



BOARD OF NURSING
Room N208, 4822 Madison Yards Way, 2nd Floor, Madison
Contact: Debra Sybell (608) 266-2112
February 13, 2020

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

AGENDA

8:00 A.M.

OPEN SESSION – CALL TO ORDER – ROLL CALL

- A. Adoption of Agenda (1-5)**
- B. Approval of Minutes of January 9, 2020 (6-14)**
- C. Administrative Matters**
 - 1) Department, Staff and Board Updates
 - 2) Appointment of Liaisons and Alternates **(15-17)**
 - 3) Delegation of Authorities **(15)**
 - 4) Board Members – Term Expiration Dates
- D. Utilization of Social Media – Discussion and Consideration**
- E. Communication Options – Discussion and Consideration**
- F. Education and Examination Matters – Discussion and Consideration**
 - 1) UW Stevens Point – Nursing School Request for Approval **(18-250)**
 - 2) NCLEX 2019 Pass Rates Report **(251-256)**
- G. Timeframes for Addressing Disciplinary Cases – Discussion and Consideration**
- H. Legislative and Policy Matters – Discussion and Consideration**
 - 1) Advanced Practice Registered Nurses (APRN) Legislation – Assembly Bill 267 & Senate Bill 249: Relating to Advanced Practice Registered Nurses, Extending the Time Limit for Emergency Rule Procedures, Providing an Exemption from Emergency Rule Procedures, and Granting Rule-Making Authority
- I. Administrative Rule Matters – Discussion and Consideration**
 - 1) Pending or Possible Rulemaking Projects
- J. Guidance Documents Adoption Process – Discussion and Consideration**
- K. Newsletter Planning – Discussion and Consideration**

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

P. Credentialing Matters

- 1) **Application Reviews**
 - a. Douglas Gibson – Registered Nurse Applicant **(257-295)**
 - b. Shannon Naumann – Registered Nurse Applicant **(296-351)**
 - c. Nicole Teloh – Licensed Practical Nurse Renewal Applicant **(352-372)**
 - d. Scott Woik – Registered Nurse Applicant **(373-394)**

Q. Deliberation on Division of Legal Services and Compliance Matters

- 1) **Administrative Warnings**
 - a. 18 NUR 261 – C.N.T. **(395-396)**
 - b. 18 NUR 461 – D.M.Q. **(397-398)**
 - c. 18 NUR 592 – S.L.N. **(399-400)**
 - d. 19 NUR 422 – A.L.T. **(401-402)**
- 2) **Case Closings**
 - a. 17 NUR 677 – T.A.T. **(403-405)**
 - b. 17 NUR 788 – S.M.W. **(406-408)**
 - c. 18 NUR 007 – B.R.J. **(409-413)**
 - d. 18 NUR 008 – M.J.B. **(414-419)**
 - e. 18 NUR 033 – S.M.H. **(420-423)**
 - f. 18 NUR197 – J.A.F. **(424-426)**
 - g. 18 NUR 287 – S.R.K. **(427-430)**
 - h. 18 NUR 316 – J.M.M. **(431-435)**
 - i. 18 NUR 322 – J.J.B. **(436-440)**
 - j. 18 NUR 328 – C.M.M. **(441-451)**
 - k. 18 NUR 352 – L.M.I. **(452-460)**
 - l. 18 NUR 385 – S.C.L. & A.M.G. **(461-467)**
 - m. 18 NUR 423 – J.J.K. **(468-471)**
 - n. 18 NUR 456 – L.L.R. **(472-475)**
 - o. 18 NUR 615 – S.M. **(476-484)**
 - p. 18 NUR 700 – J.A.J. **(485-489)**
 - q. 18 NUR 709 – K.K.S. **(490-494)**
 - r. 18 NUR 716 – A.J.P. **(495-497)**
 - s. 18 NUR 720 – C.M.D. **(498-501)**
 - t. 18 NUR 735 – Unknown **(502-504)**
 - u. 18 NUR 743 – T.P. **(505-508)**
 - v. 18 NUR 774 – R.W.L. **(509-512)**
 - w. 19 NUR 384 – R.M.R. **(513-516)**
- 3) **Proposed Stipulations, Final Decisions, and Orders**
 - a. 17 NUR 479 – Lori A. Vanderleest, R.N. (f/k/a Lori A. Delaney) **(517-524)**
 - b. 17 NUR 483, 18 NUR 294 and 19 NUR 257 – Charles M. Bower, II, R.N. **(525-537)**
 - c. 17 NUR 528 – Jennifer L. James, R.N. **(538-543)**
 - d. 17 NUR 762 – Nichole Bowes, R.N. **(544-555)**
 - e. 17 NUR 820 – Shayna R. Abbet, R.N. **(556-561)**
 - f. 18 NUR 002 – Jennifer L. Ashbeck, R.N. **(562-573)**
 - g. 18 NUR 010 – Paris M. James, L.P.N. **(574-579)**
 - h. 18 NUR 013 – Kathleen A. Reed, R.N. **(580-585)**
 - i. 18 NUR 039 – Kristi L. Haakenson-Komro, R.N. **(586-591)**
 - j. 18 NUR 066 – Tiffany M. Blunt, L.P.N. **(592-598)**
 - k. 18 NUR 082 – Christopher M. Kaphaem, R.N. **(599-604)**
 - l. 18 NUR 133 – Susan C. Kartos, R.N. **(605-610)**

- m. 18 NUR 143 – Tracy L. Szocik, R.N. **(611-620)**
 - n. 18 NUR 210 – Demetria S. Rogers, L.P.N. **(621-627)**
 - o. 18 NUR 211 – Janet L. McGirl, R.N. **(628-633)**
 - p. 18 NUR 268 – Heidi A. Sahr, R.N. **(634-647)**
 - q. 18 NUR 350 – Lisa C. Burgos, R.N. **(648-654)**
 - r. 18 NUR 557 – Paul J. Fretschel, R.N. **(655-661)**
 - s. 18 NUR 569 – Senina L. Brown, L.P.N. **(662-668)**
 - t. 18 NUR 618 – Merrietta Brady, L.P.N. **(669-674)**
 - u. 19 NUR 064 – Jami E. Hellmer, R. N., A.P.N.P. **(675-680)**
 - v. 19 NUR 230 – Donnamae E. Klug, R.N. **(681-686)**
 - w. 19 NUR 342 – Julie Brinkman, R.N. **(687-694)**
- 4) **Monitoring Matters (695-696)**
- a. Monitor Cha
 - 1. Kelly Edlebeck, R.N. – Requesting Reinstatement of Full Licensure **(697-727)**
 - 2. Stephanie Hoffman, R.N. – Requesting Reinstatement of Full Licensure or Reduction in Frequency of Screens, Termination of AA/NA Logs & Access to Controlled Substances **(728-771)**
 - 3. Colette Paetz, R.N. – Requesting Reinstatement of Full Licensure **(772-787)**
 - 4. Brenda Pittman, R.N. – Requesting Reinstatement of Full Licensure **(788-828)**
 - 5. Jennifer Stehling, R.N. – Requesting Ability to Work in Assisted Living Facilities **(829-849)**
 - b. Monitor Graf
 - 1. Taylor Crownover, R.N. – Requesting Reinstatement of Full Licensure **(850-871)**
 - 2. Jayson DiModica, R.N. – Requesting Ability to Work in Agency Setting **(872-879)**
 - 3. Kristin Feltz, R.N. – Requesting Reduction in Screens and Termination of AA/NA Meetings **(880-905)**
 - 4. Tanya Gonzalez, R.N. – Requesting Reinstatement of Full Licensure **(906-925)**
 - 5. Heidi Hargis, R.N. – Requesting Reinstatement of Full Licensure **(926-968)**
 - 6. Yvette Harris, R.N. – Requesting Reinstatement of Full Licensure **(969-990)**
 - 7. Amanda Wing, R.N. – Requesting Termination of No Access to Controlled Substances, Termination/Modification of Direct Supervision and Reduction in Screens **(991-1024)**

R. Deliberation on Proposed Final Decisions and Orders

- 1) Janelle F. Biegert, Respondent (DHA Case Number SPS-19-0043/DLSC Case Numbers 18 NUR 235, 18 NUR 293, 19 NUR 459 and 18 NUR 693) **(1025-1062)**

S. Deliberation of Items Added After Preparation of the Agenda

- 1) Education and Examination Matters

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

T. Consulting with Legal Counsel

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

RECONVENE TO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION

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

ADJOURNMENT

NEXT MEETING: MARCH 12, 2020

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

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

**BOARD OF NURSING
MEETING MINUTES
JANUARY 9, 2020**

PRESENT: Rosemary Dolatowski, Jennifer Eklof, Elizabeth Smith Houskamp, Lisa Pisney, Pamela White, Emily Zentz

EXCUSED: Peter Kallio, Luann Skarlupka

STAFF: Debra Sybell, Executive Director; Jameson Whitney, Legal Counsel; Dale Kleven, Administrative Rules Coordinator; Kimberly Wood, Program Assistant Supervisor-Advanced; and other DSPS Staff

CALL TO ORDER

Pamela White, Vice Chairperson, called the meeting to order at 8:05 a.m. A quorum was confirmed with six (6) members present.

