Leadership Style PowerPoint Presentation		10%
Mock NCLEX Exam		10%
Clinical Evaluation		P/F
Total		100%

Attendance Policy:

Students are **not allowed** to miss any clinical experience. If an absence is expected, the student **MUST** petition the instructor prior to the clinical that will be missed. The instructor does **NOT** have to approve the absence.

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation.

Please refer to the LCOOCC Student Handbook for the Class Attendance Policy.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the **Vice President of Academic and Student Affairs (715-634-4790 Ext. 117)** at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Please refer to the Student Handbook for Academic Misconduct and Plagiarism.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please refer to the LCOOCC ADN Student Handbook pg. 28

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Assignments and Tests:

It is well-established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class. If you miss a test or are unable to turn in your assigned work for that particular missed class period, **you will have 1 class period** to turn in your work or make-up your test.

Late assignments and make-up tests **will not** be allowed under any other circumstances.

Please note, assignments are due at the **beginning** of each class period.

Please refer to LCOOCC ADN Student Handbook pg. 21

Reading Assignments:

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused). Quizzes and assignments will be based on your reading assignments due that day.

Special Note Regarding Incompletes:

Please refer to the Student Handbook for the policy on Incompletes

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please also refer to the LCOOCC ADN Student Handbook pg. 56

Mid-term and Final Examinations:

In order to receive credit for the mid-term or final grade, exams **must** be taken on the designated day during Mid-Term Exam week or Final Exam week unless prior arrangements have been made with your instructor.

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** *Not having computers or Internet at home is NOT an excuse to be late with homework.*

Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

Addendum Section

Course assignment are listed on the schedule in the syllabus and on Moodle. The rubric for each assignment will be posted on Moodle and is also available in your ADN Student Handbook, which is also posted on Moodle.

Gikinoo'amaagan Odanokiiwin - Student Work:

Gikinoo'amaagan Odanokiiwin – Student Work is a *Student Learning Project* which incorporates Ojibwe knowledge and values, with Course Specific Outcomes and with those General Education Outcomes that pertain to this course. In addition, the Student Learning Project will provide a means to better evaluate student understanding and application of knowledge taught in the classroom. For this class, the Gikinoo'amaagan Odanokiiwin project a final care plan integrating cultural values, a teaching plan incorporating cultural values, an annotated bibliography integrating cultural perspectives and a five-year plan depicting a path to follow to acquire further knowledge The results of this project will assess students':

1. Ability to communicate effectively. (Gen. Ed. 1)
2. Creation of a project that integrates both course-specific content and Ojibwe cultural knowledge. (Gen Ed. 4 and Course Objective(s)1,2,3,4,5,6,7,8,9,10,11,12)
3. Ability to locate, gather, and synthesize information. (Gen. Ed. 5 and Course Objective(s)1,2,3,4,5,6,7,8,9,10)

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

NOTE: For each *course credit*, students should expect to spend an additional two hours outside of class studying or working on class assignments. Hence, for a three-credit course, this means about six hours per week of work outside of class.

Course Title: NCLEX Review

Course Number: NSG XXX

Credits: 1

Class Times: Spring Semester
Room 409

Instructor: Sajeetha Babu, Office 715-634-4790 x 149
Cell: 715-699-3592

E-mail sbabue@lco.edu

Office Hours: By appointment

Required Supplies/Materials:

HESI Educational products & Exams
Royal Blue Scrub Uniform 2 pocket on shirt
Watch with moving hand
Stethoscope
White athletic shoes
Pen light

Required Text(s):

Lewis, S., Dirksen, S., Heitkemper, M., Bucher, L. (2017). Medical-Surgical Nursing (10th ed). Mosby, St. Louis, MO. ISBN: 9780323328524.

Edelman, C., Mandle, C. (2014). Health Promotions throughout the Lifespan (8th ed). Mosby, St. Louis, MO. ISBN: 978-0-323-11256-7.

Gulanick, M., Myers, J. (2018). Nursing Care Plans Diagnoses, Interventions, & Outcomes (9th ed). Elsevier, St.Louis, MO. ISBN: 978-0-323-42811-8

Jarvis, C. (2016) Pocket Companion for Physical Examination and Health Assessment (7th ed.). Saunders, St. Louis, MO. ISBN: 978-0-323-26537-9

Ladwig, G., Ackley, B., Makic, B. (2017). Mosby's Guide to Nursing Diagnosis (5th ed.). Mosby, St. Louis, MO. ISBN: 978-0-323-39020-0.

Motacki, K., Burke, K. (2017). Nursing Delegation and Management of Patient Care, (2nd ed.). Mosby, St. Louis, MO. ISBN: 978-0-323-32110-5

Malarkey, L. McMorrow, M. (2012). Saunders Nursing Guide to Laboratory and Diagnostic Tests, (2nd ed.). Saunders Publishing, St. Louis, MO. ISBN: 978-1-437-72712-8. (Text book or online)

Mosby's Drug Guide for Nursing Students (2017) - Elsevier eBook on Intel Education tudy, (12th Edition). Mosby, St. Louis, MO. ISBN: 9780323448031 (book or online)

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Recommended Texts & Other Readings:

Lilley, L., Rainforth, S., Snyder, J. (2017) *Pharmacology and the Nursing Process*, (8th Edition). Mosby, St. Louis, MO. ISBN: 978-0-323-35828-6.

Nies, M., McEwen, M. (2105). *Community/Public Health Nursing* (6th ed). Saunders, St. Louis MO. ISBN: 978-0-323-18822-7.

Perry, P., Potter, A., Ostendorf, W. (2014). *Clinical Nursing Skills and Techniques* (8th ed.). Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-08383-6.

Potter, P., Perry, A., Stockert, P., Hall, A. (2014). *Fundamentals of Nursing* (8th ed). Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-07933-4

Potter, P., Perry, A., Stockert, P., Hall, A. (2014). *Fundamentals of Nursing Study Guide* (8th ed). Elsevier Mosby, St. Louis, MO. ISBN: 978-0-323-08469-7

Ogden, S., Fluharty, L.(2012). *Calculation of Drug Dosages: A Work Text*. (9th ed.). Elsevier Mosby Publisher, St. Louis, MO. ISBN #: 978-0-323-07753-8.

Varcarolis, E. (2017). *Essentials of Mental Health Nursing* (3rd ed). Mosby, St. Louis, MO. ISBN: 978-0-323-41536-1.

Recommended Texts & Other Readings:

Additional readings will include postings on Moodle and in class handouts.

Course Description:

All nurses must pass the NCLEX-RN to obtain a nursing license as a registered nurse. This course reviews the concepts required for licensure examination and entry into the practice of professional nursing. The focus is to maximizing the content students learned in their curriculum and then teaching them how to critically think and answer the questions. It also includes review of application process of National Council Licensure Examination for Registered Nurses (NCLEX-RN) test plan, assessment of knowledge deficits, and remediation. This course is offered as a block approach at the end of Nursing Program.

Pre-requisites:

Admission to the nursing program or administrative approval; successful completion of all first, second, and third semester ADN concept based curriculum courses

Course Specific Outcomes:

Upon successful completion of this course, the students will

1. Apply knowledge, skills, and understanding of critical concepts required for entry into professional nursing
2. Demonstrate individual competency level applicable to nursing content areas
3. Exhibit readiness for licensure examination

General Education Program Outcomes:

Students receiving an associate degree will:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

GEN ED 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

GEN ED 3 Social Responsibility

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

contributing citizens of the community, state, nation, and world.

GEN ED 4 Culture: Ojibwe and other Native Cultures

Students demonstrate understanding of Ojibwe and other Native American culture.

GEN ED 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

GEN ED 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

General Education Program Outcomes:

This course measures the following outcomes:

GEN ED	Assignment/Activity	Assessment
1. Communication	Skills demonstration	Tests, pop quizzes, project presentation
2. Mathematic Literacy	Skills demonstration	Tests
3. Social Responsibility	Demonstrations	Tests, project presentation
4. Culture	Research	Project Presentation
5. Critical Thinking	Research, readings	Project Presentation
6. Global Awareness	Research, readings	Discussion

Program Outcomes:

1. Utilize standards of care in application of the nursing process in caring for clients across the life-span in a variety of care settings.
2. Communicate professionally, using informatics, written, verbal and nonverbal methods.
3. Base nursing care decisions on safe, evidence based practices and nursing judgement, and legal/ethical principles.
4. Provide patient-centered, safe, effective, quality, and compassionate care across diverse populations.
5. Effectively educate client(s) and their families or caregivers.
6. Demonstrate responsibility for care provided, quality improvement of care, and evaluate performance for continuous self-development.
7. Lead in a professional manner utilizing interdisciplinary teams.

Means of Assessment: Exams, papers, presentations and clinical performance, clinical evaluations, HESI exams, NCLEX pass rate.

Culture & Tradition:

The Mission Statement of LCOOCC states:

The Lac Courte Oreilles Ojibwe Community College mission is to provide Anishinaabe communities with post-secondary curriculum and continuing education while advancing the language, culture, and history of the Ojibwe.

In order to adhere to the college's mission statement, this course will incorporate Ojibwe Language, Culture, and History into class activities wherever possible. These activities have been included in the class schedule.

This course is required for completion of: The Associate Degree of Nursing

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Course Content:

Unit 1: Assessment of Learning Opportunities

Topic	Resource
NCLEX Blue Print	NCSBN website
Study skills/review of question type	NCSBN Canvas PPT
Standardized test review	Remediation and past scores
Case Studies	Case Studies (comprehensive)
Register for Licensing	Wisconsin BON

Unit 2: NCLEX Practice Tests

Topic	Resource
Comprehensive Practice Exam	Standardized Test Materials
Comprehensive Practice Exam	Standardized Test Materials
Comprehensive Practice Exam	Standardized Test Materials
Multidisciplinary Quiz Practice	Standardized Test Materials
Multidisciplinary Assignment Quiz	Standardized Test Materials
Alternative Type Questions Review	Standardized Test Materials

Course Structure:

This course will be offered face to face and some selected activities will be **online** through the course management system Moodle. You will use your Moodle account to login to the course from the Moodle login page - <http://moodle3.lco.edu/>

In Moodle, you will access course materials, and resources. At designated times throughout the semester; the class might participate in a blend of self-paced and group-paced activities using Moodle and alternative Internet-based technologies. Activities might consist of chat, blogs, discussion forums, email, journaling, blogging, wikis, and web posting.

Technical Assistance:

If you need technical assistance at any time during the course or to report a problem with Moodle you can:

- Visit the Moodle page: <http://moodle3.lco.edu/>
- Review Moodle: <http://moodle3.lco.edu/>
- For Technical Assistance: helpme@lco.edu

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability, which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations are asked to contact the **Disability Services** at disabilites@lco.edu within the two weeks the start of classes to allow sufficient time for any adaptive accommodations to be made.

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Evaluation Procedures and Grading Criteria:

Grading at LCOOCC is based on your level of achievement on papers, projects and examinations. The level of proficiency achieved will be indicated by the following letter grades for each academic level. Please refer to the Student Handbook for additional data.

GRADING SCALE		
A	90-100	EXCELLENT!
B	80-89	ABOVE AVERAGE
C	70-79	AVERAGE
IF YOUR GRADES FALL BELOW THEY WILL NOT TRANSFER TO ANOTHER INSTITUTION		
D	61-77	BELOW AVERAGE
F	60 or below	FAILING
I	N/A	INCOMPLETE
W	N/A	WITHDRAW
Z	N/A	AUDIT
P	N/A	PASS

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Component	Points- if applicable	Weight
Class Participation		5%
Tests-in class		70%
Final Exam		25%
TOTAL		100%

Attendance Policy:

Students will be allowed up to a maximum of 1 class period per semester

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards will be placed on Financial Aid Probation.

Please refer to the LCOOCC Student Handbook for the Class Attendance Policy.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Students who fail to make Academic Progress (minimum GPA) or meet the Pace of Progression (completing at least 67% of courses) standards may be placed on Financial Aid Probation. Please refer to the current Student Handbook, for the Class Attendance Policy.

Outside of Class Study Expectations:

The US Department of Education and the Higher Learning Commission have the expectation that students should be working approximately two hours of outside of class for each credit of instruction.

****IMPORTANT****

Students with Disabilities

It is the policy and practice of the Lac Courte Oreilles Ojibwe Community College to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements, please notify the instructor as soon as possible. I will maintain and uphold confidentiality of any information shared.

Institutions of Higher Education under the Americans with Disabilities Act are required to provide appropriate aids and services to students who have identified documented learning disability or other disability, which might affect classroom performance. It is the responsibility of the student to provide the appropriate documentation to the college in a timely manner. Students requesting accommodations need to contact the **Vice President of Academic and Student Affairs (715-634-4790 Ext. 117)** at least two weeks before the start of classes to allow sufficient time for any adaptive accommodations to be made.

Academic Honesty & Integrity Policy:

Please refer to the Student Handbook for Academic Misconduct and Plagiarism.

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please refer to the LCOOCC ADN Student Handbook pg. 28

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Assignments and Tests:

It is well established that students show improved learning when they regularly attend and participate in class discussions and activities. From time to time you may experience an unexpected event that prevents you from attending class (**extenuating circumstance**). If you miss a test or are unable to turn in your assigned work for that particular missed class period, **you will have up to the next class period to turn in your work or make-up your test with prior approval from instructor.**

Late assignments and make-up tests **will not** be allowed under any other circumstances.

Please note, assignments are due at the **beginning** of each class period.

Please refer to LCOOCC ADN Student Handbook pg. 21

Reading Assignments:

You will be expected to complete assigned material **before** coming to class. You will be held accountable for the work assigned even if you miss class (excused or unexcused). **Quizzes and assignments will be based on your reading assignments due that day.**

Special Note Regarding Incompletes:

Please refer to the Student Handbook for the policy on Incompletes

<http://www.lco.edu/images/Documents/Catalog/StudentHandbook2014.pdf>

Please also refer to the LCOOCC ADN Student Handbook pg. 56

Computer Use:

All students receive an lco.edu email account for the duration of the semester. In order to comply with FERPA (Family Education Rights and Privacy Act), all official notifications about your courses, Moodle, financial aid, and student evaluations **must** be sent through your lco.edu email account. You can access your lco.edu email account from any browser.

Necessary Technologies:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle or other Learning Management Systems

****Note**:** **Not having computers or Internet at home is NOT an excuse to be**

late with homework. Your education is your responsibility. We strongly encourage you to schedule time to make use of the resources provided for students to complete your studies in a timely manner.

Maintaining a Copy of the Course Syllabus: Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. **Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.**

Appendix 2

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Procedure: Allied Health Admission to Program(s)

Policy Number: 106

Policy Title: Allied Health Admission to Program(s)



CROSS REFERENCE(S):

DHS 129.09 (7)

Lac Courte Oreilles Ojibwa Community College Nursing Program (LCOOCC) has an open door policy and offers an educational experience to all persons in relation to race, creed, religion, color, gender, sexual preference, national origin, age, or disability. The Nursing Department requires all students to meet the following requirements; academic, physical, ethical, emotional and interpersonal capabilities necessary to complete the degree and to achieve levels of competency required for safe professional nursing practice.