ADOPTION OF THE AGENDA

Amendments to the Agenda

- Open Session: **REMOVE:** “D. Education and Examination Matters, 1) UW Stevens Point – Nursing School Request for Approval”. This matter will be addressed at the February meeting.
- Closed Session: Before item “N. Deliberation on Division of Legal Services and Compliance” **ADD:**
 - Credentialing Matters, 1) Application Reviews, Tina Rios – Licensed Practical Nurse Renewal Applicant
- Closed Session: Under item “N. Deliberation on Division of Legal Services and Compliance, 3) Proposed Stipulations, Final Decisions and Orders” **ADD:**
 - 18 NUR 150 – Elizabeth A. Clark, L.P.N.

MOTION: Elizabeth Smith Houskamp moved, seconded by Jennifer Eklof, to adopt the Agenda as amended. Motion carried unanimously.

APPROVAL OF MINUTES OF DECEMBER 12, 2019

MOTION: Rosemary Dolatowski moved, seconded by Lisa Pisney, to approve the Minutes of December 12, 2019 as published. Motion carried unanimously.

ADMINISTRATIVE MATTERS

Election of Officers

Chairperson

NOMINATION: Rosemary Dolatowski nominated Peter Kallio for the Office of Chairperson.

Debra Sybell, Executive Director, called for nominations three (3) times.

Peter Kallio was elected as Chairperson by unanimous voice vote.

Vice Chairperson

NOMINATION: Elizabeth Smith Houskamp nominated Pamela White for the Office of Vice Chairperson.

Debra Sybell, Executive Director, called for nominations three (3) times.

Pamela White was elected as Vice Chairperson by unanimous voice vote.

Secretary

NOMINATION: Rosemary Dolatowski nominated Luann Skarlupka for the Office of Secretary.

Debra Sybell, Executive Director, called for nominations three (3) times.

Luann Skarlupka was elected as Secretary by unanimous voice vote.

Election Results	
Chairperson	Peter Kallio
Vice Chairperson	Pamela White
Secretary	Luann Skarlupka

Delegation Motions

Document Signature Delegations

MOTION: Elizabeth Smith Houskamp moved, seconded by Emily Zentz, to delegate authority to the Chairperson (or in absence of the Chairperson, the highest-ranking officer or longest serving board member in that succession) to sign documents on behalf of the Board in order to carry out its duties. Motion carried unanimously.

MOTION: Jennifer Eklof moved, seconded by Lisa Pisney, in order to carry out duties of the Board, the Chairperson (or in absence of the Chairperson, the highest-ranking officer or longest serving board member in that succession) has the ability to delegate signature authority for purposes of facilitating the completion of assignments during or between meetings. The members of the Board hereby delegate to the Executive Director or DPD Division Administrator, the authority to sign on behalf of a board member as necessary. Motion carried unanimously.

Delegated Authority for Urgent Matters

MOTION: Emily Zentz moved, seconded by Rosemary Dolatowski, that in order to facilitate the completion of urgent matters between meetings, the Board delegates its authority to the Chairperson (or, in the absence of the Chairperson, the highest-ranking officer or longest serving board member in that succession), to appoint liaisons to the Department to act in urgent matters. Motion carried unanimously.

Monitoring Delegations

MOTION: Elizabeth Smith Houskamp moved, seconded by Jennifer Eklof, to adopt the “Roles and Authorities Delegated to the Monitoring Liaison and Department Monitor” as presented in the January 9, 2020 agenda materials. Motion carried unanimously.

Delegation for Review of Disciplinary Cases Due to Insufficient Board Members Present

MOTION: Lisa Pisney moved, seconded by Emily Zentz, to delegate the review of disciplinary cases to the Department’s Chief Legal Counsel if the Board has insufficient membership present to act. Motion carried unanimously.

Credentialing Authority Delegations

Delegation of Authority to Credentialing Liaison (Exempting Denial Decisions to Full Board)

MOTION: Rosemary Dolatowski moved, seconded by Jennifer Eklof, to delegate authority to the Credentialing Liaison(s) to serve as a liaison between DSPS and the Board and to act on behalf of the Board in regard to credentialing applications or questions presented to them except that potential denial decisions shall be referred to the full Board for final determination. Motion carried unanimously.

Delegation of Authority to DSPS When Credentialing Criteria is Met

MOTION: Jennifer Eklof moved, seconded by Lisa Pisney, to delegate credentialing authority to DSPS to act upon applications that meet all credentialing statutory and regulatory requirements without Board or Board liaison review. Motion carried unanimously.

Delegation to DSPS When Applicant's History Has Been Previously Reviewed

MOTION: Emily Zentz moved, seconded by Rosemary Dolatowski, to delegate credentialing decisions to DSPS Staff involving an applicant who was granted an unrestricted nursing license by the Wisconsin Board of Nursing, is seeking a new credential, and has had no new issues since the previous license was granted. Motion carried unanimously.

Delegation for Decision Making Authority to DSPS Attorneys and Paralegals

MOTION: Elizabeth Smith Houskamp 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.
- The granting of a limited license for a Nurse Refresher Course (as long as all other requirements are met) unless there are convictions, prior Board discipline, or impairment issues. Staff can then move forward with the granting of full licensure after verification of successful completion has been received.

Motion carried unanimously.

Delegated Authority for Application Denial Reviews

MOTION: Lisa Pisney moved, seconded by Rosemary Dolatowski, that the Department's Attorney Supervisors, DLSC Administrator, or their designee are authorized to serve as the Board's designee for purposes of reviewing and acting on requests for hearing as a result of a denial of a credential. Motion carried unanimously.

Screening Attorney Delegations

MOTION: Emily Zentz moved, seconded by Jennifer Eklof, to delegate to the attorney assigned to each screening panel the discretion to close cases that clearly do not allege a provable violation of law and therefore do not merit review by the full screening panel. Motion carried unanimously.

Pre-Screening Delegation to Screening Attorney

MOTION: Jennifer Eklof moved, seconded by Emily Zentz, to delegate pre-screening decision making authority to the DSPS Screening Attorney for opening cases as outlined below:

1. OWIs of three (3) or more that occurred in the last five (5) years with an AODA assessment that shows active impairment or addiction.
2. Reciprocal discipline cases.
3. Impairment and/or diversion at work that includes a positive drug test.
4. Conviction of misdemeanor or felony that the attorney believes is substantially related and is not otherwise excluded by the new language of Wis. Stat. ch. 111.
5. Allegations of diversion at work where complaint includes “admission” by the nurse of diversion.

Motion carried unanimously.

Voluntary Surrenders

MOTION: Rosemary Dolatowski moved, seconded by Lisa Pisney, to delegate authority to the assigned case advisor to accept or refuse a request for voluntary surrender pursuant to Wis. Stat. § 440.19 for a credential holder who has a pending complaint or disciplinary matter. Motion carried unanimously.