Students desiring consideration for admission into the Associate Degree of Nursing program must successfully complete an application and admission procedures for LCOOCC and be enrolled as a LCOOCC student. Students seeking admission into the nursing program must meet expectations in 4 criteria: educational criteria, minimal technical criteria, admission criteria, and standardized testing criteria. Documentation regarding these criteria will be reviewed by the Nursing Admissions and Progression Committee. Acceptance into the nursing program is based on the decision of the Nursing Admissions and Progression Committee. Students are financially responsible for all program associated fees.

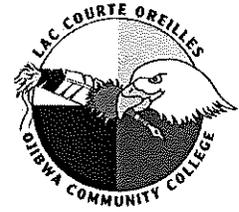
Student cohorts are admitted for the Associate Degree of Nursing program once a year. Student cohorts may be added in concurrent semesters. The deadline for application to a new cohort will be announced on the application packet each year. Students are selected from the pool of completed applications for the Associate Degree of Nursing Program by the Associate Degree of Nursing Admissions and Progression Committee. Students who are otherwise admitted to the program but are pending a Healthcare Provider's CPR/AED certification and/or CNA licensure but are able to and will submit documentation of meeting these requirements prior to the start of their first nursing course may be considered for a provisional acceptance into the program by the Associate Degree of Nursing Admissions and Progression Committee. Selected students may defer their program enrollment for only one cohort cycle after which a new/ updated application must be submitted for review by the Nursing Admissions and Progression Committee.

- Must complete an application to the LCO College
- Provide any official transcripts from prior college attendance
- Complete the college testing (Accuplacer, Hesi 2, or equivalent), and meet the minimum program requirements.
- Submit a copy of the health form that is provided by the program
- Submit a copy of the required immunization, titers, or proof:
 - Measles Mumps Rubella Titer or proof of vaccine series of 2
 - Hepatitis B Titer or proof of vaccine series of 3
 - Tetanus vaccine within the last 10 years
 - Varicella Titer or proof of vaccine
 - Annual Influenza vaccine within the last 12 months
 - 2 step TB test or Chest X-Ray results within the last 6 months
- Completed Wisconsin Caregiver Background check to be completed at the college, a Caregiver Background check if they have resided outside of Wisconsin in the last 3 years from the state they lived in. The Wisconsin Caregiver Background check and, if needed, any other state Caregiver Background check must not contain any concerns that would disqualify the student from being able to work in a healthcare setting. Which include but are not limited to: student who has a finding of abuse, neglect or misappropriation entered on the registry.
- Submit a current CPR for Healthcare Providers or students must complete this prior to course completion.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Policy Number: 302

Policy Title: Nursing Student Professional Liability Insurance



CROSS REFERENCE(S):

None

Lac Courte Oreilles Ojibwa Community College will provide evidence on an annual basis of Student Profession Liability Insurance. A copy of the document will be kept in the Nursing Department and will also be given to each clinical/lab site that the nursing program utilizes for clinical experience.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Policy Number: 301

Policy Title: Nursing Student Dress Code and Cell Phone Use



CROSS REFERENCE(S):

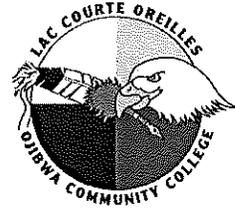
None

Lac Courte Oreilles Ojibwa Community College Nursing Program has established a dress code for the purpose of promoting a professional image in the clinical area and for the safety of the student. Faculty may enforce additional guidelines if a cooperating agency so requests. Although dress codes may vary from site to site, students are expected to dress professionally, regardless of how employees at those sites may dress. Faculty may send a student home from class or clinical if that student is dressed inappropriately for the experience they are attending. With respect for religious beliefs or practices, LCOOCC Associate Degree of Nursing Program will allow for a modified version of the Royal Blue Scrub Uniform only if it meets the requirements of the clinical site.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Policy Number: 210

Policy Title: Class Attendance for Associate of Nursing Program



CROSS REFERENCE(S):

Purpose/Policy:

As part of the Associate of Nursing Program, all students are required to attend all classes during the time they are offered. A student may miss a 1 class time if they have an excused absence if the instructor is notified and approves the absence. A student may miss up to 1 classes with extenuating circumstances that must be approved by the instructor but if they are not approved by the instructor, the student may be withdrawn from the nursing program. For Financial Aid purposes the student must attend at least 67% of all classroom time.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Procedure: Inclement Weather for Associate of Nursing Program

Policy Number: 105

Policy Title: Inclement Weather for Associate of Nursing Program



CROSS REFERENCE(S):

LCOOCC Student Handbook: Attendance, Emergency Notification

If the college closes due to extreme weather concerns, the Nursing programs will also close. If there is a clinical scheduled for the day that the college closes due to weather, the clinical will be cancelled. The clinical day will be made up on a day that has been previously noted in the syllabus as a make-up clinical day. The clinical will only be cancelled if the Nursing Program Director has been notified by the college administration that the college has been closed or if the clinical is on a day that the college is normally closed the Program Director deems that the weather is unsafe for travel. The Program Director will then notify the Nursing instructor, who will contact all students of the cancellation at least 1 hour prior to clinical start time. The Nursing instructor will also notify the clinical facility of the clinical cancellation and inform them of the tentative make-up day and time. The Nursing Program Director will notify DHS of the clinical cancellation and the make-up day.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Policy Number: 202

Policy Title: Grading Scale for Associate Degree of Nursing Program



CROSS REFERENCE(S):

Purpose/Policy:

Due to the professional level this program must maintain, the grading system utilized in the nursing program is different from the LCOOCC grading system. The NCLEX exam is a comprehensive exam that relies solely on knowledge the nursing student has acquired throughout the program. Utilizing the higher grading criteria for the program will allow the instructor for the course to assess those students who have not met the criteria and advise or assist them appropriately.

Grading Scale for Theory Courses

The following grading system is used in evaluating students in the Associate Degree Nursing Program at LCOOCC (Nursing Courses)

:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	below 60%

A grade of B or above is required in all courses Nursing Courses.

Ninety percent of a theory course grade will be determined by test scores and 10% by other criteria identified by the instructor. It is recommended that a majority of the testing be in the NCLEX multiple-choice format in nursing courses. A 80% average for all examinations/tests is required for the examination portion of the course. Less than an 80% average will result in failure of the course.

Any student that receives a grade below 80% in a course will be automatically reviewed by the Associate Degree of Nursing Admission and Progression Committee. If the student wishes to appeal the grade, documentation must be submitted to the committee prior to the next meeting. The committee will review documentation provided by the student if applicable, the faculty member, and the student's academic record. Decisions made by the Associate Degree of Nursing Admission and Progression committee are final and no further grade appeals will be entertained.

Criteria to Pass a Laboratory/Simulation Course

Laboratory/Simulation grades are based on formative and summative demonstrations and successful completion of assignments. To successfully complete the course, a student must meet the passing criteria for all components of evaluation to receive a PASS. If criteria are not met, the student will receive an overall FAIL for the course. All required laboratory assignments must be successfully completed to receive the laboratory/simulation grade.

Criteria to Pass a Clinical Course

To successfully complete a clinical course, a student must meet the passing criteria for all components of evaluation to receive a PASS. If criteria are not met, the student will receive an overall FAIL for the course. Students must demonstrate critical behaviors as described on the clinical evaluation tool in order to pass the clinical component. All required clinical assignments must be successfully completed to receive the clinical grade. The student must demonstrate documented behaviors in order to pass the clinical component of a course.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Policy Number: 209

Policy Title: Out-of-Sequence Progression Criteria



CROSS REFERENCE(S):

None

The Associate Degree Nursing Program has a vigorous curriculum and course sequence that must be adhered to in order for the students to achieve their degree. If an extreme extenuating circumstance occurs and a student must either withdraw from a course, has failed a course, or has received an Incomplete (policy 211), the student may request permission from the Nursing Director to enroll in a course with the next cohort of students. This will only be granted in the student can show extreme extenuating circumstances or can show academic remediation that will enhance the student's ability to pass the course.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Procedure: Incomplete Grades for Associate of Nursing Program

Policy Number: 211

Policy Title: Incomplete Grades for Associate of Nursing Program



CROSS REFERENCE(S):

None

-
1. Due to the high standards and vigorous curriculum, the Nursing program(s) will not accept or assign incomplete grades to any student within the Nursing program(s) unless an extreme extenuating circumstance has been proven. Examples of extreme extenuating circumstances are: Death of immediate family member, having a child during the course timeframe (only in a clinical setting) unable to find clinical site (instructor only), or an emergency situation.
 2. The decision to allow for an extreme extenuating circumstance is made by the Nursing Instructor and the Program Director of Nursing.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Policy Number: 205

Policy Title: Grades Appeal Process for Associate of Nursing Program

CROSS REFERENCE(S):



Purpose/Policy:

The Associate Degree of Nursing Program will follow the Grades Appeal Process set forth in the Lac Courte Oreilles Ojibwa Community College Student Handbook.

If a student feels he/she has received an unfair grade from an instructor, the student needs to discuss the grade(s) with the instructor. Should no agreement be reached the student may request, in writing, a meeting to be scheduled with the Academic Dean, student and instructor where they may all air their grievances. A resolution will be determined upon the evidence and opinions represented

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Policy Number: 206

Policy Title: Withdrawal/Dismissal from the Associate Degree of Nursing Program



CROSS REFERENCE(S):

Purpose/Policy:

1. Any termination of a student's enrollment other than graduation will be considered a withdrawal from the Associate Degree Nursing program in keeping with federal Title IV guidelines. Short-term leaves of absence granted by school officials that do not prevent the student from completing the academic term are not considered withdrawals.
2. Types of withdrawals:
 - a) Voluntary withdrawal from the institution by a student will be considered a student initiated withdrawal.
 - b) Any withdrawal initiated by the Associate Degree Nursing Department of Lac Courte Oreilles Ojibwa Community College will be considered an administrative dismissal.
3. A student may initiate their own withdrawal by providing official notice to the Nursing Director. Withdrawal forms and procedures required by the Registrar **MUST** be followed. While students may be encouraged to discuss their withdrawal with faculty and others, the only step a student must take to initiate a withdrawal is to provide written notice.
4. The authority to withdraw a student for disciplinary, academic, or other appropriate reasons rests with the Nursing Director may delegate this authority to one or more individuals. Any dismissal initiated by the Nursing Director or her or his designee shall be considered an administrative dismissal. Students who are withdrawn as the result of disciplinary, academic, or other reasons may appeal the withdrawal as outlined in the LCOCC college catalog petition process. During the appeal process, students may or may not be allowed to attend courses at the discretion of the Nursing Director or his or her designee. In the case of an appeal, the student's withdrawal date will be the last date of participation.

When a student is recommended for dismissal from the Nursing Director or her /his designee will provide written notification of dismissal to the student and to Student Services. Students will be recommended for dismissal from the undergraduate nursing program under the following conditions:

1. Earning a grade lower than "B" in two nursing courses or in one repeated nursing course.
2. Failure to provide accurate information on the admission application and/or during the application procedures.
3. Lac Courte Oreilles Ojibwa Community College reserves the right to dismiss any student from the Associate Degree Nursing program when the student's health, performance, and/or behavior compromise the safety of patients, students or college personnel.
4. Failure to meet the requirements for progression.
5. Earning a grade of "W" (withdrawal) or an "AU" (audit) in three nursing courses.
6. Exhibiting conduct that is unprofessional, incompetent, unethical, or illegal in the clinical/practicum settings as outlined by the *American Nurses' Association Code for Nurses, DON Academic Honesty and Dishonesty* document, or clinical agency policy.
7. Committing an act of academic dishonesty such as cheating on examinations, plagiarism, or improper documentation or falsification of clinical activities as outlined in the Lac Courte Oreilles Ojibwa Community College Student Handbook and the LCOOCC ADN Student Handbook.
8. Performance in an unsafe manner while providing care to a client. In addition, the student will be immediately removed from the clinical area.
9. Any lapse in student health required health records or CPR certification.
10. If any student arrives at the clinical area chemically impaired by drugs or alcohol. In addition, the student will be immediately removed from the clinical area.

5. When any faculty or staff member determines that a student has withdrawn without giving official notice, they should notify the Nursing Director Office and the Registrar within two business days.

6. With the approval of the faculty advisor, students may drop individual courses. Students may not, however, drop all of their courses. Any student who wishes to drop all of his or her courses must withdraw from the Associate Degree Nursing program. To drop individual courses, students must meet with their nursing faculty academic advisor and complete the add/drop form. The original form is sent to the Registrar and a copy kept in the student file. Students are encouraged to consult with their appointed advisor prior to drop/withdrawal. The student's enrollment status will be adjusted during the add/drop period. After the census date, a "W" will appear on the student's record.

Any changes to the above policy and procedures must be reviewed and approved in the Associate Degree of Nursing Division meeting and the LCOOCC Leadership Council. The division will meet annually to review the continuing compliance of these policies and

procedures with college and state requirements. In the event a need arises for the committee to meet more frequently than on an annual basis, a special meeting will be called by the Nursing Director.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Policy Number: 305

Policy Title: Clinical Responsibilities of the First Semester Nursing Student



CROSS REFERENCE(S):

None

The first semester nursing students have the responsibility to follow the college's student handbook, the nursing student handbook, the clinical dress code, and the course syllabus. In addition, this policy reflects expectations of the nursing student participating in a first semester nursing course clinical. The only time contact with a facility is permitted is when the student is getting their patient assignment the night prior to clinical in a hospital setting. Student's may chart and look up patient information during this time but will not be in direct contact with any patient for any reason.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Policy Number: 306

Policy Title: Clinical Responsibilities of the Second Semester Nursing Student in the associate degree of nursing program at Lac Courte Oreilles Ojibwa Community College



CROSS REFERENCE(S):

None

The second semester nursing students have the responsibility to follow the college's student handbook, the nursing student handbook, the clinical dress code, the course syllabus and the clinical agencies policies, procedures and regulations. In addition, this policy reflects expectations of the nursing student participating in a second semester nursing course clinical. At no time will students be allowed any patient/facility contact when instructor is not on the floor or present unless directed by instructor. The only time contact with a facility is permitted is when the student is getting their patient assignment the night prior to clinical in a hospital setting. Student's may chart and look up patient information during this time but will not be in direct contact with any patient for any reason.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Policy Number: 307

Policy Title: Clinical Responsibilities of the Third Semester Nursing Student



CROSS REFERENCE(S):

None

The third semester nursing students have the responsibility to follow the college's student handbook, the nursing student handbook, the clinical dress code, and the course syllabus. In addition, this policy reflects expectations of the nursing student participating in a Third semester nursing course clinical. . The only time contact with a facility is permitted is when the student is getting their patient assignment the night prior to clinical in a hospital setting. Student's may chart and look up patient information during this time but will not be in direct contact with any patient for any reason.

LAC COURTE OREILLES OJIBWE COMMUNITY COLLEGE

Policy Number: 308

Policy Title: Clinical Responsibilities of the Fourth Semester Nursing Student



CROSS REFERENCE(S):

None

The fourth semester nursing students have the responsibility to follow the college's student handbook, the nursing student handbook, the clinical dress code, and the course syllabus. In addition, this policy reflects expectations of the nursing student participating in a Fourth semester nursing course clinical. The only time contact with a facility is permitted is when the student is getting their patient assignment the night prior to clinical in a hospital setting. Student's may chart and look up patient information during this time but will not be in direct contact with any patient for any reason.

Appendix 3



Hayward Area Memorial Hospital & Water's Edge

Right here in the place we love.

AGREEMENT BETWEEN

**LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE
&
HAYWARD AREA MEMORIAL HOSPITAL AND WATER'S EDGE
11040 N STATE ROAD 77
HAYWARD, WI 54843**

I. PARTIES AND PURPOSES

This agreement is made between Hayward Area Memorial Hospital and Water's Edge, hereafter referred to as the "Facility," and Lac Courte Oreilles Ojibwa Community College, here after referred to as the "Community College."

It is to the mutual interest and advantage of both the Facility and the Community College that the students enrolled in the Associate degree Nursing Program of the Community College be given the opportunity to supplement academic preparation for the practice of the profession with student experience provided by the Facility. The parties agree that by working together they will be contributing to the development of a highly qualified workforce of Registered Nurses.

II. MUTUAL RIGHTS AND RESPONSIBILITIES

- A. The Facility will accept students selected by the Community College for the period of clinical education and/or portions of professional work requiring clinical experience and practice. The selected students must meet or exceed the HAMH/WE employment standards. The specific nature of the student experience shall be individually arranged by the Community College's Academic Coordinator of Clinical Education and with the Facility's coordinator of student education within the philosophy and objectives of the Community College and Facility.
- B. The time periods and number of students assigned during any one student experience will be mutually agreed upon by the Community College and the Facility.



II. MUTUAL RIGHTS AND RESPONSIBILITIES Cont'd.

- C. It is understood and agreed that the parties shall not discriminate in their employment, selection, training, or education of any person in violation of any state or federal law. The Facility will make reasonable accommodations in its program to assure accessibility to students with disabilities.
- D. This Agreement is not a third-party beneficiary contract, and confers no rights upon any student or employees of the parties.
- E. It is understood that in the performance of the duties and obligations under this Agreement that the Community College, its employees, students and agents are at all times acting as independent contractors.
- F. The Community College and Facility will require students to protect and keep confidential all individually identifiable protected health information obtained during the clinical or instructional experience at the Facility. Any information obtained from patients, their records, or computerized data is to be held in confidence and shall be de-identified prior to use with classroom discussion, papers, reports or case studies. The Community College hereby agrees to only use and/or disclose protected health information in accordance with the Health Insurance Portability and Accountability Act of 1996, Public Law 104-191, and all applicable regulations promulgated there under (collectively, "HIPAA"). The Community College will provide course instruction to the student on Health Information Privacy and Portability Act (HIPAA). Documentation of successful completion of HIPAA training for each student, within the last year, will be provided to the Facility.
- G. The Community College and the Facility each agree to obtain, and maintain in force and effect during the term of this Agreement, general liability insurance with limits of at least \$1,000,000 per occurrence, \$3,000,000 aggregate, and professional liability/malpractice insurance with limits of at least \$1,000,000 per occurrence, \$3,000,000 aggregate, including coverage situations under 895.46(1), Wis. Stats., if applicable, insuring the Community College and the Facility, its employees, faculty, agents, and students who will be working under this Agreement against 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 Facility. The Community College and the Facility agree to furnish each other, upon request, appropriate certificates of insurance evidencing the above coverage and limits. Should any of the above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions. Failure of the Community College and the Facility to obtain and maintain such coverage shall be grounds for immediate termination of this Agreement.



II. MUTUAL RIGHTS AND RESPONSIBILITIES CONT'D.

- H. The Facility and the Community College each agree to promptly notify the other by phone and in writing as soon as reasonable practicable of any incident involving any of the other's faculty, staff, agents or students, which may result in action against the other.
- I. The Community College shall agree to indemnify, defend, and hold harmless the Facility, 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 the Community College, its students or any individual employed by or agents of the Community College in the course of the performance of duties and obligations under this Agreement or any addendum thereto. The Facility agrees to indemnify and hold harmless the Community College, its officers, directors, students, 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 the Facility or any individual employed by or agents of the Facility in the course of the performance of duties and obligations under this Agreement or any addendum thereto. The indemnification obligation 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.
- J. Neither the Community College nor the Facility shall be required to give the other any monetary compensation in connection with its participation and involving in this Agreement, except as specifically provided otherwise in this Agreement.

III. COMMUNITY COLLEGE RIGHTS AND RESPONSIBILITIES

- A. Prior to placement the Community College shall forward to the Facility the name, health status report, evidence of health care coverage of each student enrolled in the program, a copy of the background disclosure form and a current background check performed within the last year. Each student will be required, as condition for participation in the clinical practicum, to submit the results of a physical examination to the College and to the Facility, to verify that no health problems exist which would jeopardize student or patient welfare. The physical shall include records for:
- Mantoux test or Quantiferon TB blood test performed within the last twelve months, (If the student is a positive responder to the tuberculin skin test, they must provide a recent chest x-ray).
 - Proof of Hepatitis B series, two Measles/Mumps/Rubella, Chicken Pox, and/or any titers related to these immunizations.



III. COMMUNITY COLLEGE RIGHTS AND RESPONSIBILITIES Cont'd.

- Students participating in the clinical practicum must have received the annual Influenza vaccine (current year) unless there is proof of a medical contraindication that prohibits receiving the Influenza vaccination. If the student has a medical contraindication for the flu vaccine, they will be required to follow employee policy in regards to mask use.
- The Community College retains the right to revise any placement prior to the student's entry into the Facility's clinical experience and at any time during the clinical experience provided all requested documents are in order before any revised assignment.
- B. The Community College, in collaboration with the Facility, will develop written educational objectives for each student. These objectives will be discussed with the student and a copy of these objectives will be given to the student. A copy shall be retained by the facility.
- C. The Community College reserves the right to withdraw a student from his/her assigned student experience at the Facility when in the Community College's judgment the clinical experience does not meet the needs of the student. The facility may request a student be removed for this reason or the experience is not in the best interest of the facility.
- * D. The Community College shall appoint an Academic Coordinator or assign a Clinical Instructor of Clinical Education who will be the liaison representative from the Community College to the Facility.
- * E. The Community College maintains the right to have its representative visit the Facility before and/or during the clinical experience, and review all records and policies of the Facility relating to the providing of clinical experiences by the Facility under this Agreement provided the Community College provides the Facility with acceptable notice and the visit does not interfere with the Facility's operations.
- F. The Community College will provide evidence to the Facility that the Hepatitis B immunization has been recommended to the student, and the Community College will provide training to its students in Blood Borne Pathogens as required by OSHA, as well as standard precautions and transmission-based precautions training.
- G. The Community College shall notify each student that he/she is responsible for:
 1. Following all administrative policies, regulations, standards, and practices of the Facility, as well as those of the Community College, including reporting to the Facility on time;
 2. Providing all necessary and appropriate uniforms required by the Facility;
 3. Providing his/her own transportation and living arrangements when not provided by the Facility;



IV. FACILITY RIGHTS AND RESPONSIBILITIES Cont'd

- G. By request the Facility shall designate in email to the Community College the name and title(s) of the person(s) responsible for the Facility's Student Education Program, and shall submit to the Community College the curriculum vitae of that person and of other professional staff participating in the Student Program.
- H. The Facility retains primary responsibility for patient care and treatment and for directing the services rendered by students under this Agreement. The Facility and the Community College agree that the student will not be permitted to render direct patient care or treatment without the supervision by licensed personnel who are employed by the Facility.
- I. The Facility shall refer the student to the appropriate first aid and/or emergency care facility, at the student's expense, for illness or injuries to the student incurred while participating in the clinical experience. The Facility will notify the Community College as soon as possible in the event that a student becomes ill or injured during a clinical experience, and will plan with the Community College any proposed changes in the educational program.
- J. The Facility may cancel, by notice in writing, the clinical placement of any student whose performance is unsatisfactory, whose personal characteristics prevent desirable relationships within the Facility, or whose health status is a detriment to the student's successful completion of the clinical education assignment. The Facility will provide the student and the Community College a written statement of the reasons for the cancellation. Prior to such cancellation, the Facility shall notify the Community College and consult with it about the proposed action.

V. TERMINATION

The term of this Agreement shall begin on September 15, 2016 and shall continue in effect for a three (3) year term ending on September 31, 2019. This Agreement may be terminated at any time during its initial term by either party giving written notice of such termination to the other at least sixty (60) days prior to the desired termination date.

It is understood the changes to the contract shall be reviewed upon written consent of both parties, and any revisions mutually agreeable to both parties will be in writing and become a part of this Agreement. Attested by our signatures:

Dated this 5th day of October, 2016

Dated this 6th day of October, 2016

Lac Courte Oreilles Ojibwa Community College

HAYWARD AREA MEMORIAL HOSPITAL
AND WATER'S EDGE

Diane Vertin
Signature

Tim Gullingsrud
Administrator Signature

Title: President

Title CEO

Print Name: Diane Vertin

Print Name: Tim Gullingsrud



BETWEEN

LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

AND

Spooner Health

This agreement, which shall be interpreted pursuant to the Laws of the State of Wisconsin, is entered into between Lac Courte Oreilles Ojibwa Community College, on behalf of its Associate Degree Nursing Program (hereinafter "the College"), Spooner Health System (hereinafter "the Facility").

WITNESSETH THAT:

WHEREAS, the College has established a degree programs in Associate Degree Nursing Program, and

WHEREAS, the Facility has suitable clinical facilities for the educational needs of the associate degree nursing program of the College and

WHEREAS, it is in the general interest of the Facility to assist in educating persons to be qualified health care providers; and

WHEREAS, the contracting parties are desirous of cooperating to furnish a clinical practicum experience program for students enrolled in the College.

NOW THEREFORE, it is Mutually Agreed by and Between the Parties:

I. COLLEGE RESPONSIBILITIES

- A. The College, which is approved by the Higher Learning Commission of the North Central Association of Colleges and Schools, is responsible for offering an Associate Degree of Nursing. The Associate Degree of Nursing Program was approved to admit students by the State of Wisconsin Board of Nursing in January 2011.

- B. College faculty will make periodic visits to the clinical site to meet with the representative of the Facility during the clinical experiences. A College faculty will be present at the facility when there are Nursing Students for their clinical practice except in the Clinical Practicum in the final semester of the program.
- C. The College faculty shall provide Associate Degree Nursing Students with an evaluation record that the Facility agrees to complete regarding the student's progress.
- D. For Associate Degree Nursing students, the College will provide the faculty with objectives for the clinical experiences and assist in implementation of these practices with the facility's designated representative.
- E. The College faculty will provide the Facility with the names of Associate Degree of Nursing students who are participating in the clinical experience and the dates of the students' participation in the program.
- F. The College will arrange for orientation and interview of the student regarding the Facility's policies and regulations that relate to the Associate Degree of Nursing student's clinical practical at the Facility.
- G. The College will inform the students who are participating in the Associate Degree of Nursing program that they are responsible for carrying their own health insurance. The College will provide professional liability insurance for the students.
- H. For the Associate Degree of Nursing Program, the College will maintain a record of students' physical examinations, current immunizations, current Certified Nursing Assistant Training and current CPR certification (adult/child/infant).
- I. The College will provide training on HIPPA and Blood Borne Pathogen training to student's each semester.

II. FACILITIES RESPONSIBILITIES

- A. The Facility retains responsibility for the safety and quality of care provided to its patients by the students who are participating in the clinical experience at the Facility. For students in Associate Degree of Nursing Program the Nursing faculty shall act as supervisor of the student in addition to the healthcare professional as supervisor at the time of the clinical experience.
- B. The Facility will share with the College and the students its policies and regulations which relate to the clinical experience.

- C. The Facility will permit the student to use its patient care and patient service facilities for clinical instruction.
- D. The Facility will allow a reasonable amount of Facility staff time for orientation and joint conferences with College faculty, for planning with College faculty, and for such other assistance as shall be mutually agreeable.
- E. The student participating in the program will be permitted to use the Facility's library in accordance with its policies.
- F. The Facility will make locker or cloakroom facilities available for the student during assigned clinical experience hours. These facilities may be shared by other Facility personnel.
- G. The Facility assumes no responsibility for the cost of meals, uniforms, housing, parking or health care of the student who is participating in the clinical practicum. The Facility will permit the student who is participating in the clinical practicum to use any cafeteria on the same basis as employees of the Facility. The Facility will permit the student to use Facility parking spaces under the same policies governing Facility personnel.

III. MUTUAL RESPONSIBILITIES

- A. The College and the Facility assume joint responsibility for the orientation of the College faculty to Facility policies and regulations.
- B. Personnel of the College and the Facility will communicate regarding planning, development, implementation and evaluation of the clinical practicum. The communications may include but not be limited to:
 - 1. Communication to familiarize Facility personnel with the clinical practical experience program's philosophy, goals and curriculum;
 - 2. Communication to familiarize the College faculty with the Facility's philosophy, policy and program expectations; and
 - 3. Keep both parties and the parties' personnel who are assigned to the clinical practical experience program informed of changes in philosophy, policies and curricula;
 - 4. Identify areas of mutual need or concern;
 - 5. seek solutions to any problems which may arise in the externship experience program; and

6. Facilitate evaluation procedures which might improve patient care and the College's curriculum and which may be required for approval or accreditation purposes.

IV. REQUIREMENTS OF STUDENTS

Each student will be required, as condition for participation in the clinical practicum, to submit the results of a physical examination to the College and, if requested, to the Facility, to verify that no health problems exist which would jeopardize student or patient welfare. The physical shall include a Mantoux test or chest x-ray, Hepatitis B, MMR, and Varicella titers, Tetanus and Diphtheria/(Td) or Tetanus/Diphtheria/Pertussis (Tdap) Record of booster every 10 years, and a yearly influenza vaccination.

- A. A list of those students with positive Mantoux or negative rubella results may, at the request of the Facility, be provided to the Facility. The Facility or the College may require additional tests.
- B. Students participating in the clinical experience will have proof of health insurance. The College or the Facility does not provide students health insurance.
- C. Students are not employees of the College and are not employees of the Facility. Students will not receive any monetary compensation for the clinical experience.