Education, Continuing Education and/or Examination Delegation(s)

MOTION: Elizabeth Smith Houskamp moved, seconded by Jennifer Eklof, to delegate authority to the Education, Continuing Education and/or Examination Liaison(s) to address all issues related to education, continuing education, and examinations. Motion carried unanimously.

Authorization for DSPS to Provide Board Member Contact Information to National Regulatory Related Bodies

MOTION: Emily Zentz moved, seconded by Rosemary Dolatowski, to authorize DSPS staff to provide national regulatory related bodies with all board member contact information that DSPS retains on file. Motion carried unanimously.

Optional Renewal Notice Insert Delegation

MOTION: Jennifer Eklof moved, seconded by Lisa Pisney to designate the Chairperson (or, in the absence of the Chairperson, the highest-ranking officer or longest serving board member in that succession) to provide a brief statement or link relating to board-related business within the license renewal notice at the Board’s or Board designee’s request. Motion carried unanimously.

Rules Committee Delegation

MOTION: Jennifer Eklof moved, seconded by Rosemary Dolatowski, to grant the Rules Committee the ability to address all rulemaking as related to drafting and making recommendations to the full Board. Motion carried unanimously.

Legislative Liaison Delegation

MOTION: Rosemary Dolatowski moved, seconded by Elizabeth Smith Houskamp, to delegate authority to the Legislative Liaisons to speak on behalf of the Board regarding legislative matters. Motion carried unanimously.

Travel Delegation

MOTION: Jennifer Eklof moved, seconded by Emily Zentz, to delegate authority to the Travel Liaison to approve any board member travel. Motion carried unanimously.

SPEAKING ENGAGEMENTS, TRAVEL, OR PUBLIC RELATION REQUESTS, AND REPORTS

Consider Attendance at the 2020 NCSBN Midyear Meeting – March 3-5, 2020 – Boston, MA

MOTION: Jennifer Eklof moved, seconded by Elizabeth Smith Houskamp, to designate Lisa Pisney and Rosemary Dolatowski to attend the 2020 NCSBN Midyear Meeting March 3-5, 2020 in Boston, MA and to authorize travel. Motion carried unanimously.

CLOSED SESSION

MOTION: Rosemary Dolatowski 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.). Pamela White, Vice Chairperson, read the language of the motion. The vote of each member was ascertained by voice vote. Roll Call Vote: Rosemary Dolatowski-yes; Jennifer Eklof-yes; Elizabeth Smith Houskamp-yes; Lisa Pisney-yes; Pamela White-yes; Emily Zentz-yes. Motion carried unanimously.

The Board convened into Closed Session at 9:10 a.m.

CREENTIALING MATTERS

Application Reviews

Tina Rios – Licensed Practical Nurse Renewal Applicant

- MOTION:** Lisa Pisney moved, seconded by Jennifer Eklof, to modify the motion from the December 12, 2019 meeting to offer a Limited Licensed Practical Nurse License to Tina Rios with the following provisions:
- Demonstrate two (2) years of continuous and successful compliance
 - Completion of three (3) hours of education in ethics and three (3) hours of education in professional practice
 - No home health, hospice, or any work situation where she is responsible for her own billings
 - Direct supervision
 - Submission of quarterly work reports
 - Show Orders to current, and/or any future employers
 - Compliance with the deferred prosecution agreement in Dane County Case number 2018CF2581, with suspension for violation
 - Acceptance within 30 calendar days of offer or the application is denied
- Reason for Denial: Unprofessional conduct substantially related to the practice of nursing resulting from Dane County Case number 2018CF2581. Motion carried unanimously.

DIVISION OF LEGAL SERVICES AND COMPLIANCE MATTERS

Administrative Warnings

- MOTION:** Elizabeth Smith Houskamp moved, seconded by Jennifer Eklof, to issue an Administrative Warning in the matter of the following cases:
1. 18 NUR 399 – G.G.G.
 2. 19 NUR 304 – M.B.V.R.
- Motion carried unanimously.

Case Closings

- MOTION:** Emily Zentz moved, seconded by Jennifer Eklof, to close the following DLSC Cases for the reasons outlined below:
1. 17 NUR 749 – M.M. – Prosecutorial Discretion (P2)
 2. 17 NUR 749 – M.L., J.E. – Insufficient Evidence
 3. 18 NUR 024 – R.S.G. – Insufficient Evidence
 4. 18 NUR 310 – I.M.H. – Prosecutorial Discretion (P2)
 5. 18 NUR 313 – K.L.W. – Prosecutorial Discretion (P2)
 6. 18 NUR 347 – H.A.H. – Prosecutorial Discretion (P2)
 7. 18 NUR 432 – E.C.S. – Insufficient Evidence
 8. 18 NUR 560 – M.E.O. – Insufficient Evidence
 9. 18 NUR 563 – S.A.R. – Lack of Jurisdiction (L2)
 10. 19 NUR 249 – E.D.P. – Insufficient Evidence
- Motion carried unanimously.

Proposed Stipulations, Final Decisions and Orders

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

1. 18 NUR 150 – Elizabeth A. Clark, L.P.N.
2. 18 NUR 154 – Kimberly K. Stecker, R.N.
3. 18 NUR 198 – Mary Jo Hoppe, R.N.

Motion carried unanimously.

Proposed Interim Orders

18 NUR 160, 18 NUR 502, 18 NUR 515 AND 19 NUR 038 – BONNIE S. CABRERA, R.N.

MOTION: Elizabeth Smith Houskamp moved, seconded by Jennifer Eklof, to adopt the Findings of Fact, Conclusions of Law and Interim Order in the matter of disciplinary proceedings against Bonnie S. Cabrera, R.N, DLSC Case Numbers 18 NUR 160, 18 NUR 502, 18 NUR 515 and 19 NUR 038. Motion carried unanimously.

Monitoring Matters

Sandra Graham, R.N. – Requesting Access to Controlled Substances and Reduction in Screens

MOTION: Elizabeth Smith Houskamp moved, seconded by Lisa Pisney, to grant the request of Sandra Graham, R.N. for access to controlled substances and to deny the reduction in the frequency of drug screens. **Reason for Denial:** Respondent needs to practice nursing under the conditions of the modified Board Order granting access to controlled substances before the Board will consider amending other requirements. Motion carried unanimously.

Kimberly Anderson, R.N. – Requesting Access to Controlled Substances and a Reduction in Screens

MOTION: Emily Zentz moved, seconded by Rosemary Dolatowski, to grant the request of Kimberly Anderson, R.N. for access to controlled substances and to reduce the frequency of drug screens to twenty-eight (28) per year plus one (1) annual hair test. Motion carried unanimously.

Ashley Levra, R.N. – Requesting Full Licensure

MOTION: Jennifer Eklof moved, seconded by Rosemary Dolatowski, to grant the request of Ashley Levra, R.N., for full licensure. Motion carried unanimously.

RECONVENE TO OPEN SESSION

MOTION: Jennifer Eklof moved, seconded by Elizabeth Smith Houskamp, to reconvene into Open Session. Motion carried unanimously.

The Board reconvened into Open Session at 10:14 a.m.

VOTING ON ITEMS CONSIDERED OR DELIBERATED UPON IN CLOSED SESSION

MOTION: Jennifer Eklof moved, seconded by Emily Zentz, 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: Jennifer Eklof moved, seconded by Elizabeth Smith Houskamp, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 10:20 a.m.