V. EMERGENCY MEDICAL CARE AND INFECTIOUS DISEASE EXPOSURE

- A. Emergency medical care is available at the Facility for students. Students will be responsible for payment of charges attributable to their individual emergency medical care at the Facility.
- B. Any student who is injured or becomes ill while at the Facility shall immediately report the injury or illness to the Facility and if available receive treatment at the Facility as a private patient or obtain other appropriate treatment as he/she chooses. Any hospital or medical costs arising from such injury or illness shall be the sole responsibility of the student who receives the treatment and not the responsibility of the Facility.
- C. Any student exposed to an infectious disease while on duty in the clinical practicum will be treated in the same manner as Facility employees.
- D. Any student with any infectious disease during the period of time they are assigned to or participating in the clinical practicum must immediately report the fact to their College and the Facility. The College or the Facility may suspend the student

from the practical during the infectious disease. Students must not expose others to infectious diseases during the practical unless the Facility approves their continuing participation during the course of the infectious disease. Before returning to duty at the Facility, such a student must submit proof of recovery to the College or Facility if requested.

- E. Students are informed that they may be exposed to infectious diseases and radiation in the course of the clinical practical, in the same manner that Facility employees may be exposed to diseases and radiation.

VI. LIABILITY

- A. Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. Each party shall be entitled to any immunities or limitations of liability provided by law. The College is not responsible for the acts or omissions of students not under the direct and immediate supervision of the College faculty.
- B. If either party becomes aware of any claim or potential claim, that party shall promptly notify the other party of such claim or potential claim.
- C. Each party agrees that it will defend, indemnify and hold harmless the other party, its agents, officers, directors and employees from any and all demands, claims, suits, losses and expenses, including, but not limited to, attorney's fees and costs of investigation, of any kind and nature relating in any way to this agreement and the acts, omissions and obligations of that party under this Agreement.

VII. TERM OF AGREEMENT

- A. This Agreement is effective on October 11, 2016 and shall remain in effect until terminated by either party. Either party may terminate this Agreement at any time upon six month's written notice to the other party. Such termination shall not become effective with respect to students than participating in the clinical practicum.

VIII. FINANCIAL CONSIDERATION

- A. The College and the Facility shall each bear their own costs associated with this Agreement and no payment is required by either the College or the Facility to the other party.
- B. The Facility is not required to reimburse the student for any service rendered to the Facility or its patients pursuant to this Agreement.

IX. AMENDMENTS

Any amendment to this Agreement shall be in writing and signed by authorized officers of each party.

X. ASSIGNMENT

Neither the College nor the Facility shall assign or transfer any rights or obligations under this Agreement without prior written consent of the other party.

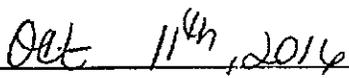
XI. AMERICAN DISABILITY ACT

The Facility hereby recognizes that the relevant provisions of the American Disabilities Act apply to the Agreement and agrees to facilitate the participation of people with disabilities in said services to be performed, when deemed applicable.

In witness thereof, the parties have caused this agreement to be duly executed in tending to be bound thereby.



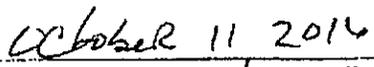
Diane Vertin
Lac Courte Oreilles Ojibwa Community College, President



Date



BSN RN CNO
Facility Representative



Date



Lac Courte Oreilles Ojibwa Community College

Associate Degree Nursing Training Agreement

This Associate Degree Nursing Training Agreement ("Agreement") is made between:

- A. Lac Courte Oreilles Ojibwa Community College, Hayward, Wisconsin, hereafter called LCOOCC, is accredited by the Higher Learning Commission of North Central Association of Colleges and Secondary Schools, and operates under the direction of the LCOOCC Board of Regents. LCOOCC offers a variety of associate degrees, certificate programs, and continuing education classes.

LCOOCC is an equal opportunity employer/educator functioning under the affirmative action plan and does not discriminate on the basis of race, color, national origin, sex, disability, or any other legislated categories in its services, employment programs, and/or its educational programs and activities. This includes but is not limited to admissions, treatment and access.

- B. Ashland Memorial Medical Center of Ashland, Wisconsin, and its subsidiaries, hereafter called TRAINING AGENCY:

WHEREAS many students engaged in a course of study provided by LCOOCC would benefit from an opportunity to apply theoretical learnings in the educational setting of a TRAINING AGENCY, and

WHEREAS the TRAINING AGENCY recognizes the importance of its contribution to such a training program and desires to assist as provided in this Agreement,

NOW, THEREFORE, the parties named above agree as follows:

1. LCOOCC and the TRAINING AGENCY shall cooperate to provide LCOOCC students with training in the Associate Degree Nursing program.
2. LCOOCC shall:
 - (a) Offer an educational program in accordance with guidelines established by the Board of Regents of the Lac Courte Oreilles Ojibwa Community College and relevant accrediting bodies.

- (b) Assign the necessary faculty members who are both qualified and competent teacher-practitioners and hold the appropriate credentials and/or licensure.
- (c) Assure that the faculty will assume the planning and supervision of all training programs in the facilities provided by the TRAINING AGENCY and in so doing, will work cooperatively with the employees and staff of the TRAINING AGENCY.
- (d) Provide an orientation period during which the faculty can become familiar with the TRAINING AGENCY'S policies, practices and facilities before beginning educational instruction.
- (e) Review the curriculum and learning experience schedule with a coordinator representing the TRAINING AGENCY prior to the beginning of each instructional term and revise schedule in instances where conflicts with the TRAINING AGENCY'S responsibilities exist.
- (f) Assure that the faculty and students will observe the policies and regulations of both LCOOCC and the TRAINING AGENCY as they apply to the circumstances of the training program.
- (g) Confer with the employees and officers of the TRAINING AGENCY designated for LCOOCC for the purposes of interpreting, discussing and evaluating the educational program as needed.
- (h) Provide students assigned to the TRAINING AGENCY basic instruction as described in LCOOCC course outlines.
- (i) Permit faculty reasonable opportunity to serve as a resource person to agency staff in matters contributing to quality care.
- (j) Inform the students who are participating in the educational experience that they must, at no cost to either LCOOCC or TRAINING AGENCY, carry their own comprehensive health and medical insurance or student accident insurance. LCO will ensure health insurance coverage for the faculty.
- (k) LCOOCC will ensure that each student has a health exam and provides current immunization records. LCOOCC will provide summary of health information to the TRAINING AGENCY prior to the start of the training program. Student health records may, at the request of the TRAINING AGENCY, be provided to the TRAINING AGENCY by LCOOCC.

- (l) LCOOCC will ensure the completion of a Wisconsin Caregiver Background Check, and/or out-of-state Caregiver Background Check, and/or National Criminal Background Check (as mandated by the Office of Inspector General, state law or the TRAINING AGENCY), on each student and faculty member participating in the educational experience program prior to the educational experience at the TRAINING AGENCY. Caregiver and Criminal Background Check results will be kept on file at LCOOCC. Copies will be made available to Training Agency upon request.
 - (m) Provide the TRAINING AGENCY with a list of the students assigned to the TRAINING AGENCY for the training program. The list is prepared by the faculty and assures that students meet both the standards of health of LCOOCC and the TRAINING AGENCY, are free of criminal convictions, and have the ability to profit from the program.
 - (n) Understand and agree that the TRAINING AGENCY may immediately dismiss any student from the training program if, in the TRAINING AGENCY'S sole determination, the student's conduct is detrimental to the TRAINING AGENCY, its patients, visitors, employees or agents.
 - (o) Maintain professional liability insurance for each student in per occurrence and annual aggregate amounts. LCOOCC shall provide the TRAINING AGENCY with a certificate of insurance as proof of such insurance coverage, and shall immediately notify the Agency in writing upon the cancellation, suspension, termination or modification of such insurance.
3. The TRAINING AGENCY shall:
- (a) Permit the faculty and students of LCOOCC to use its facilities for the training program as provided in Exhibit "A" and the curriculum plan developed by LCOOCC. This plan shall be mutually satisfactory to both parties in order to meet the educational goals of LCOOCC and the standards of the TRAINING AGENCY.
 - (b) Encourage regular communication between LCOOCC and TRAINING AGENCY personnel to develop, implement and evaluate the educational experiences. Communication topics include, but are not limited to:
 - i. Communication to familiarize TRAINING AGENCY personnel with the educational experience program's philosophy, goals, and curriculum.
 - ii. Communication to familiarize LCOOCC faculty with the TRAINING AGENCY's philosophy, policy, and program expectations.

- iii. Communication to keep both parties and the parties' personnel who are assigned to the educational experience program informed of changes in philosophy, policies, procedures and any new programs which are contemplated.
 - iv. Communication about jointly planning and sponsoring inservice or continuing education programs (if appropriate).
 - v. Communication to identify areas of mutual need or concern.
 - vi. Communication to seek solutions to any problems which may arise in the educational experience program.
 - vii. Communication to facilitate evaluation procedures and quality initiatives which may be required for approval or accreditation purposes or which might improve patient care or LCO's program curriculum.
- (c) Maintain standards which make it eligible to serve as an educational facility for instruction. The TRAINING AGENCY will have current accreditation by the Joint Commission on Accreditation of Health Care Organizations or any other appropriate and required accrediting/approval body. The TRAINING AGENCY will provide LCOOCC with a copy of its policies and regulations which relate to the educational experience program.
- (d) Retain responsibility for patient care and related duties when LCOOCC students are providing care within a patient care unit. Assure that a qualified supervisor, employed by the TRAINING AGENCY, who shall supervise for the work situations to which students are assigned, be present during the hours students are engaged in the training program at the TRAINING AGENCY.
- (e) Make available for educational purposes a room where students may receive instruction from the faculty. When available, physical space such as offices, conference rooms and classrooms of the TRAINING AGENCY may be used by LCOOCC faculty and students who are participating in the educational experience program.
- (f) Make available areas for demonstration of TRAINING AGENCY equipment as appropriate.
- (g) Permit the educational use of available library resources, agency supplies and equipment as appropriate and according to the TRAINING AGENCY policies and procedures.

- (h) Provide the student and faculty with access to the dining area and locker or storage areas for personal belongings.
- (i) Permit TRAINING AGENCY staff to participate in student education at the request of the instructor where that phase of teaching can be done more effectively by agency personnel. Such participation shall be voluntary and shall not interfere with assigned duties.
- (j) Provide emergency health care to the faculty and students at its facility during regular business hours while the students are participating in the training program. The students shall be solely responsible for obtaining and maintaining health insurance to cover such emergency care provided under this Agreement. LCOOCC shall be solely responsible for ensuring health insurance coverage for the faculty.
- (k) Any LCOOCC faculty member or student who is injured or becomes ill while at the TRAINING AGENCY shall immediately report the injury or illness to the TRAINING AGENCY and receive treatment (if available) at the TRAINING AGENCY as a private patient or obtain other appropriate treatment as they choose. Any hospital or medical costs arising from such injury or illness shall be the responsibility of LCOOCC faculty member or student who receives the treatment and not the responsibility of the TRAINING AGENCY or LCOOCC.
- (l) The TRAINING AGENCY shall follow, for LCOOCC faculty and students exposed to an infectious disease at the TRAINING AGENCY during the educational experience program, the same policies and procedures which the TRAINING AGENCY follows for its employees. LCOOCC faculty and students contracting an infectious disease during the period of time they are assigned to or participating in the educational experience program must report the fact to LCOOCC and to the TRAINING AGENCY. Before returning to the TRAINING AGENCY, an LCOOCC faculty member or student must submit proof of recovery to LCOOCC or TRAINING AGENCY, if requested.
- (m) The TRAINING AGENCY assumes no responsibility for the cost of meals, uniforms, housing, parking or health care of LCOOCC faculty and students who are participating in the educational experience program. The TRAINING AGENCY will permit LCOOCC faculty to use TRAINING AGENCY parking spaces under the same policies governing TRAINING AGENCY personnel.
- (n) The TRAINING AGENCY recognizes that it is the policy of LCOOCC to prohibit discrimination and ensure equal opportunities in its educational programs, activities, and all aspects of employment for all individuals, regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran's status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class

against which discrimination is prohibited by federal, state, or local laws and regulations. The TRAINING AGENCY agrees to adhere to this policy in implementing this Agreement.

- (o) Provide LCOOCC reasonable access to the TRAINING AGENCY'S premises, upon dates and times mutual agreeable to the parties, so that LCOOCC employees can inspect the premises to determine the TRAINING AGENCY'S compliance with this Agreement.

4. TRAINING AGENCY privileges shall be to:

- (a) Refuse access to educational area if LCOOCC personnel do not meet its employee standards for safety, health, or ethical behavior.
- (b) Relieve the instructor and/or student of the assignment if the standard of performance falls short of that standard established by the TRAINING AGENCY.
- (c) Resolve any problem situation in favor of the patient's welfare until the incident can be resolved by the staff in charge and the instructor.

5. The students shall have the status of learners and shall not replace employees of the TRAINING AGENCY. Students shall receive no compensation for services rendered incidental to their participation in the training program.

6. Students shall be subject to the authority, policies, and regulations of LCOOCC and subject to the applicable standards and policies set by the TRAINING AGENCY for its own employees.

7. LCOOCC will at all times insure its instructors for worker's compensation.

8. The official representative of LCOOCC shall be the Vice President of Administrative Services/OSP. The official representative of the TRAINING AGENCY shall be the Agency Administrator. That individual who will represent either party at the level of implementation will be the Associated Degree of Nursing, Program Director of LCO and the designee of the TRAINING AGENCY.

C. RESPECTIVE LEGAL RESPONSIBILITY

1. LCOOCC agrees to indemnify, hold harmless and defend the TRAINING AGENCY, its parent, subsidiaries, affiliates, board of directors and individual board members, officers, employees, and agents, from and against all losses, claims, suits, damages, actions, causes of action, proceedings, demands, assessments, settlements, judgments, costs, expenses or any other liability of any kind or nature (including attorneys' fees) imposed on or asserted against the

TRAINING AGENCY as a result of negligence of LCOOCC, its agents, faculty, or students while engaged in the activities contemplated under this Agreement. The TRAINING AGENCY is not required to take any action or make any claim to any third party as a precondition to seeking indemnification hereunder.

2. TRAINING AGENCY agrees to indemnify, hold harmless and defend LCOOCC, its parent, subsidiaries, affiliates, Board of Regents and individual board members, officers, employees, and agents, from and against all losses, claims, suits, damages, actions, causes of action, proceedings, demands, assessments, settlements, judgments, costs, expenses or any other liability of any kind or nature (including attorneys' fees) imposed on or asserted against the LCOOCC as a result of negligence of TRAINING AGENCY, its agents, faculty, or students while engaged in the activities contemplated under this Agreement. LCOOCC is not required to take any action or make any claim to any third party as a precondition to seeking indemnification hereunder.
3. The TRAINING AGENCY shall maintain, at no cost to LCOOCC, general and professional liability insurance covering the TRAINING AGENCY as an entity and each of its employees and agents, in the minimum amount of one million dollars (\$1,000,000) per occurrence. ~~TRAINING AGENCY agrees to list LCOOCC as an additional insured on all policies required to be maintained under this Section C.3. and to promptly provide LCO with evidence of such insurance upon request..~~ *JK*
4. Neither party shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other party. Any attempt by either party to assign its rights or delegate its duties under this Agreement without the prior written consent of the other party shall be void.
5. This Agreement and the performance hereof, shall be governed and construed in accordance with the laws of the State of Wisconsin, and/or other states as applicable.
6. The invalidity or unenforceability of any provision of this Agreement or the application thereof to any person or circumstances shall not affect or impair the validity or enforceability of any other provision hereof. Any provision of this Agreement that is subsequently determined to be invalid or unenforceable because of contravention of any applicable law, statute or government regulation shall be deemed to be amended to the extent necessary to remove the cause of such invalidation or unenforceability, and such provision, as so amended shall remain in full force and effect.
7. All notices, requests, demands and other communications required or permitted under this Agreement shall be in writing and shall be deemed to have been duly given upon actual delivery of five (5) business days subsequent to mailing, by registered or certified mail, return

receipt requested, postage prepaid, or with receipt of hand delivery, addressed to the following:

If To The TRAINING AGENCY

Ashland Memorial Medical Center
1615 Maple Ln
Ashland WI 54806

If To LCOOCC

Lac Courte Oreilles Ojibwa Community College
Dan Gretz
13466 West Trepania
Hayward, WI 54843

8. Any dispute under this Agreement shall be submitted to binding arbitration under the then prevailing rules of the American Arbitration Association. Judgment upon any award made in such arbitration may be entered in any court of competent jurisdiction.
9. Nothing contained in this Agreement shall create a relationship of employer-employee, principal-agent, partnership, or joint venturer between the parties and, therefore, the students are not entitled to any benefits or compensation from the TRAINING AGENCY which may be due employees of the TRAINING AGENCY. The TRAINING AGENCY shall receive no remuneration for any services provided by the students under the Program governed by this Agreement. At no time shall the students act as an employee, agent, partner, or joint venturer of the TRAINING AGENCY for any purpose whatsoever. The students shall have neither the authority to bind the TRAINING AGENCY to any contract or agreement, nor to make any commitments of any kind for or on behalf of the TRAINING AGENCY.
10. The waiver or failure of either party to exercise in any respect any right provided for herein shall not be deemed a waiver of any further right hereunder.
11. In the event of a conflict between the provisions of this Amendment and the provisions of the Agreement, the terms of this Amendment shall control.
12. LCOOCC and the TRAINING AGENCY shall each bear their own costs associated with this Agreement and no payment is required by either LCOOCC or the TRAINING AGENCY to the other party.
13. The TRAINING AGENCY agrees that in fulfilling the duties of this Agreement, the TRAINING AGENCY is responsible for complying with the Americans with Disabilities Act, 42 U.S.C. 12101, et seq., and any regulations promulgated pursuant to the Act. LCOOCC IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.

14. LCOOCC and the TRAINING 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 LCOOCC. LCOOCC agrees to provide the TRAINING AGENCY with guidance with respect to compliance with FERPA. Further, the parties shall keep confidential records, regardless of format, received pursuant to this Agreement private and shall only use such records for the purposes outlined in this Agreement.
15. The parties shall comply with all applicable state and federal laws relating to patient and medical record privacy including, but not limited to, the Health Insurance Portability and Accountability Act and its implementing regulations (45 C.F.R. Parts 160-164), and the Health Information Technology for Economic and Clinical Health Act, as incorporated in the American Recovery and Reinvestment Act of 2009, and its implementing regulations, each as issued and amended by the Secretary (all the foregoing, collectively "HIPAA"). LCOOCC provides its students with curriculum-based HIPAA training and TRAINING AGENCY shall, in accordance with its HIPAA compliance program, include the students in its HIPAA training program.

D. TERMINATION AND AMENDMENTS

1. The term of this Agreement shall commence on April 1, 2015, and shall continue in full force and effect for a period of one year thereafter, with automatic one-year renewals. This Agreement may be modified or terminated by either party upon sixty (60) days prior written notice to the other, provided however, that no such modification or termination shall be effective for training of any student who has previously commenced the course in progress.
2. Any changes to this Agreement shall be by mutual consent of both parties, shall be in writing, and shall be attached to this Agreement as an addendum.

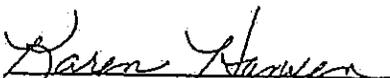
Lac Courte Oreilles Ojibwa
Community College

by: 
Vice President of Administrative Services/OSP

print name: Dan Gretz
date: 4-8-15

TRAINING AGENCY:

Ashland Memorial Medical Center
(Agency Name)

by: 

print name: Karen Hansen
date: 4/7/2015



Lac Courte Oreilles Ojibwa Community College

Associate Degree Nursing Training Agreement

This Associate Degree Nursing Training Agreement ("Agreement") is made between:

- A. Lac Courte Oreilles Ojibwa Community College, Hayward, Wisconsin, hereafter called LCO, is accredited by the Higher Learning Commission of North Central Association of Colleges and Secondary Schools, and operates under the direction of the LCO Board of Trustees. LCO offers a variety of associate degrees, technical diplomas, short-term certificate programs, continuing education courses, and customized business training, as authorized by the Lac Courte Oreilles Ojibwa Community College Board.

LCO is an equal opportunity employer/educator functioning under the affirmative action plan and does not discriminate on the basis of race, color, national origin, sex, disability, or any other legislated categories in its services, employment programs, and/or its educational programs and activities. This includes but is not limited to admissions, treatment and access.

- B. Saint Croix Tribal Health Center of St Croix, Wisconsin, and its subsidiaries, hereafter called TRAINING AGENCY:

WHEREAS many students engaged in a course of study provided by LCO would benefit from an opportunity to apply theoretical learnings in the educational setting of a TRAINING AGENCY, and WHEREAS the TRAINING AGENCY recognizes the importance of its contribution to such a training program and desires to assist as provided in this Agreement,

NOW, THEREFORE, the parties named above agree as follows:

1. LCO and the TRAINING AGENCY shall cooperate to provide LCO students with training in the Associate Degree Nursing program.
2. LCO shall:
 - (a) Offer an educational program in accordance with guidelines established by the Board of the Lac Courte Oreilles Ojibwa Community College and other state regulatory bodies.

- (b) Assign the necessary faculty members who are both qualified and competent teacher-practitioners and hold the appropriate credentials and/or licensure.
- (c) Assure that the faculty will assume the planning and supervision of all training programs in the facilities provided by the TRAINING AGENCY and in so doing, will work cooperatively with the employees and staff of the TRAINING AGENCY.
- (d) Provide an orientation period during which the faculty can become familiar with the TRAINING AGENCY'S policies, practices and facilities before beginning educational instruction.
- (e) Review the curriculum and learning experience schedule with a coordinator representing the TRAINING AGENCY prior to the beginning of each instructional term and revise schedule in instances where conflicts with the TRAINING AGENCY'S responsibilities exist.
- (f) Assure that the faculty and students will observe the policies and regulations of both LCO and the TRAINING AGENCY as they apply to the circumstances of the training program.
- (g) Confer with the employees and officers of the TRAINING AGENCY designated by LCO for the purpose of interpreting, discussing and evaluating the educational program as needed.
- (h) Provide students assigned to the TRAINING AGENCY basic instruction as described in LCO course outlines and ensure that students have current CPR certification and nursing assistant competencies prior to the start of clinical experiences.
- (i) Permit faculty reasonable opportunity to serve as a resource person to agency staff in matters contributing to quality care.
- (j) Inform the students who are participating in the educational experience program that they must, at no cost to either LCO or TRAINING AGENCY, carry their own comprehensive health and medical insurance or student accident insurance. LCO will ensure health insurance coverage for the faculty.
- (k) LCO will ensure that each student has a health exam and provides current immunization records. LCO will provide summary of health information to the TRAINING AGENCY prior to the start of the training program. Student health records may, at the request of the TRAINING AGENCY, be provided to the TRAINING AGENCY by LCO.

- (l) LCO will ensure the completion of a Wisconsin Caregiver Background Check, and/or out-of-state Caregiver Background Check, and/or National Criminal Background Check (as mandated by the Office of Inspector General, state law), on each student and faculty member participating in the educational experience program prior to the educational experience at the TRAINING AGENCY. Caregiver and Criminal Background Check results will be kept on file at LCO. Copies will be made available to any training agency upon request.
- (m) Provide the TRAINING AGENCY with a list of the students assigned to the TRAINING AGENCY for the training program. The list is prepared by the faculty and assures that students meet both the standards of health of LCO and the TRAINING AGENCY, are free of criminal convictions, and have the ability to profit from the program.
- (n) Understand and agree that the TRAINING AGENCY may immediately dismiss any student from the training program if, in the TRAINING AGENCY'S sole determination, the student's conduct is detrimental to the TRAINING AGENCY, its patients, visitors, employees or agents.
- (o) Maintain professional liability insurance for each student in per occurrence and annual aggregate amounts. LCO shall provide the TRAINING AGENCY with a certificate of insurance as proof of such insurance coverage, and shall immediately notify the Agency in writing upon the cancellation, suspension, termination or modification of such insurance.

3. The TRAINING AGENCY shall:

- (a) Permit the faculty and students of LCO to use its facilities for the training program as provided in Exhibit "A" and the curriculum plan developed by LCO. This plan shall be mutually satisfactory to both parties in order to meet the educational goals of LCO and the standards of the TRAINING AGENCY.
- (b) Encourage regular communication between LCO and TRAINING AGENCY personnel to develop, implement and evaluate the educational experiences. Communication topics include, but are not limited to:
 - i. Communication to familiarize TRAINING AGENCY personnel with the educational experience program's philosophy, goals, and curriculum.
 - ii. Communication to familiarize LCO faculty with the TRAINING AGENCY's philosophy, policy, and program expectations.

- iii. Communication to keep both parties and the parties' personnel who are assigned to the educational experience program informed of changes in philosophy, policies, procedures and any new programs which are contemplated.
 - iv. Communication about jointly planning and sponsoring inservice or continuing education programs (if appropriate).
 - v. Communication to identify areas of mutual need or concern.
 - vi. Communication to seek solutions to any problems which may arise in the educational experience program.
 - vii. Communication to facilitate evaluation procedures and quality initiatives which may be required for approval or accreditation purposes or which might improve patient care or LCO's program curriculum.
 - viii. Communicate to students that they may be exposed to infectious diseases and radiation in the course of the clinical practicum, in the same manner that facility employees may be exposed to diseases and radiation.
- (c) Maintain standards which make it eligible to serve as an educational facility for instruction. The TRAINING AGENCY will have current accreditation by the Joint Commission on Accreditation of Health Care Organizations or any other appropriate and required accrediting/approval body. The TRAINING AGENCY will provide LCO with a copy of its policies and regulations which relate to the educational experience program.
 - (d) Retain responsibility for patient care and related duties when LCO students are providing care within a patient care unit. Assure that a qualified supervisor, employed by the TRAINING AGENCY, who shall supervise for the work situations to which students are assigned, be present during the hours students are engaged in the training program at the TRAINING AGENCY.
 - (e) Make available for educational purposes a room where students may receive instruction from the faculty. When available, physical space such as offices, conference rooms and classrooms of the TRAINING AGENCY may be used by LCO faculty and students who are participating in the educational experience program.

- (f) Make available areas for demonstration of TRAINING AGENCY equipment as appropriate.
- (g) Permit the educational use of available library resources, agency supplies and equipment as appropriate and according to the TRAINING AGENCY policies and procedures.
- (h) Provide the student and faculty with access to the dining area and locker or storage areas for personal belongings.
- (i) Permit agency staff to participate in student education at the request of the instructor where that phase of teaching can be done more effectively by agency personnel. Such participation shall be voluntary and shall not interfere with assigned duties.
- (j) Provide emergency health care to the faculty and students at its facility during regular business hours while the students are participating in the training program. The students shall be solely responsible for obtaining and maintaining health insurance to cover such emergency care provided under this Agreement. LCO shall be solely responsible for ensuring health insurance coverage for the faculty.
- (k) Any LCO faculty member or student who is injured or becomes ill while at the TRAINING AGENCY shall immediately report the injury or illness to the TRAINING AGENCY and receive treatment (if available) at the TRAINING AGENCY as a private patient or obtain other appropriate treatment as they choose. Any hospital or medical costs arising from such injury or illness shall be the responsibility of LCO faculty member or student who receives the treatment and not the responsibility of the TRAINING AGENCY or LCO.
- (l) The TRAINING AGENCY shall follow, for LCO faculty and students exposed to an infectious disease at the TRAINING AGENCY during the educational experience program, the same policies and procedures which the TRAINING AGENCY follows for its employees. LCO faculty and students contracting an infectious disease during the period of time they are assigned to or participating in the educational experience program must report the fact to LCO and to the TRAINING AGENCY. Before returning to the TRAINING AGENCY, such a LCO faculty member or student must submit proof of recovery to LCO or TRAINING AGENCY, if requested.
- (m) The TRAINING AGENCY assumes no responsibility for the cost of meals, uniforms, housing, parking or health care of LCO faculty and students who are participating in the educational experience program. The TRAINING AGENCY will permit LCO faculty to use TRAINING AGENCY parking spaces under the same policies governing TRAINING AGENCY personnel.

- (n) The TRAINING AGENCY recognizes that it is the policy of LCO to prohibit discrimination and ensure equal opportunities in its educational programs, activities, and all aspects of employment for all individuals, regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran's status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class against which discrimination is prohibited by federal, state, or local laws and regulations. The TRAINING AGENCY agrees to adhere to this policy in implementing this Agreement.
 - (o) Provide LCO reasonable access to the TRAINING AGENCY'S premises, upon dates and times mutual agreeable to the parties, so that LCO can inspect the premises to determine the TRAINING AGENCY'S compliance with this Agreement.
4. TRAINING AGENCY privileges shall be to:
- (a) Refuse access to educational area if school personnel do not meet its employee standards for safety, health, or ethical behavior.
 - (b) Relieve the instructor and/or student of the assignment if the standard of performance falls short of that standard established by the TRAINING AGENCY.
 - (c) Resolve any problem situation in favor of the patient's welfare until the incident can be resolved by the staff in charge and the instructor.
5. The students shall have the status of learners and shall not replace employees of the TRAINING AGENCY. Students shall receive no compensation for services rendered incidental to their participation in the training program.
6. Students shall be subject to the authority, policies, and regulations of LCO and subject to the applicable standards and policies set by the TRAINING AGENCY for its own employees.
7. LCO will at all times insure its instructors for worker's compensation.
8. The official representative of LCO shall be the Vice President of Administrative Services/OSP. The official representative of the TRAINING AGENCY shall be the Agency Administrator. That individual who will represent either party at the level of implementation will be the Associated Degree of Nursing, Program Director of LCO and the designee of the TRAINING AGENCY.