DRAFT

**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: 1/10/2020 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: 2/13/2020	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Administrative Matters: <ul style="list-style-type: none"> Appointment of Liaisons and Alternates Delegation of Authorities 	
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: 1) The Chairperson should review and appoint/reappoint Liaisons and Alternates as appropriate 2) The Board should revisit the delegation motion below. Legal Counsel will lead this discussion <i>Delegation for Review of Disciplinary Cases Due to Insufficient Board Members Present</i> MOTION: Lisa Pisney moved, seconded by Emily Zentz, to delegate the review of disciplinary cases to the Department's Chief Legal Counsel if the Board has insufficient membership present to act. Motion carried unanimously.			
11) Authorization			
<i>Kimberly Wood</i>		1/10/2020	
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda) Date			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

2019 Liaison Appointments

2019 LIAISON APPOINTMENTS	
Credentialing	Rosemary Dolatowski <i>Alternate:</i> Jennifer Eklof
Monitoring	Pamela White <i>Alternate:</i> Elizabeth Smith Houskamp
*Professional Assistance Procedure (PAP)	Pamela White <i>Alternate:</i> Peter Kallio
Legislative Liaison	Luann Skarlupka <i>Alternate:</i> Lisa Pisney
Newsletter	Rosemary Dolatowski
Board Practice	Elizabeth Smith Houskamp
*Board Education	Peter Kallio <i>Alternate:</i> Elizabeth Smith Houskamp
*Controlled Substances Board as per Wis. Stats. §15.405(5g)	Peter Kallio <i>Alternate:</i> Elizabeth Smith Houskamp
*Wisconsin Coalition for Prescription Drug Abuse Reduction	Peter Kallio
**Travel Liaison	Peter Kallio (Chair) <i>Alternate:</i> Pamela White
2019 COMMITTEE MEMBER APPOINTMENTS	
*Rules and Legislation Committee	Luann Skarlupka (Chair) Peter Kallio Jennifer Eklof Lisa Pisney (20190917)
BOARD APPOINTMENT TO THE INTERSTATE NURSE LICENSURE COMPACT COMMISSION	
*Administrator of the Nurse Licensure Compact	Peter Kallio <i>Alternate:</i> Elizabeth Smith Houskamp

2020 Liaison Appointments

2020 SCREENING PANEL APPOINTMENTS	
January–March 2020	Elizabeth Smith Houskamp, Emily Zentz <i>(Lisa Pisney will screen for Elizabeth Smith Houskamp in February 2020)</i>
April 2020–June 2020	Peter Kallio, Luann Skarlupka
July 2020–September 2020	Lisa Pisney, Pamela White
October 2020– December 2020	Rosemary Dolatowski, Jennifer Eklof

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

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Joan R. Gage, Program Manager		2) Date When Request Submitted: 12/27/2019 <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: 1/9/2020	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? UW Stevens Point Nursing School Request for Approval	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <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: UWSP request for school approval RN to BSN			
11) Authorization			
Joan R. Gage		12/27/2019	
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.			



University of Wisconsin-Stevens Point

College of Professional Studies
School of Health Care Professions

Stevens Point WI 54481-3897
715-346-3766
shcp@uwsp.edu
www.uwsp.edu/shcp

December 23rd, 2019

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

To Whom it may Concern:

The University of Wisconsin Stevens Point started a RN to BSN program back in 2012 and submitted the request for approvals to the State Board of Nursing and received approval plan and admit returning RN students. The program at the time requested to submit the remaining documents needed for full program approval but was told that a RN to BSN program was not under the jurisdiction of the State Board of Nursing and that no further action was needed.

We were made aware recently by Joan Gage, Program Manager of the Office of Education and Examinations, that the statutes have been updated in 2018 and now RN to BSN programs would have to seek program approval.

This packet contains the letters from the board as mentioned above and all documents needed for program approval. Please note that the UWSP RN to BSN program is fully accredited by the CCNE since 2015 and is seeking re-accreditation in March 2020. The program has been in compliance with all CCNE and State Board of Nursing requirements.

The packet is organized as follows:

1. Historical letters from State Board of Nursing
2. Form 3027 with supporting documentation
3. Form 3029 with supporting documentation
4. Form 1114 for all faculty historically, and present.

Please accept this packet as UWSP's intent to pursue full State Board of Nursing Approval and be placed on the published "Approved Nursing Schools" listing.

Sincerely,

A handwritten signature in cursive script that reads "Lorraine Zoromski".

Lorraine Zoromski EdD, MSN, RN
Assistant Professor/Nursing Faculty/Program Director of the RN to BSN Program
University of Wisconsin Stevens Point
Stevens Point, WI 54481
Lorraine.zoromski@uwsp.edu
(715) 551-2661



STATE OF WISCONSIN

Department of Safety and Professional Services
1400 E Washington Ave.
Madison WI 53703

Governor Scott Walker Secretary Dave Ross

Mail to:
PO Box 8935
Madison WI 53708-8935

Email: dps@wisconsin.gov
Web: <http://dps.wi.gov>

Voice: 608-266-2112 • FAX: 608-267-0644 • TTY: 608-267-2416

January 14, 2013

Carole Paulson, EdD, MSN, RN
Assistant Professor
University of Wisconsin-Stevens Point
2100 Main Street, D 127 Science Building
Stevens Point, WI 54481
cpaulson@uwsp.edu

Re: Approval of Request for Authorization to Admit Students to the BSN Completion Program at University of Wisconsin-Stevens Point

Dear Dr. Paulson:

On January 10, 2013, the Wisconsin Board of Nursing reviewed the request for authorization to admit students to the BSN Completion program at University of Wisconsin-Stevens Point.

The Board moved to approve the UW-Stevens Point request for authorization to admit students to the BSN Completion program; the motion passed.

Please refer to N 1.03 (4) of the nursing code for information relating to the requirements for full program approval, including the submission of a six-month post-graduation report.

Cordially yours,

A handwritten signature in cursive script that reads "Jill M. Remy".

Jill M. Remy
Program Manager
Education and Examinations Office
Department of Safety and Professional Services
1400 E. Washington Avenue
P.O. Box 8935
Madison, WI 53708-8935
jill.remy@wisconsin.gov

Zoromski, Lorraine

From: Remy, Jill M - DSPS <Jill.Remy@wisconsin.gov>
Sent: Thursday, February 20, 2014 1:30 PM
To: Paulson, Carole
Subject: FW: UW-Stevens Point RN-to-BSN Program - BON-request for course approvals

Dear Dr. Paulson:

I apologize for the delay in getting back to you on this issue, but I wanted to run this by the Board's legal counsel before responding.

Per legal counsel, the Board of Nursing has interpreted Wis. Stats. 441.12 to mean that it does not have jurisdiction over any post-licensure programs; therefore, no RN-to-BSN programs require Board approval. This determination was made by the Board at the October 10, 2013 Board of Nursing meeting with passage of the following motion:

MOTION: Jeffrey Miller moved, seconded by Carol Ott, that board approval under 441.12 references pre-licensure schools for Professional Nursing and Practical Nursing only. Motion carried unanimously.

Further, the Board indicated via the following motion at the October 10, 2013 meeting that only changes to programs which affect an approved school's compliance with Chapter N1 require review by the Board:

MOTION: Jeffrey Miller moved, seconded by Carol Ott, if the application process involves changes that alter the nursing program's compliance with ch. N 1, the school would have to submit form 3026 "Information Regarding Nursing Program Changes." Motion carried unanimously.

For that reason, you will only need to notify the Board of a change to your nursing program(s) if the change will result in UW-Stevens Point moving out of compliance with the requirements listed in Chapter N1. If that is the case, it will be necessary to submit a completed form #3026 (Information Regarding Nursing Program Changes) to the Board for review and approval. Form #3026 is available at: <http://dsps.wi.gov/Licenses-Permits/Credentialing/education-exams> and you may refer to Wis. Stat. 441 and Chapter N1 at <http://dsps.wi.gov/Documents/Board%20Services/Codebooks/53D%20POD%20Nursing-Book%20OCTOBER%202012.pdf>.

If you have any questions, please let me know. Thank you!

Cordially yours,

if Jill M. Remy
Education and Examinations Program Manager
Department of Safety & Professional Services
1400 E. Washington Avenue
P.O. Box 8935
Madison, WI 53708-8935
P: (608) 266-7703
F: (608) 266-2602
jill.remy@wisconsin.gov

From: Paulson, Carole [<mailto:Carole.Paulson@uwsp.edu>]
Sent: Tuesday, February 11, 2014 3:31 PM

To: Remy, Jill M - DSPS

Subject: BON-request for course approvals

Dear Ms. Remy-

I am wondering when I could get on the Board of Nursing agenda to request individual course approval in our RN-BSN nursing program at UW-Stevens Point. My last communication was to seek approval to admit students, which we were granted in January, 2013. At that point I had some of the courses submitted. I now wish to submit the remainder. Please advise as to when this could occur as well as the documentation you recommend besides course syllabi.