C. RESPECTIVE LEGAL RESPONSIBILITY

1. LCO agrees to indemnify, hold harmless and defend the TRAINING AGENCY, its parent, subsidiaries, affiliates, board of directors and individual board members, officers, employees, and agents, from and against all losses, claims, suits, damages, actions, causes of action, proceedings, demands, assessments, settlements, judgments, costs, expenses or any other liability of any kind or nature (including attorneys' fees) imposed on or asserted against the TRAINING AGENCY as a result of negligence of LCO, its agents, faculty, or students while engaged in the activities contemplated under this Agreement. The TRAINING AGENCY is not required to take any action or make any claim to any third party as a precondition to seeking indemnification hereunder.
2. TRAINING AGENCY agrees to indemnify, hold harmless and defend LCO, its parent, subsidiaries, affiliates, board of directors and individual board members, officers, employees, and agents, from and against all losses, claims, suits, damages, actions, causes of action, proceedings, demands, assessments, settlements, judgments, costs, expenses or any other liability of any kind or nature (including attorneys' fees) imposed on or asserted against the LCO as a result of negligence of TRAINING AGENCY, its agents, faculty, or students while engaged in the activities contemplated under this Agreement. LCO is not required to take any action or make any claim to any third party as a precondition to seeking indemnification hereunder.
3. The TRAINING AGENCY shall maintain, at no cost to LCO, general and professional liability insurance covering the TRAINING AGENCY as an entity and each of its employees and agents, in the minimum amount of one million dollars (\$1,000,000) per occurrence.
4. Neither party shall assign its rights or delegate its duties under this Agreement without the prior consent of the other party. Any attempt by either party to assign its rights or delegate its duties under this Agreement without the prior written consent of the other party shall be void.
5. This Agreement and the performance hereof, shall be governed and construed in accordance with the laws of the State of Wisconsin, and/or other states as applicable.
6. The invalidity or unenforceability of any provision of this Agreement or the application thereof to any person or circumstances shall not affect or impair the validity or enforceability of any other provision hereof. Any provision of this Agreement that is subsequently determined to be invalid or unenforceable because of contravention of any applicable law, statute or government regulation shall be deemed to be amended to the extent necessary to remove the cause of such invalidation or unenforceability, and such provision, as so amended shall remain in full force and effect.
7. All notices, requests, demands and other communications required or permitted under this Agreement shall be in writing and shall be deemed to have been duly given upon actual

delivery of five (5) business days subsequent to mailing, by registered or certified mail, return receipt requested, postage prepaid, or with receipt of hand delivery, addressed to the following:

If To The TRAINING AGENCY
Sarah Cornell, Health Director
Saint Croix Tribal Health Center
4404 State Road 70
Webster, WI 54893-925

If To LCO
Lac Courte Oreilles Ojibwa Community College
Dan Gretz
13466 West Trepania Road
Hayward, WI 54843
ATTN:

8. Any dispute under this Agreement shall be submitted to binding arbitration under the then prevailing rules of the American Arbitration Association. Judgment upon any award made in such arbitration may be entered in any court of competent jurisdiction.
9. Nothing contained in this Agreement shall create a relationship of employer-employee, principal-agent, partnership, or joint venturer between the parties and, therefore, the students are not entitled to any benefits or compensation from the TRAINING AGENCY which may be due employees of the TRAINING AGENCY. The TRAINING AGENCY shall receive no remuneration for any services provided by the students under the Program governed by this Agreement. At no time shall the students act as an employee, agent, partner, or joint venturer of the TRAINING AGENCY for any purpose whatsoever. The students shall have neither the authority to bind the TRAINING AGENCY to any contract or agreement, nor to make any commitments of any kind for or on behalf of the TRAINING AGENCY.
10. The waiver or failure of either party to exercise in any respect any right provided for herein shall not be deemed a waiver of any further right hereunder.
11. In the event of a conflict between the provisions of this Amendment and the provisions of the Agreement, the terms of this Amendment shall control.
12. LCO and the TRAINING AGENCY shall each bear their own costs associated with this Agreement and no payment is required by either LCO or the TRAINING AGENCY to the other party.
13. The TRAINING AGENCY agrees that in fulfilling the duties of this Agreement, the TRAINING AGENCY is responsible for complying with the Americans with Disabilities Act, 42 U.S.C. 12101, et seq., and any regulations promulgated pursuant to the Act. LCO IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by

the ADA.

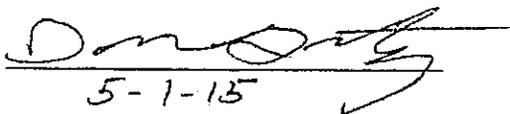
14. LCO and the TRAINING AGENCY acknowledge that many student educational records are protected by the Family Educational Rights and Privacy Act ("FERPA") and that, generally, student permission must be obtained before releasing specific student data to anyone other than LCO. LCO agrees to provide the TRAINING AGENCY with guidance with respect to compliance with FERPA. Further, the parties shall keep confidential records, regardless of format, received pursuant to this Agreement private and shall only use such records for the purposes outlined in this Agreement.
15. The parties shall comply with all applicable state and federal laws relating to patient and medical record privacy including, but not limited to, the Health Insurance Portability and Accountability Act and its implementing regulations (45 C.F.R. Parts 160-164), and the Health Information Technology for Economic and Clinical Health Act, as incorporated in the American Recovery and Reinvestment Act of 2009, and its implementing regulations, each as issued and amended by the Secretary (all the foregoing, collectively "HIPAA"). LCO provides its students with curriculum-based HIPAA training and TRAINING AGENCY shall, in accordance with its HIPAA compliance program, include the students in its HIPAA training program.

D. TERMINATION AND AMENDMENTS

1. The term of this Agreement shall commence on April 1, 2015, and shall continue in full force and effect for a period of one year thereafter, with automatic one-year renewals. This Agreement may be modified or terminated by either party upon sixty (60) days prior written notice to the other, provided however, that no such modification or termination shall be effective for training of any student who has previously commenced the course in progress.
2. Any changes to this Agreement shall be by mutual consent of both parties, shall be in writing, and shall be attached to this Agreement as an addendum.

Lac Courte Oreilles Ojibwa
Community College

by:


5-1-15

Vice President of Administrative Services/OSP

TRAINING AGENCY:

Saint Croix Tribal Health Center

(Agency Name)

by:



print name: Sarah Cornell

Health Director

NSG 104-21 Introduction to Professional Nursing
Clinical Course Specific Objectives/Outcomes

At the clinical rotation the students will;

- Integrate nursing theories and other theories that influence nursing practice in caring for clients.
- Adhere to professional standards of practice within legal, ethical, and regulatory frameworks of the registered nurse
- Display effective communication skills in interacting with clients, families and members of the health team.
- Demonstrate beginning skills in physical assessment, history taking and the use of the nursing process for the provision of nursing care.
- Observe and document effectively all aspects of nursing care, from assessment to evaluation (within the boundary of expectation regarding this course)
- Observe and demonstrate clinical decisions to assure safe and accurate nursing care (within the boundary of expectation regarding this course)
- Collaborate with allied health care providers to respond to the needs of individuals, families, and groups across the health-illness continuum
- Demonstrate a caring attitude to clients/patients and their families.
- Demonstrate professional decorum and effective interpersonal relationships in caring for clients and their families.

General activities on the Clinical area:

- Participate in pre-clinical and post clinical conferences.
- Participate in shift reports.
- Take health history from clients and their families
- Assist in the admission process of the client
- Assist in planning, implementing and evaluating nursing care.
- Document, clearly and concisely, all aspects of nursing care administered *.
- Document data with assistance and report abnormal data.
- Perform physical assessment of the clients
- Utilize effective interpersonal techniques inclusive of communication skills with clients, families and health team
- Participate in performing basic nursing procedures in the unit e.g. vital signs, positioning patients, etc.
- Participate/ assist in preparing and executing investigative/diagnostic or other procedures
- Give psychological care and support to clients and families
- Monitor pharmacological responses in the adult client.
- Utilize the nursing process to give nursing care to patients with various diagnoses
- Assist clients with ADL

- Practice medical asepsis, barrier nursing and universal precautions
- Apply all mandatory skills for Semester 1.

Skills to be practiced in the clinical area:

1. All Clinical Nursing Aide Skills
2. Vital signs including pain assessment
3. Physical assessment (Head, Eye, Ear, Nose, Throat, skin, Nail, Respiratory, cardiovascular, Abdomen and Musculoskeletal)
4. Growth parameters
 - Height
 - Weight
5. Administration of medications (Only with Supervision)
 - Oral
 - topical
 - aerosol
 - Parenteral (Subcutaneous, IM)
6. Enteral feeding (Only with Supervision)
 - NGT insertion, feeding and removal
7. Oxygen therapy
8. Specimen collection
9. Barrier nursing
10. Documentation (Only with Supervision)

APPLIED PRACTICE AFFILIATION AGREEMENT

THIS APPLIED PRACTICE AFFILIATION AGREEMENT ("Agreement"), effective May 28, 2019 ("Effective Date"), is entered into between Lac Courte Oreilles Ojibwa Community College (the "College") located at 13466 West Trepania Road, Hayward, Wisconsin, and HealthPartners Institute ("Institute") and its Affiliate Organizations (defined below). Hereinafter, Institute and Affiliate Organizations are collectively referred to as "Facility".

RECITALS

- A. As part of its formal educational course of studies for its Students enrolled in a Program, College requires Applied Practice Experiences of its Students, and desires Facility to permit certain Students to participate in such Applied Practice Experiences at Facility Sites; and
- B. In service to the community and to promote high standards of preparation and training for Students, Facility has suitable Facility Sites for the educational needs of College's Programs and is willing to provide the necessary Facility Sites for Applied Practice Experiences for Students;
- C. Facility and College desire to cooperate in furnishing an Applied Practice Experience for Students in the College's Programs.
- D. NOW, THEREFORE, in consideration of the foregoing premises and mutual covenants and promises contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

ARTICLE 1 Definitions

- 1.1 "Administrator" means the administrator or other appointed director of a Facility Site, or his/her designee.
- 1.2 "Affiliate Organizations" means each entity that will make its Facility Sites available for Students to participate in an Applied Practice Experience under this Agreement. Institute and each Affiliate Organization is a separate provider and entity, but together they will be providing the Applied Practice Experience for Students.
- 1.3 "Applied Practice Experience" means a structured learning experience at a Facility Site in which a Student participates in providing care to patients under the guidance and supervision of a Preceptor and participates in observational and other educational activities appropriate to the Student's level of preparation.
- 1.4 "Director" means the College's Director of a particular Program.
- 1.5 "Facility Sites" means Facility's clinical and non-clinical facilities where Students may participate in an Applied Practice Experience.
- 1.6 "Faculty" means each individual employed or appointed by College to instruct Students as part of the Applied Practice Experience for a particular Program, but shall not include Preceptors.
- 1.7 "Preceptor" means a qualified clinician who is on staff at the applicable Facility Site who will facilitate Student learning and provide guidance and direct supervision to Students at the Facility

Site as part of the Applied Practice Experience. College may propose desired qualifications of a Preceptor with regard to licensing, certification or training requirements for the applicable Program.

- 1.8 **"Program"** shall mean the health care-related program in which Students who may participate in an Applied Practice Experience are enrolled at College.
- 1.9 **"Student"** means a student officially enrolled in a Program at College and who participates in an Applied Practice Experience at a Facility Site.

ARTICLE 2

College Responsibilities

College shall:

- 2.1 Review the goals and objectives of the Applied Practice Experience (**"Goals and Objectives"**) with the applicable Facility Site and Preceptor prior to the start of the Applied Practice Experience. College shall be fully responsible for organizing, establishing and administering the academic education aspect of the Programs.
- 2.2 At least thirty (30) calendar days prior to the start of any anticipated Applied Practice Experience, reach agreement with the applicable Facility Site on the number of Students accepted for each Applied Practice Experience and the dates of each Student's Applied Practice Experience. All Students shall be subject to Applied Practice Facility's admission standards. In the event it becomes necessary to cancel a reserved space or change a Student assignment, College will immediately notify Facility or the applicable Facility Site. Notwithstanding anything in this Agreement to the contrary, the placement of any Student in an Applied Practice Experience requires the prior consent of each applicable Affiliate Organization or Facility Site.
- 2.3 Designate for participation in Applied Practice Experiences under this Agreement only those Students who have completed the necessary training and appropriate prerequisites and didactic work for the applicable Program, and in good standing with College.
- 2.4 Except as otherwise mutually agreed by the parties, provide Faculty for its Students. The Faculty must have the necessary background and skills contemplated by this Agreement. The Faculty will participate in orientation and other training sessions of each applicable Facility Site as the Facility Site reasonably requires. If College does not provide Faculty for its Students, College faculty will not be on-site to supervise Students, and Preceptors will be provided by the Facility Site. Preceptors provided by the Facility Site will have the necessary background and skills contemplated by this Agreement.
- 2.5 Ensure that Students and Faculty who participate in activities pursuant to this Agreement will observe the rules, regulations, policies and procedures of Facility and the applicable Facility Site as they apply to the circumstances of the Applied Practice Experience at the Facility Site, including, but not limited to, policies related to life safety and infection control, and adhere to all laws and regulations pertaining to the confidentiality of patient information, and patient rights.
- 2.6 Provide the applicable Facility Site with evaluation forms for the evaluation of Students who participate in the Applied Practice Experience.