Thank you for your attention.

Best regards,

Dr. Carole Paulson, Assistant Professor
Director of Nursing, School of Health Care Professions
D 127 Science Building
2100 Main Street
University of Wisconsin-Stevens Point
Stevens Point, WI 54481

Email: cpaulson@uwsp.edu

Phone: 715-346-4740

FAX: 715-346-2640

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 dspsexaminationoffice@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: University of Wisconsin Stevens Point - School of Healthcare Professions

Address: 2001 Fourth Ave.
Stevens Point, WI 54481

Nursing Program(s) (ADN, BSN, Other): RN to BSN (post-licensure)

Lorraine Zoromski
Nursing Educational Administrator

Lorraine Zoromski
Signature

(715) 551-2661
Telephone Number

Assistant Professor, Nursing faculty
Title
Program Director

12/23/19
Date

Lorraine.Zoromski@uwsp.edu
Email Address

Wisconsin Department of Safety and Professional Services

Board of Nursing

Request for Authorization to Admit Students to a Nursing Program Form #3027

Lorraine Zoromski EdD, MSN, RN

December 23rd, 2019

(1) Addressed in Form #3029

(2) Addressed in Form #3029

(3) School's philosophy and outcomes

UWSP Bachelor of Science Completion Program in Nursing

Philosophy, Mission and Conceptual Framework

Philosophy

The baccalaureate curriculum at UWSP is based in a strong liberal arts foundation that promotes a humanistic and interdisciplinary approach to nursing practice. The focus of care is on individuals, families, groups and communities within dynamic environments.

Students learn through a process of constructing knowledge based on experience and education resulting in a progressively integrated level of nursing care. Faculty members support a learning environment that encourages clear oral and written communication; promotes ethical and professional behavior; requires application of skills of critical inquiry to issues and problem-solving; and recognizes the value of community and context in learning.

The discipline of nursing forms a necessary foundation for the delivery of health care, regardless of the type of health system or populations served. The nature of nursing is to promote wellness, determine health alterations, and provide safe, effective care to those with disease, illness, or injury. The program's conceptual framework reflects the philosophy and represents graphically the interplay of its components: person, nursing, health, and environment.

Purpose/Mission

The mission of the School is to improve the health status of humans through baccalaureate level nursing education that emphasizes foundational knowledge, skills and values within an interdisciplinary and service-oriented mindset.

Conceptual Framework

The program's conceptual framework is defined by four concepts central to the curriculum: person, nursing, health, and environment. Person represents the learner who accumulates knowledge and applies that knowledge through critical thinking, reasoning and a lens of caring toward interactions with clients.

Nursing is the integration of sensibility of service to community and mankind, demonstrating practice as a culmination of formal education and experiences. Nursing requires the ability to recognize multiple roles in the provision of excellent care and to work independently and within interdisciplinary teams to maintain and improve quality of care. The concept of connectedness symbolizes nursing's function within health systems.

Environment is the impacts of internal and external influences that result in how people experience and live their lives. Environment consists of physical, psychological social, spiritual, and cultural factors. Nursing, as an environmental factor, influences the health of individuals, families, and populations. Health is a state of being within intrinsic and extrinsic environs and is optimized through conscientious self-care and competent use of resources for that purpose.

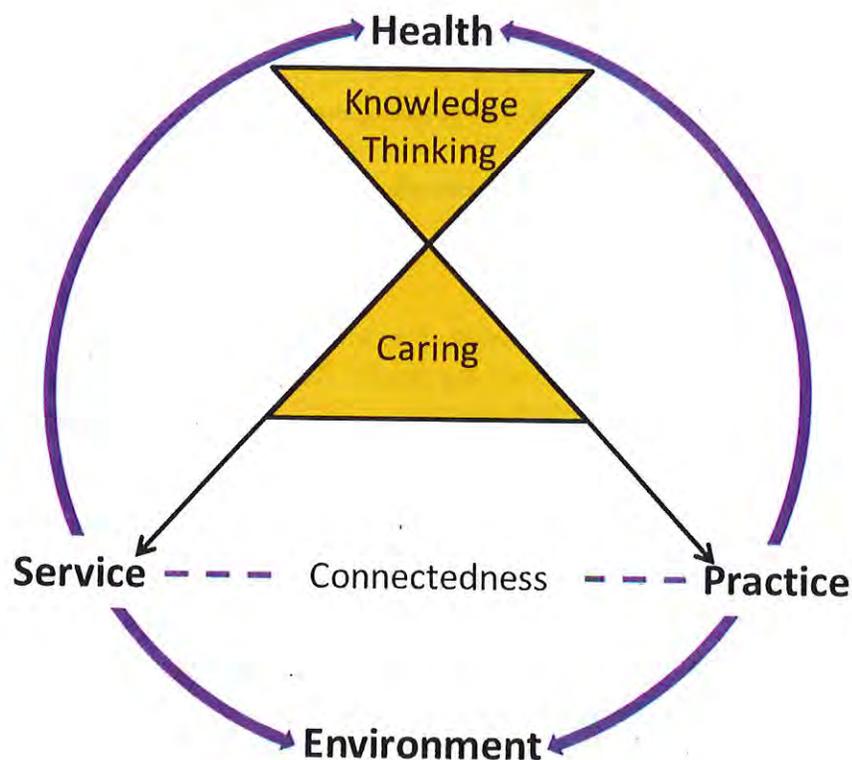


Figure 1. Conceptual Framework

Outcomes

The Baccalaureate Nursing Completion Program Outcomes

1. Integrate the knowledge from liberal education as a basis for decision-making and nursing practice.

2. Apply knowledge and skills in leadership, quality improvement, and patient safety that support high quality nursing practice.
3. Apply the principles of research in evaluating scientific studies to support the practice of evidence-based nursing.
4. Utilize technology to evaluate information to support the practice of quality patient care.
5. Connect knowledge of the economic, political, and social environment to health care and its impact on professional nursing practice.
6. Demonstrate the integration of interprofessional communication and collaborative skills to optimize patient care.
7. Assess a community/population using the principles of public health determining approaches that support health promotion and prevention for individuals, families and the community.
8. Demonstrate professionalism incorporating understanding of diversity, values, and ethics in the professional practice of nursing.
9. Demonstrate synthesis of previous and new knowledge through completion of practicum in a nursing setting that incorporates inter-professional communication skills, professionalism, leadership and clinical reasoning skills.

Accreditation

The University of Wisconsin-Stevens Point's baccalaureate nursing completion program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education
One Dupont Circle NW
Suite 530
Washington DC 20036-1120
202-887-6791
www.aacn.nche.edu/ccne-accreditation

(4) Overview of curriculum including all the following:

Content:

Students require 120 credits to graduate with a baccalaureate degree. The program at UW-Stevens Point consists of 31 nursing credits and approximately 30 credits of support and general education course. Candidates accepted to the program may be eligible for the transfer of up to 72 credits inclusive of nursing and general education courses. This number may continue to change pending ongoing development of articulation agreements with technical and degree-granting community colleges. General education and support courses that typically transfer include physiology, Anatomy, Microbiology, psychology, developmental psychology, sociology, speech and written/oral communication. Each transcript is evaluated for completion of requirements in the general education program and the major.

UWSP BSN Completion Program – Academic Core Requirements

- The Bachelor of Science general education program requirements
- Associate or Diploma Degree in Nursing from a nationally accredited program
- Current Wisconsin Registered Nursing license
- SOC 101; PSYCH 110, 260; BIOL 333, 385, 387
- One semester of college chemistry: CHEM 101, CHEM 105, CHE 203, or CHE 250 (CHE 203 Survey of Biochemistry and CHE 250 Review and Updates in Chemistry and Biochemistry are offered through UW Colleges.)
- HS 301, or MATH 355
- Total of 31 credits in nursing.
 - i. Core: NURS 310, 407, 441, 446, 447, 452, 453, 454, and 455
 - ii. Electives: at least six credits of NURS 486 (topics vary)
- Communication in the Major: NURS 407, 452 and 455
- Capstone Experience: NURS 455
- Experiential Learning: NURS 455

Course Sequence:

The 31 core nursing courses are offered on a rotational basis over 4 semesters or 2 years. Students can enroll at any point in the rotation. To allow enrollment and graduation each semester, both the one credit nursing introductory course N310 and the completion capstone course N455 is offered each semester.

Nursing Courses Offered by Semester- Stevens Point and Wausau

Sem 1 Fall 2019	Sem 2 Spring 2020
NURS-310- Professional Essentials-1 cr. NURS 407- Foun. Of Prof. Nsg Practice- 3 cr. NURS 472- Nursing Economics- 3 cr. NURS 455- Concepts in Nursing Practice- 3 cr.	NURS-310- Professional Essentials-1 cr. NURS 452- Aging and health- 3 cr. NURS 441- Chronic Care Mngt- 3 cr. NURS 455- Concepts in Nursing Practice- 3 cr.
Sem 3 Fall 2020	Sem 4 Spring 2021
NURS-310- Professional Essentials-1 cr. NURS 446- Research and EBP- 3 cr. NURS 454- Community Health Nursing- 3 cr. NURS 455- Concepts in Nursing Practice- 3 cr.	NURS-310- Professional Essentials-1 cr. NURS 453- Info Management and HC Tech – 3 cr. NURS 447- Leadership and Management- 3 cr. NURS 455- Concepts in Nursing Practice- 3 cr.

Course Descriptions:

Curriculum (Required Nursing Courses) and Course Description-

NURS 310. Professional Essentials. 1 cr. Orientation to nursing major including skill building in writing, navigating the online environment, and components of professional nursing practice. Prereq: nursing major.

NURS 407. Foundations of Professional Nursing Practice. 3 cr. Apply philosophical perspectives, theories, and standards to the practice of professional nursing. Analyze factors influencing nursing/health care delivery. Enhance professional communication skills. Prereq: 310; ENGL 150 or 202; nursing major; R.N. license.

NURS 441. Chronic Care Management. 3 cr. Explore interaction of biological, psychological, social, and environmental factors important to understanding management of chronic conditions at the individual, family, community, and social levels. Prereq: 310; nursing major; R.N. license.

NURS 446. Research and Evidence-Based Practice. 3 cr. Introduction to importance of research to improve clinical practice, strategies to evaluate the quality of research and evidence, and increase integration of research into practice. Prereq: 310; HS 301 or MATH 355; nursing major; R.N. license.

NURS 447. Leadership and Management. 3 cr. Examine nursing leadership and management using relevant theories and concepts. Analyze decision-making in relation to communication, delegation, supervision, and group process. Prereq: 310; nursing major; R.N. license.

NURS 452. Aging and Health. 3 cr. Explore normal aging and lifestyle factors that promote optimal aging or lead to health alterations. Examine coping and facilitation of elders' achievement of health goals. Prereq: 310; ENGL 150 or 202; nursing major; R.N. license.

NURS. 453. Information Management and Health Care Technology. 3 cr. Utilize computer and information/decision science to support quality and safety in health care. Explore informatics issues and examine nursing's role in health care.

NURS 454. Community Health Nursing. 3 cr. Nursing care of populations and communities to facilitate optimal health outcomes. Prereq: 310; nursing major; R.N. license.

NURS 455. Concepts in Nursing Practice. 3 cr. Experiential learning in community settings applying theory, research, critical thinking, and reasoning using tools of reflection, writing, and discussing. Prereq: 484 or con reg; nursing major; R.N. license; cons instr.

NURS 486. Selected Topics in Nursing. 3 cr. Major topics in nursing. Subtitle will identify the area. Availability varies. Prereq: 310, nursing major; R.N. license.

Nursing Courses can be taken face to face in hybrid format or online through BSN@Home. The nursing baccalaureate completion students at UWSP have the option of taking credits through the UW System BSN@Home consortium of six nursing programs in UW system: UW-Madison, UW-Milwaukee, UW-

Eau Claire, UW-Oshkosh, UW-Green Bay and UW-Stevens Point. UW-Stevens Point nursing courses objectives/outcomes are the same as those for courses through BSN@Home consortium to provide consistent education.

Program Evaluation Plan:

The Baccalaureate Completion in Nursing Program assessment plan aligns with the University's mission, vision and goals and is consistent with the Commission on Collegiate Nursing Education's Essentials of Baccalaureate Education for Professional Nursing Practice.

The assessment process incorporates both direct and indirect measures of evaluation. The goal of direct assessment is to evaluate student's performance relative to each of the program outcomes. Program outcomes are correlated to assignments in the course, successful completion is determined by the grade on the assignment reflecting student's acquisition of the knowledge. Indirect measures of assessment include data from course evaluations, exit surveys at the time of graduation, program completion and attrition rates, and employment rates at graduation. *(See the complete assessment plan attached).*

Course Syllabi:

The nine core course syllabi are attached. Syllabi contain the course description, course outcomes and policies governing the course requirement. A variety of instructional methods are used in the program, including lecture, discussion, group work, self-directed problem-based learning culminating in completion of a leadership/quality nursing project incorporating research methods. Interdisciplinary practice is emphasized with collaborative educational experiences; as an example, a class is health with UW school of Medicine students in Wausau that includes UWSP nursing program students and other healthcare professional students.

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

Students must complete a formal application form to UW-Stevens Point and be accepted to the nursing program. A formal application process can be accomplished through an online or paper process. Nursing program application requirements must be met for admission:

- Hold an associate degree or diploma degree from an accredited program of nursing
- Minimum cumulative GPA of 2.5
- Wisconsin residency
- RN licensure in the state of Wisconsin

Students applying to the program, due to required completion of an associate degree in nursing with an RN licensure in the state of Wisconsin, are admitted as transfer students (See attached admission requirements and process for transfer applicants).

Progression in the nursing program requires students maintain a grade point of 2.5 or better overall in the nursing major. No grade below a C in any nursing course will be accepted for graduation. No more than two courses with grades of less than C- will be accepted in the major and/or be permitted to be repeated for credit.

Graduation is applied for by students a semester prior to expected completion of the program. Application for graduation is done electronically. Notification of student's application for graduation is made to the School of Healthcare Professions' Associate Dean. This notification triggers a graduation audit to assure that the student requesting graduation meets graduation requirements. (See attached graduation information and a sample graduation audit).

(6) Updated timeline for implementing the program and intended date for entry of the first class

The UW-Stevens Point applied for program approval and was formally approved to admit students in 2013 by the Board of Nursing. Subsequent to that approval, the State Board of Nursing notified UW-Stevens Point that, due to the UW-Stevens Point program being a post-licensure program, the State Board of Nursing had no jurisdiction over UW-Stevens Point program. The UW-Stevens Point nursing completion program began enrolling students in Fall 2013. The first graduates, 2, completed the program in Spring 2015. UW-Stevens Point nursing completion program was granted accreditation effective March 2015 by the Commission on Collegiate Nursing Education (CCNE) which included the first graduating students.

(7) Verification of students' ability to acquire clinical skills

UW-Stevens Point is a post-licensure completion program. Enrollment in the program requires completion of an Associate Degree in Nursing and a Wisconsin nursing license.

Baccalaureate Completion in Nursing Program Assessment Plan

The Baccalaureate Completion in Nursing Program assessment plan aligns with the University's mission, vision and goals and is consistent with the Commission on Collegiate Nursing Education's Essentials of Baccalaureate Education for Professional Nursing Practice.

The Baccalaureate Completion in Nursing Program Mission

The mission of the baccalaureate completion program in nursing is to improve the health status of humans through baccalaureate level nursing education that emphasizes foundational knowledge representing skills and values within an interdisciplinary and service oriented mindset.