- 2.7 Be fully responsible for organizing, establishing and administering the Programs.
- 2.8 Maintain all educational records and reports relating to the Applied Practice Experience of the Students.
- 2.9 Notify Students that they are required to wear, and appropriately display while on the premises of a Facility Site for an Applied Practice Experience, an identification badge or such other identification as may reasonably be required by Facility or the applicable Facility Site.
- 2.10 At the request of the applicable Affiliate Organization or Facility Site, require each Student (a) who will provide direct patient care or interact with Facility Staff in patient areas, provides proof of immunization for measles (rubeola), mumps and rubella or positive titre, chicken pox (varicella), positive history, or positive titre, hepatitis B series or documented immunity, annual influenza vaccination, and evidence of annual tuberculosis ("TB") Gold test or a statement from a provider that the Student does not have active TB, and any other immunization required by the applicable Affiliate Organization or Facility Site; and (b) has passed a physical examination, and, when appropriate for the specific Applied Practice Experience, has completed a drug screening. The costs for all pre-rotation screenings (including drug tests) are the responsibility of the Students and/or College.
- 2.11 When appropriate for the specific Applied Practice Experience require all Students participating in the Applied Practice Experience who will have direct contact with patients to undergo criminal/maltreatment background studies conducted in accordance with Minn. Stat. §§ 144.057 and 245A.04, as a pre-condition to participation in an Applied Practice Experience. The costs for all criminal/maltreatment background studies are the responsibility of the Students and/or College. College shall also provide the applicable Facility Site with documentation establishing that each Student has undergone the appropriate background studies, and is eligible to have direct contact with patients. College will not assign a Student to any Facility Site if his/her criminal/maltreatment background study documents ineligibility to have direct contact with patients under applicable law or regulations. The criminal background studies required under this Section shall include:
 - 2.12 Require criminal/maltreatment background studies to be completed by Faculty in accordance with Minn. Stat. §§ 144.057 and 245A.04, if applicable, who will supervise Students at a Facility Site and ensure that all such Faculty are eligible to have direct contact with Facility's patients and Students.
 - 2.13 Certify that the Students and Faculty participating in an Applied Practice Experience have been instructed on Occupational Health and Safety Act ("OSHA") compliance standards prior to the start of any Applied Practice Experience where appropriate for non-medical clinical experience.
 - 2.14 Encourage each Student and Faculty participating in an Applied Practice Experience pursuant to this Agreement to carry his/her own health insurance coverage and provide documentation evidencing such coverage to the Administrator prior to commencement of the Applied Practice Experience.
 - 2.15 Ensure that any Student or Faculty that is an excluded individual under the OIG's exclusion program is prohibited from participating in an Applied Practice Experience under this Agreement.

- 2.16 Provide the Administrator the name and telephone number of the Faculty who shall:
- 2.16.1 Plan, in conjunction with Facility Site staff, Applied Practice Experiences which will fulfill the applicable Program's educational requirements and meet the Goals and Objectives;
 - 2.16.2 Discuss with staff of the applicable Facility Site the Applied Practice Experiences and any problems that have arisen; and
 - 2.16.3 Immediately notify the applicable Facility Site of any changes in the College supervisory staff or the applicable Program's curriculum as it affects the Students Applied Practice Experience.
- 2.17 Provide constructive feedback to Facility or the applicable Facility Site concerning the quality and content of the Applied Practice Experiences provided to Students and receive suggestions for adjusting the Program to maximize the educational value of the Applied Practice Experiences.
- 2.18 Require any Student or Faculty who is injured or becomes ill while participating in an Applied Practice Experience at a Facility Site to immediately report the injury or illness to the Facility Site and receive treatment (if available) at the Facility Site, if appropriate, as a private patient or obtain other appropriate treatment as they choose. Any hospital or medical costs arising from such injury or illness shall be the sole responsibility of the Student or Faculty who receives the treatment and not the responsibility of Facility, any Facility Site or College.
- 2.19 Require Students and Faculty contracting an infectious disease during the period of time they are assigned to or participating in the Applied Practice Experience to report the fact to College and the applicable Facility Site. Before returning to the Facility Site, such Student or Faculty must submit proof of recovery to the Facility Site and College.
- 2.20 Upon reasonable request, allow any state, federal and/or Facility accrediting agency or organization access to any records, documents or information maintained by College and related to performance under the terms of this Agreement.
- 2.21 At all times during the term of this Agreement maintain: (a) good standing with its accrediting bodies and upon request provide documentation of accreditation; and (b) all licensures and approvals from the State of Wisconsin necessary to the applicable Program. College shall promptly notify Facility of any change in its accreditation or licensure status.
- 2.22 Ensure that the Students and Faculty participating in an Applied Practice Experience under this Agreement have the knowledge and experience necessary to participate in the experience, and provide initial training in the importance of maintaining privacy and confidentiality of patient medical and personal information related, including, but not limited to, the Health Insurance Portability and Accountability Act of 1996 and its implementing regulations (45 C.F.R. Parts 160 and 164), as may be modified or amended from time to time ("HIPAA"), and where appropriate, certification in Basic Life Support (Adult CPR), and training in life safety and the appropriate use of universal precautions and transmissions of blood-borne pathogens prior to beginning the Applied Practice Experience.

ARTICLE 3
Facility Responsibilities

Facility shall:

- 3.1 Permit College to place its Students and Faculty, if applicable, at one or more Facility Sites that have agreed to accept Students and Faculty from College for the purpose of providing Applied Practice Experience to Students. College may assign Students and Faculty to only those Facility Sites that have agreed to accept Students and Faculty from College for the purpose of providing Applied Practice Experience to Students.
- 3.2 Provide one or more Facility Sites mutually agreed upon suitable for fulfillment of the course objectives for the Applied Practice Experience.
- 3.3 Determine, in consultation with the Program Director, the number of Students that College may assign to each applicable Facility Site and the schedule for each Applied Practice Experience. Facility reserves the right to reject College's placement of a Student or Faculty at a Facility Site for an Applied Practice Experience, including the number of Students placed.
- 3.4 Orient Students and Faculty to Facility and the Facility Site to which they are assigned and provide access to Facility's and the applicable Facility Site's rules, regulations, policies, and procedures that relate to the Applied Practice Experience, including, but not limited to, Facility and Facility Site policies related to the confidentiality of patient records and information, and infection control. As part of the orientation, Facility will inform Students that they will be expected to adhere to all Facility and Facility Site policies related to patient care issues, including the confidentiality of patient records and information. Facility also will inform Students that they are expected to adhere to Facility's dress code and code of conduct.
- 3.5 Assume full responsibility for the care of its patients. It is understood that College does not derive direct revenue from patient care activity at any Facility Site. Ensure that all notes or charting concerning a patient's treatment or progress, if written by a Student, will be signed by the Student and will include a supervisory clinical note by the clinical faculty.
- 3.6 Make any emergency medical care available at Facility available to Students and Faculty. Students and Faculty will be responsible for payment of charges attributable to their individual medical care at Facility and/or a Facility Site. For Students and Faculty exposed to an infectious or environmental hazard or other occupational injury (i.e. needle stick) at a Facility Site during an Applied Practice Experience, the Facility Site shall follow the same policies and procedures which Facility Site follows for its employees, including, where applicable:
 - 3.6.1 Examination and evaluation by Facility's emergency department or other appropriate facility as soon as possible after the injury and maintain appropriate records of the same;
 - 3.6.2 Emergency medical care immediately following the injury as necessary;
 - 3.6.3 Initiation of the HBV, Hepatitis C (HCV), and HIV protocol as necessary; and
 - 3.6.4 HIV counseling and appropriate testing as necessary.

If the applicable Facility Site does not have the resources to provide such emergency care, the Facility Site will refer the Student or Faculty to the nearest emergency facility. The Facility Site also will promptly notify College of the incident so that College may follow up with the Student or Faculty, which shall include informing the Student that he/she will be responsible for any charges thus generated.

- 3.7 Provide to the Program Director the name and telephone number of the Preceptor who shall:
- 3.7.1 Plan, in conjunction with the Program Director, Applied Practice Experiences which will fulfill the Program's educational requirements and meet the Goals and Objectives;
 - 3.7.2 Meet with the Faculty to discuss any issues related to the Applied Practice Experience;
 - 3.7.3 Participate in periodic evaluation conferences in which the Applied Practice Experiences are evaluated, and provide an evaluation for each Student who participates in an Applied Practice Experience on forms furnished by College.
- 3.8 Maintain adequate general liability insurance and provide and maintain professional liability insurance for its employees in minimum amounts of One Million Dollars (\$1,000,000) per incident and Three Million Dollars (\$3,000,000) aggregate.
- 3.9 When available, allow Students and Faculty participating in an Applied Practice Experience under this Agreement to use Facility/Facility Site conference, classrooms, locker or cloak room facilities, the medical library for research and study, provided that library books and materials shall not be removed from the library, and any Facility cafeteria at their own expense.
- 3.10 Not assume responsibility for the cost of meals, uniforms, housing, parking, insurance, or health care of Faculty or Students participating in an Applied Practice Experience under this Agreement.
- 3.11 Maintain as confidential all information about Students related to the Student's participation in the Applied Practice Experience that it obtains from Facility. Facility will limit access to that confidential information to those within Facility with a need to know to fulfill an education purpose associated with the student's participation in the clinical education experience. Facility will not disclose any such confidential information to any entity other than College without written consent of the Student or as otherwise permitted by the Family Education Rights and Privacy Act ("FERPA").

ARTICLE 4
Indemnification and Insurance

- 4.1 College shall defend, indemnify and hold Facility, its directors, officers, employees (including but not limited Preceptors) harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages caused by or resulting from the negligent, gross negligent, or intentional acts or omissions of College, its officers, agents, Students, Faculty or employees. Facility shall defend, indemnify and hold College harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages caused by or resulting from the negligent, gross negligent, or intentional acts or omissions of Facility, its officers, agents, or employees.
- 4.2 College, at its sole expense and at all times during the term of this Agreement, shall secure and maintain the following insurance for Students in connection with this Agreement:
- 4.2.1 Professional liability insurance (or comparable coverage under a program of self-insurance) providing coverage on an "occurrence basis" for occurrences during the term

of this Agreement with limits no less than \$1 million per occurrence and \$3 million aggregate.

- 4.2.2 Comprehensive general liability insurance (or comparable coverage under a program of self-insurance) providing coverage on an "occurrence basis" for occurrences during the term of this Agreement with limits no less than \$1 million per occurrence and \$3 million annual aggregate.
- 4.2.3 The insurance required in Section 4.2 above shall be in full force and effect prior to the arrival of Students at a Facility Site. It shall not be modified or terminated except upon thirty (30) calendar days' prior written notice to Facility or the particular Facility Site. In the event any "claims made" policy is procured to meet the insurance requirements hereunder, "tail" coverage shall also be procured for a period of four (4) years after termination of such policy.
- 4.2.4 A commercial and/or program of self-insurance may be used by College to satisfy the insurance required under Section 4.2 of this Agreement. An Umbrella or Excess Liability insurance policy may be used to supplement College's policy limits to satisfy the full policy limits required by the Agreement.
- 4.2.5 Upon request, College shall provide Facility or the applicable Facility Site with a Certificate of Insurance or Letter of Insurance Verification evidencing the above-stated coverage.

ARTICLE 5

Right to Refuse or Terminate Student Experience

- 5.1 Facility and each Facility Site may suspend or withdraw any Student designated by College for participation in an Applied Practice Experience and to terminate participation by any Student in an Applied Practice Experience when, in the sole opinion of Facility or Facility Site:
 - 5.1.1 The Student's conduct, failure to meet Facility or Facility Site requirements, or immunization, pre-rotation screenings, or criminal/maltreatment study results, may have a detrimental effect on Facility's or Facility Site's patients, clients, staff, volunteers, or visitors, or
 - 5.1.2 The Student fails to meet or abide by the rules, regulations, policies and procedures of Facility or Facility Site, or
 - 5.1.3 The Student's conduct is detrimental to the business or reputation of Facility or Facility Site, or
 - 5.1.4 The Student fails to accept or comply with the direction of Facility or Facility Site staff.
- 5.2 A Student generally will not be removed from an Applied Practice Experience until Facility or the applicable Facility Site has discussed its concerns with a representative of College. However, Facility and the Facility Site reserves the right to take immediate action to suspend a Student's participation in response to concerns of patient care or the safety and respect of its staff. Facility and Facility Sites shall not be arbitrary or discriminatory in the exercise of this right.

**ARTICLE 6
TERM AND TERMINATION**

- 6.1 The term of this Agreement shall be four (4) years from the Effective Date. This Agreement may be renewed upon the mutual written consent of the parties.
- 6.2 This Agreement may be terminated at any time upon written mutual consent of the parties.
- 6.3 This Agreement may be terminated by College or Facility at any time upon providing at least ninety (90) days prior written notice to the other party.
- 6.4 This Agreement shall terminate based on a material breach of this Agreement by either party, provided that the breaching party fails to cure the breach within thirty (30) days of the date of a written notice of the breach. If such breach is not cured within thirty (30) days of the notice, the Agreement shall terminate upon the expiration of the thirty (30)-day notice period.
- 6.5 In the event that this Agreement is terminated pursuant to Article 6, the parties hereby agree that no Students participating in an ongoing Applied Practice Experience will be denied the opportunity to complete the Applied Practice Experience, even when the effective date of termination occurs prior to the completion date of the Applied Practice Experience. In such event, all applicable provisions of this Agreement, including the right to terminate any Student pursuant to Article 5, shall remain in force during the extension period from the effective date of termination, until the end of the academic term in which the Student is enrolled.
- 6.6 At the termination of this Agreement, all parties shall return or destroy all "health information" received from or created by the other party. If return or destruction of the "health information" is not feasible, both parties shall extend the protections of this Agreement for as long as necessary to protect the information and to limit any further use or disclosure. If either party elects to destroy the information, it shall certify to the other party that the information has been destroyed in a confidential manner.

**ARTICLE 7
MISCELLANEOUS PROVISIONS**

- 7.1 Each party shall immediately notify the other party in the event that it becomes excluded from any federal health care program.
- 7.2 College and Facility shall each bear their own costs associated with this Agreement. Nothing in this Agreement shall be construed as obligating Facility or a Facility Site to pay College, its Students or Faculty for any work performed at Facility or a Facility Site. Students are not to be construed as employees of Facility or to hold themselves out as Facility employees.
- 7.3 College and Facility mutually agree that all medical records, and/or medical information related Facility patients are and shall remain the property of Facility. Faculty and Students participating in an Applied Practice Experience shall have access to this type of information only to the extent required by their Applied Practice Experience as determined by Facility.

- 7.4 No party has the right or the power to assign this Agreement, in whole or in part, without the prior written consent of the other party, and any purported assignment in contravention of this provision shall be null and void.
- 7.5 Each party is a separate and independent institution, and this Agreement shall not be deemed to create a relationship of agency, employment, or partnership between or among them. Each party understands and agrees that this Agreement establishes a bona fide training relationship and that the agents or employees of each respective party are not employees or agents of the other party.
- 7.6 Neither party will use the name or trademarks of the other party in any news release, publicity, advertising, endorsement, or commercial communication without the prior written approval of the other party; however, the existence and scope of the Programs available via this Agreement may be made known to Students as a means of assistance in completing their training requirements.
- 7.7 Neither party will be deemed to be in default under this Agreement if it is prevented from performing its obligations hereunder for any reason beyond its control or is materially adversely affected in the performance of its obligations by acts of God, acts of civil or military authority, fires, floods or other natural disasters, strikes, governmental laws and regulations.
- 7.8 All notices under this Agreement shall be in writing and delivered by hand, delivered by a national overnight courier service (such as Federal Express) with confirmation of receipt, transmitted by electronic facsimile with confirmation of receipt, or deposited, postage prepaid, in first-class U.S. mail, registered and return receipt requested, addressed as follows or to such other address as a party may designate in writing in accordance with this Section:

If to Facility (Mail/Courier/FedEx Address):

HealthPartners Institute
 8170 33rd Avenue South
 Mail Stop 23302R
 PO Box 1524
 Minneapolis, MN 55440-1524
 Attn: Contract Services
 Phone: 952-967-5081
 Email: HPInstituteContracts@HealthPartners.com

If to College:

Lac Courte Oreilles Ojibwa Community
 College
 13466 W. Trepania Road
 Hayward, WI 54843
 Attn: Sajeetha Babu
 Phone: 715/634-4790
 Email: sbabu@lco.edu

If to Facility (Personal Delivery):

HealthPartners Institute
 3311 East Old Shakopee Road
 2nd Floor
 Mail Stop 23302R
 Bloomington, MN 55425-4516
 Attn: Contract Services
 Phone: 952-967-5081
 Email: HPInstituteContracts@HealthPartners.com

- 7.9 Should any provision(s) of this Agreement be held invalid, unlawful or unenforceable, the validity of any other provision(s) of this Agreement or the Agreement as a whole shall not be affected.