The Baccalaureate Nursing Completion Program Outcomes

1. Integrate the knowledge from liberal education as a basis for decision making and nursing practice.
2. Apply knowledge and skills in leadership, quality improvement, and patient safety that support high quality nursing practice.
3. Apply the principles of research in evaluating scientific studies to support the practice of evidence based nursing.
4. Utilize technology to evaluate information to support the practice of quality patient care.
5. Connect knowledge of the economic, political, and social environment to health care and its impact on professional nursing practice.
6. Demonstrate the integration of interprofessional communication and collaborative skills to optimize patient care.
7. Assess a community/population using the principles of public health determining approaches that support health promotion and prevention for individuals, families and the community.
8. Demonstrate professionalism incorporating understanding of diversity, values, and ethics in the professional practice of nursing.
9. Demonstrate synthesis of previous and new knowledge through completion of practicum in a nursing setting that incorporates inter-professional communication skills, professionalism, leadership and clinical reasoning skills.

The assessment process incorporates both direct and indirect measures of evaluation. The goal of direct assessment is to evaluate student's performance relative to each of the program outcomes. Program outcomes are correlated to assignments in the course, successful completion is determined by if the assignment reflects student's acquisition of the knowledge. (Please see attached assessment table for correlation of outcomes and assignments).

Student performance on assignments is compiled at the end of the course in which an assessment assignment is completed, the grade is entered on a spreadsheet which contains the student's name and each of the 9 assignments that corresponds to the program outcomes. The data is thus captured and maintained on a semester by semester basis consistent with courses taught in the two-year rotation of the program.

It is expected that 80% of the students complete each assignment with a grade of a B (80%) or better, and that no more than 20% of the students complete the assignment at below a C (74%) or less. The program courses are rotated such that the program can be completed within two years. Formal evaluation of the program's assessment is completed at each two-year cycle and changes are made accordingly. These changes are documented and incorporated into the program, course and assessment process as appropriate.

Indirect measures of assessment include data from course evaluations, exit surveys at the time of graduation, program completion and attrition rates, and employment rates at graduation. Students complete course evaluations at the end of each course. These course evaluations have three parts; questions pertaining to student's participation in the class, questions on the organization and content of the class and instructor performance in the class. Part two of the course evaluation, the information relative to the course is used as a component of the indirect assessment of the program.

This portion of the course evaluation has five questions, (see attached course evaluation) four of the five are evaluated on a Likert scale with 1 = strongly agree to 5 = strongly disagree. Therefore, the optimum answer for these four questions is 1. These four questions are used as an indirect evaluation of the course and a component of the program evaluation. The expected outcome is an average of 2.0 or less on each of the four questions. The fifth question relates to the student's perception of workload and is not used as part of the assessment process.

The course evaluations are distributed at the end of the class, completed anonymously, collected and submitted to the assistant administrator of the School of Health Care Professions (SHCP) by a student within the class. The data is compiled and a summary of the four questions are entered on a spreadsheet for review by the program. This data is informally reviewed each semester however, as with the other assessment data a formal review and evaluation is done after completion of the program's two-year rotation.

Each student at the end of the program is provided an exit interview form to complete. These are completed anonymously and submitted to the administrative assistant for the school of health care professions to maintain and compile. The exit survey has 3 parts (please see the attached exit survey) the meeting of program outcomes, faculty contributions, and future plans.

The first part of the exit survey is related to meeting program outcomes and uses a 5 point Likert scale with 1 being strongly agrees, 2 agree, 3 slightly agree, 4 slightly disagree and 5 disagree. Therefore, the optimum score is a score of one. The desired outcome for the nursing completion program on each question in this portion of the survey is an average of 2.0 or lower.

The second part of the exit survey relates to faculty contributions and is rated using the scoring system of excellent = 1, good = 2, fair = 3 and poor = 4. This portion unlike the program outcomes continues with an optimal score as one however, the lowest score is a 4. The desired outcome for each question in this portion of the survey is 1.75.

The third portion relates to the students current and future plans. This portion provides information on employment. The outcome expected is that 80% of students are employed by graduation.

Data is compiled each semester from the exit survey by the administrative assistant in the SHCP, the summarized data is then submitted to nursing for evaluation. An informal evaluation of the information

is done each semester; however, a formal evaluation of the program assessment is done at the end of the program's two-year rotation.

Both program completion and attrition are used as indirect outcomes of the program. The program if taken as developed, should be completed in two years however, due to the population of students enrolled in this program the majority of students complete the program part-time. It is expected that 70% of students will complete the program within 5 years.

Attrition can be relatively high for the program due to a combination of factors. Students are usually employed and their employment is not contingent on further education nor does completion of a baccalaureate degree in nursing necessarily result in financial gain. There are a significant number of competitive programs that are available to associate degreed registered nurses seeking baccalaureate nursing degree. Therefore, expectation is that attrition will be no more than 30% of students that enroll in the nursing program. Attrition data are collected and evaluated after each two-year rotation of the program.

Using the various data as described above determines how the baccalaureate completion program in nursing is performing and provides a basis for improvement. Review of student's success in meeting the nursing program outcomes and *The Essentials of Baccalaureate Education for Professional Nursing Practice* determines achievement and drives the program toward improvement. Informal review of the data each semester with formal review at the end of the two-year rotation of the program allows for ongoing tweaking and change that benefit the program and student learning experiences.

**UWSP RN to BSN Program
Systematic Plan for Evaluation (SPE)**

2018-2020

Systematic Evaluation 2018 - 2020

Standard I

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

Element #1-A

The mission, goals, and expected program outcomes are: congruent with those of the parent institution; and reviewed periodically and revised as appropriate.

Level of Achievement:

UWSP's RN to BSN program's mission and philosophy are congruent with UWSP's mission statement and operating principles.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Mission and goals of the RN to BSN nursing unit	Philosophy of RN to BSN Nursing program UWSP Rn to BSN mission statement and operating principles	Associate Dean SHCP Nursing faculty	Whenever either mission and or philosophy change	The mission and goals of the Rn to BSN program align with the parent institution. Current RN to BSN mission as of 3/1/19: Current UWSP Mission as of 3/1/19: Rn to BSN program Expected program outcomes 3/1/19: UWSP Expected student outcomes:	Will continue to monitor this as the UWSP parent institution restructures. 3/1/19: Target achieved

Systematic Evaluation 2018 – 2020

Standard I

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

Element 1-B

The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.

Level of Achievement:

The RN to BSN program will incorporate the relevant professional nursing standards and guidelines into the mission, goals and expected program outcomes of the program.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
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Component	Source	Responsible Person	Monitoring Interval	Results	Action
BSN Essentials	Crosswalk between UWSP Nursing Program outcomes and BSN Essentials	Nursing Program Director Nursing faculty	Annually	The UWSP RN to BSN program outcomes are relevant and consistent with the AACN's BSN Essentials requirement. The UWSP Program outcomes crosswalk with the BSN Essentials document was reviewed Fall 2018.No changes necessary. 10/11/19: The program mission, goals and program outcomes were reviewed by faculty. Alignment was made visually between the mission and the BSN Essentials and was added to the crosswalk table for visual display. Faculty will await update to the BSN Essentials and will re-work the crosswalk at that time.	10/11/19: Target achieved. No action needed. Follow-up as necessary when there is a curriculum change.

Systematic Evaluation 2018 - 2020

Standard I

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

Element 1-C

The mission, goals and expected program outcomes reflect the needs and expectations of the community of interest.

Level of Achievement:

The mission, goals and expected program outcomes will be shared with the community of interest on an annual basis and feedback will be obtained to use for program improvement

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Nursing Advisory Meeting	Nursing Advisory meeting minutes	Nursing Program Director	Annually in the spring.	Program mission, goals and expected program outcomes were reviewed with nursing advisory committee on 4/23/19 and the committee expressed that all of the above aligned with what they believed to be the most important elements of nursing practice as they see it. There were no recommendations for changes. This will be reviewed again spring 2020	4/23/19: Target Achieved. No action needed at this time.

Systematic Evaluation 2018 – 2020

Standard I

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

Element 1-D

The nursing unit’s expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.

Level of Achievement

100% of the nursing unit policies are consistent with related University of Wisconsin Stevens Point policies.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Consistency of policies with governing organization	<ul style="list-style-type: none"> Faculty Handbook RN to BSN Nursing Student Handbook UWSP Catalogue UWSP Faculty Contract 	<ul style="list-style-type: none"> Nursing Faculty Associate Dean Nursing Program Director 	Every 2 years in April	<p>1/31/19: Review of all policies and they were compared with the RN to BSN program policies.. All policies related to faculty are congruent between the nursing program and the parent institution.</p> <p>UWSP Faculty handbook updated May 2018.</p>	Target achieved. Policies to date are consistent with university policies, as is process for devising/revising.