- 7.10 This Agreement shall be construed under and enforced in accordance with the laws of the state where the applicable Facility Site is located (without regard to choice of law provisions), and it shall be construed in a manner so as to conform with all applicable federal, state and local laws and regulations.
- 7.11 Compliance with Applicable Laws.
- 7.11.1 The parties shall carry out their obligations under this Agreement in full compliance with all Joint Commission requirements, any other applicable requirements of accrediting bodies, and all applicable local, state, and federal ordinances, statutes, regulations, directives, orders, including, but not limited to, (a) those designed to prevent fraud, waste and abuse in Federal health care programs, (b) those dealing with employment opportunity, immigration and affirmative action such as 42 U.S.C. Sec. 2000 (e) et seq., The Civil Rights Act of 1964, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Immigration Reform Act of 1986, the Americans with Disabilities Act of 1990 and any amendments and applicable regulations pertaining thereto, or (c) other lawful enactment or pronouncements of any federal, state, municipal, local or other lawful authority.
- 7.11.2 In addition to the confidentiality requirements, restrictions and obligations found in this Agreement, all individual patient medical records and information are and must remain under the ownership and control of Facility, and must be held in strictest confidence in accordance with applicable law, including but not limited to HIPAA. College shall train its participating Faculty and Students on the requirements of HIPAA and the Privacy Rule with evidence of such training prior to assigning Faculty and Students to Facility. Such training shall meet the requirements of HIPAA and the Privacy Rule. Nothing in this Section shall be construed as diminishing or eliminating Facility's obligation to orient Students to its Facility Site-specific policies and procedures in accordance with Section 3.5.
- 7.11.3 In the performance of this Agreement the parties will not discriminate with regard to race, color, religion, sex, national origin, age, veteran status, or status as a qualified individual with a disability/qualified disabled person, and all other applicable non-discrimination laws.
- 7.11.4 Facility and College agree to abide by the limitations set forth in the Family Educational Rights and Privacy Act ("FERPA") and regulations at 34 CFR 99.33 regarding the protection of educational data. Both parties acknowledge that this Agreement allows access to educational data, and agree to hold that information in strict confidence. Both parties agree not to use or disclose educational data received from or on behalf of either institution except as permitted or required by this Agreement, as otherwise required by law, or as authorized in writing by Student.
- 7.12 Each Affiliate Organization is a third party beneficiary under this Agreement and is entitled to all of the rights and benefits of this Agreement. This Agreement is not intended to and shall not confer upon any other person or entity any rights or remedies with respect to the subject matter of this Agreement
- 7.13 The invalidity or unenforceability of any term or provision of this Agreement shall in no way affect the validity or enforceability of any other term or provision. The invalid or unenforceable provision

shall be fully severable. The waiver by a party of a breach of any provision of this Agreement shall not operate as or be construed as a waiver of any subsequent breach thereof.

- 7.14 The provisions of Article 4 and Sections 7.1-7.5, 7.7-7.10, 7.11.1-7.11.6, and 7.13-7.16 shall survive the termination or expiration of this Agreement.
- 7.15 Each party may enter into similar agreements with other training institutions, provided that such agreements do not materially interfere with the ability of each party to carry out its obligations hereunder
- 7.16 This Agreement may be executed by any form of signature allowed by law and in two or more counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument.
- 7.17 This Agreement constitutes the entire agreement between the parties with respect to the subject matter herein and supersedes, terminates and replaces all prior and contemporaneous agreements, whether written or oral, between University and Institute and University and any Affiliate Organization, relating to the subject matter herein. The parties shall not be bound by any terms, conditions, statements, or representations, oral or written, not herein contained, unless contained in a written executed amendment of this Agreement signed by all parties.
- 7.18 Facility hereby acknowledges that Institute is authorized to negotiate the terms and conditions of this Agreement on behalf of itself and the Affiliate Organizations, and acknowledges that all provisions of this Agreement shall apply with equal force and effect to the Affiliate Organizations, unless clearly only applicable to a particular Affiliate Organization.
- 7.19 The persons signing this Agreement warrant that they have full authority to do so and that their signatures shall bind the parties for which they sign.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as follows:

HEALTHPARTNERS INSTITUTE
Signature: 
Printed Name: Kelly Frisch, MD
Title: Executive Director, Health Professional Education
Date: 5.28.19
LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE
Signature: 
Printed Name: Russell Swagger
Title: President
Date: 5/28/19
Signature:
Printed Name:
Title:
Date:

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

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Sharon Henes on behalf of Joan Gage		2) Date When Request Submitted: 2 July 2019 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: 11 July 2019	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Education Matters 1. Herzing College, Menomonee Falls – Authorization to Plan 2. Herzing College, Menomonee Falls – Authorization to Admit	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed:			
11) Authorization			
<i>Sharon Henes</i>		<i>07/02/19</i>	
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			



PUBLIC AGENDA REQUEST FORM

Instructions:

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

First Name: Gina

Last Name: Bryan DNP, PMHCNS-BC, APRN

Association/Organization: WI APRN Coalition and the University of Wisconsin-Madison

Address Line 1: 1310 Hanover Ct

Address Line 2: _____

City: Waunakee

State: Wi

Zip: 53597

Phone Number: (608) 444-8558

Email: gmbryan@wisc.edu

Subject: APRN Modernization Act

Issue to Address: This is a formal request to be added to the 7/11/19 BON open agenda. I would like to report on the current status of Senate and Assembly APRN Modernization Act.

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

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Sharon Henes Administrative Rules Coordinator		2) Date When Request Submitted: 27 June 2019 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: 11 July 2019	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Legislative and Administrative Rule Matters 1. 2017 Wisconsin Act 262 Report 2. Update from the Legislation and Rules Committee 3. Legislation and Pending or Possible Rulemaking Projects	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed:			
11) Authorization			
<i>Sharon Henes</i>		06/27/19	
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	
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.			

Sheryl Krause
Chairperson

Peter Kallio
Vice Chairperson

Lillian Nolan
Secretary

WISCONSIN BOARD OF NURSING



4822 Madison Yards Way
PO Box 8366
Madison WI 53708-8366

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

REPORT ON OPIOID ABUSE

Proactive Efforts Taken by the Board of Nursing to Address Opioid Abuse

- 1. Controlled Substances Prescribing Guidelines** – The Board of Nursing adopted Best Practices for Prescribing Controlled Substances Guidelines (Guidelines) on January 12, 2017. The Guidelines were developed using the following:
 - Centers for Disease Control’s *Guideline for Prescribing Opioids for Chronic Pain*.
 - American Association of Nurse Anesthetists’ *Chronic Pain Management Guidelines*.
 - American Nurses Association’s *Nursing’s Role in Addressing Nation’s Opioid Crisis*.
 - Federal Drug Administration’s *Blueprint for Prescriber Education for Extended-Release and Long-Acting Opioid Analgesics*.
 - Wisconsin Medical Examining Board’s *Opioid Prescribing Guideline*.
 - Michigan’s *Guidelines for the Use of Controlled Substances for the Treatment of Pain*.
 - The Joint Commission’s *Statement on Pain Management*.
 - National Transportation Safety Board recommendations for advising patients of the effect controlled substances may have on their ability to safely operate a vehicle.The Board of Nursing published the Guidelines in their newsletter and provided a copy of the Guidelines to every advanced practice nurse prescriber with an active license and an email on file with the Department of Safety and Professional Services. A copy of the Guidelines is available at <https://dsps.wi.gov/Documents/BoardCouncils/NUR/BONGuidelinesV1.pdf>
- 2. Controlled Substances Continuing Education** - The Board of Nursing requires each advanced practice nurse prescriber to complete 2 hours of the required 16 hours of continuing education in the topic of responsible prescribing of controlled substances.
- 3. Prescription Drug Monitoring Program (PDMP) Information in Newsletter** – The Board of Nursing has highlighted information regarding the Prescription Drug Monitoring Program in their newsletter.
- 4. PDMP Targeted Outreach** – The Board of Nursing is currently conducting targeted outreach for advanced practice nurse prescribers with estimated PDMP usage of less than 50% to educate those prescribers about use of the PDMP and tools available in the PDMP that can help promote safe controlled substance prescribing practices.
- 5. PDMP Prescribing Metrics for Prescribing Practice Complaints** – The Board of Nursing Screening Panel reviews the PDMP Prescribing Metrics Summary for any advanced practice nurse prescriber who has a complaint relating to the advanced practice nurse prescriber’s prescribing practice.

Goals for Addressing the Issue of Opioid Abuse as it Relates to the Practice of Nursing

- 1. Compliance with Provider Review Requirement** – 100% compliance with the provider review requirement.
- 2. Education Regarding Safe Opioid Prescribing for Certified Registered Nurse Anesthetists** – The Board of Nursing recognizes there is an opportunity to provide further education to certified registered nurse anesthetists in the area of safe opioid prescribing. Therefore, the Board of Nursing will provide education, including partnering with other organizations, and promote safe opioid prescribing for certified registered nurse anesthetists,
- 3. Education Regarding Discharge and Pain Management** – The Board of Nursing recognizes that all nurses have a role to play in addressing the issue of opioid abuse. Therefore, the Board of Nursing will provide education, including partnering with other organizations, on the best practices for discharge as it relates to pain management.
- 4. PDMP Outreach** – The Board of Nursing recognizes that nurses are still unaware of the many features of the PDMP. Therefore, the Board of Nursing will work with PDMP staff to provide and promote PDMP outreach opportunities.
- 5. PDMP prescribing outliers** – The Board of Nursing will utilize PDMP data to determine those advance practice nurse prescribers whose prescribing practice are outliers and develop a process for follow-up with identified advanced practice nurse prescribers.

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

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Kimberly Wood, Program Assistant Supervisor-Adv. On behalf of Debra Sybell, Executive Director		2) Date When Request Submitted: 7/1/2019 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: 7/11/2019	5) Attachments: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	6) How should the item be titled on the agenda page? Speaking Engagements, Travel, or Public Relation Requests, and Reports 1) Speaking Engagement Request – Bellin Health – Green Bay	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: Colleen O'Brien, Director of Quality for Bellin Health, has submitted a speaking engagement request for a member of the Board to speak about the Board and provide general information at their facility.			
11) Authorization			
<i>Kimberly Wood</i>		<i>7/1/2019</i>	
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda) Date			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

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

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Kimberly Wood, Program Assistant Supervisor-Adv.		2) Date When Request Submitted: 6/27/2019	
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: 7/11/2019	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Newsletter Planning and Review of Distribution Report	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: Plan the content for the next newsletter and review the distribution report from the newsletter distributed in June.			
11) Authorization			
<i>Kimberly Wood</i>		6/27/2019	
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.			

Subject: Wisconsin Board of Nursing Newsletter - Summer 2019
 Sent: 06/21/2019 04:11 PM CDT
 Sent By: Kimberly.Wood@wisconsin.gov
 Sent To: Subscribers of Board of Nursing

136,210

Recipients

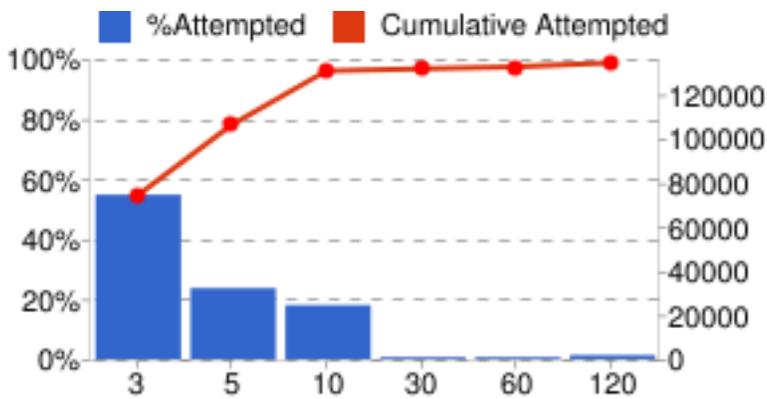
- ✓ Email
- ✗ SMS
- ✗ Facebook
- ✗ Twitter
- ✓ RSS

98%

Delivered

- 0% Pending
- 2% Bounced
- 39% Open Rate
- 7% Click Rate

Email Delivery Stats



Minutes	Cumulative Attempted
3	55%
5	78%
10	96%
30	97%
60	98%
120	99%

Delivery Metrics - Details

136,210 Total Sent
133,114 (98%) Delivered
0 (0%) Pending
3,096 (2%) Bounced
0 (0%) Unsubscribed

Bulletin Analytics

94,791 Total Opens
51379 (39%) Unique Opens
12,335 Total Clicks
9857 (7%) Unique Clicks
9 # of Links

Delivery and performance

These figures represent all data since the bulletin was first sent to present time.

	Progress	% Delivered	Recipients	# Delivered	Opened Unique	Bounced/Failed	Unsubscribes
Email Bulletin	Delivered	97.7%	135,983	132,887	51379 / 38.7%	3,096	0
Digest	n/a	n/a	227	227	0 / 0.0%	0	0
SMS Message	Delivered	0.0%	0	0	n/a	0	n/a

Link URL	Unique Clicks	Total Clicks
https://dsps.wi.gov/Pages/BoardsCouncils/Nursing/Newsletter...	4,558	5,523
https://dsps.wi.gov/Documents/BoardCouncils/NUR/NURNews...	4,124	5,430
https://public.govdelivery.com/accounts/WIDSPS/subscriber/n...	584	678
https://public.govdelivery.com/accounts/WIDSPS/subscriber/e...	232	266
https://online.drl.wi.gov/UserLogin.aspx?utm_medium=email...	206	257
https://content.govdelivery.com/accounts/WIDSPS/bulletins/2...	135	158
https://subscriberhelp.govdelivery.com/	10	13
https://subscriberhelp.granicus.com/?utm_medium=email&u...	6	8
https://twitter.com/wi_dsps?utm_medium=email&utm_sourc...	2	2