Systematic Evaluation 2018 – 2020

Standard I

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

Element 1-E

Faculty and students participate in program governance

Question to investigate for self-study: Is governance defined collegewide and in the nursing unit?

Level of Achievement:

- a. 100% of nursing full-time/adjunct faculty participates in nursing program faculty meetings or equivalency
- b. 50% of nursing full-time faculty participates in one UWSP standing committee.
- c. A minimum of one student per semester participates in one nursing program Advisory committee or equivalency.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Nursing faculty meetings	Team Action Plan committee Nursing Faculty Meetings	UWSP Faculty	Yearly, March	100% of FT faculty participated in nursing governance by participating in faculty meetings and team action plan meetings	The strategic planning meeting, or Team Action Plan meeting, was held in spring 2019 with 100% faculty attendance.
School of Healthcare Professions (SHCP) Meetings	SHCP minutes	Associate Dean	Yearly, March	100% of FT faculty participate in the SHCP meetings	Target met this year with monthly SHCP meetings that are attended by Nursing faculty 100% of the time.
College of Professional Studies- (CPS) Governance	CPS minutes	Dean	Yearly, March	100% of faculty attend the CPS fall meeting August 28th, 2018.	Target achieved. Dean also attends SHCP meetings periodically to gain feedback from faculty and staff.
Student participation	RN to BSN Nursing Advisory Committee meeting minutes,	Nursing Program Director	Yearly, March	During fall 2018, two students participated in the Nursing Advisory committee	Program director will continue to ensure that there is student participation on the Nursing Advisory committee.

Standard I

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

Element 1-F

Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are fair and equitable, published and accessible and reviewed and revised as necessary to foster program improvement.

Level of Achievement:

The Nursing program policies will be congruent with the parent institution and will be reviewed and updated as needed every 2 years to support the achievement of the mission, goals and expected program outcomes.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Consistency of policies with governing organization	Faculty Handbook UWSP Student Handbook UWSP Catalogue UWSP Faculty Contract	Nursing Program Director Nursing Faculty Associate Dean-SHCP	Every semester the program handbook is reviewed and possibly updated as needed	All policies related to faculty are congruent with the exception of health requirements and criminal background checks which are required for all health programs. The UWSP faculty handbook was last updated in May 2018.	1/31/19: Target achieved. Policies to date are consistent with university policies, as is process for devising/revising.

Standard I

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

Element 1-G

The program defines and reviews formal complaints according to established policies.

Level of Achievement:

All program complaints will be tracked and monitored for program improvement

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Consistency of policies with governing organization	Faculty Handbook UWSP Student Handbook UWSP Catalogue UWSP Faculty Contract	Nursing Program Director Nursing Faculty Associate Dean-SHCP	Annually, April. (Start 2019)	No formal complaints were received in the previous 3 years. Complaint policy is published in the Nursing Student Handbook, and students sign an acknowledgement form at the beginning of the program. The university policy relates to academic policies, not specifically student complaints that may not be academic in nature. The RN to BSN program created a definition of a complaint to be specific with what to do as a student if they have a grievance.	Will continue to monitor and ensure that students are aware of the complaint policy.

Standard I

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

Element 1-H

Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.

Level of Achievement:

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Documents and publications are accurate and distributed to constituents	UWSP Faculty Handbook UWSP Student Handbook UWSP Catalogue UWSP Faculty Contract	Nursing Program Director Nursing Faculty Associate Dean-SHCP	Every 2 years- in April. (Start 2019)	Spring 2019 it was noted that the text on the RN to BSN website was outdated and included inaccurate information about the program. This information was shared with the website director, Eva Donohoo who made the appropriate edits. All other materials were reviewed and it was noted that they were accurate.	5/11/19: No further changes at this time. Will continue to review all publication materials to ensure that they are accurately reflecting the RN to BSN program.

Standard II

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

Element II-A

Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.

Level of Achievement:

Fiscal resources are adequate for the RN to BSN program.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Sufficiency of fiscal resources	CPS/SHCP Annual Budget Capital requests	Dean-CPS Associate Dean- SHCP	Annually, April	The RN to BSN program requires the hiring and use of adjunct faculty to fulfill the teaching requirements. There is support for the hiring of adjunct faculty for the fall and spring terms. In May 2018, a full-time faculty retired and a replacement was sought, interviewed, and hired in August 2018. Reviewed budget with Associate Dean Fall 2018, and there were no concerns expressed related to the fiscal resources available to the program.	Work with UWSP's leadership and fiscal department to discuss future needs for staffing related to program growth. 10/2018: Target achieved.

Systematic Evaluation 2018 - 2020

Standard II

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

Element II-B

Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.

Level of Achievement:

Clinical sites and physical resources support the achievement of the mission, goals and expected outcomes of the RN to BSN program.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Clinical sites used by program	Preceptor/site tracking form N455 Faculty/ Student Clinical Evaluation forms	Nursing program Director	Annually May	Fall 2018: Four students placed in N455: 2-Aspirus WH, 1- LENA program, 1-United Way. All clearances met and hours met for these sites. Spring 2019: Eleven students placed successfully. 2-Riverview, 1-Nekoosa HS, 1-Mile Bluff, 1-MCHS, 2-Aspirus WH, 2-Ascension, 1-TheDACare, 1-UWSPClinic. All sites approved and hours met at each site.	5/10/19: Discussed clinical site placements at Nursing Advisory meeting and partners willing and able to take our students to fulfill their capstone requirements. So far, all students have been served in clinical sites. Will continue to monitor.
Physical Resources	Floor plan of Science	Associate Dean-SHCP	Annually May	5/10/19: Faculty moved in to their remodeled offices in Stevens Point	5/10/19: Will continue to monitor as the program expands.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
	building	Dean-CPS		fall 2018. Two faculty also acquired offices at the Wausau campus Fall 2018 in order to better serve the Wausau students. Classrooms utilized for Fall 2018 were in the D-Wing, and spring 2019 in CCC building. All classrooms and equipment were adequate to meet the students' needs.	

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Standard II

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

Element II-C

Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis

Level of Achievement:

Academic support is offered at UWSP for students and faculty through meetings, conferences, workshops, online training and formal student support departments at UWSP.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Academic Support office	UWSP Website Annual schedule of events	All	Annually Nov.	12/4/18: Faculty and students have utilized the library services commonly as a resource, but also the library will present for our students in N310. Libraries are available at UWSP, UWSP at Wausau, and Marshfield. Hours for library are generally 0745-0000 in Stevens Point, in Wausau the hours are generally 0745-1900, closed weekends. There is an online chat feature that is very responsive and interlibrary loan program where students and staff can receive articles within one day time. Faculty share the writing center information with students for their individual use. The services are available with a variety of times to meet our students needs. The center is open M-R 0900-2000, and Friday 0900-1300. The information technology center has free software for students and faculty and an online and ftf help desk. The help desk hours are 0745-1800, closed	12/4/18: Academic support services on UWSP campus and Wausau campus are extensive and meet the needs of the RN to BSN students. Textbook processes may be confusing for students as the Wausau campus handles textbooks differently than UWSP, so we will have to monitor what happens during the fully merger this next summer 2019. Will continue to monitor for issues.

Component	Source	Responsible Person	Monitoring Interval	Results	Action
				<p>Saturday, but open Sunday 1200-1600. Tutorials for programs are offered on their website and they have a equipment loan program for students and staff. Textbooks are rented through the UWSP bookstore to save students money and students report satisfaction with this. The Wausau campus does not rent textbooks, so this will have to be streamlined during the spring semester so when the colleges fully merge in July 2019 this will be consistent. CITL has a variety of services for faculty to include Canvas training, teaching/learning sessions, newsletters and one-on-one support. In terms of training, there are a variety of webinars, newsletters, sessions offered in all of the centers mentioned above. The campus Events calendar lists many development events, but each webpage lists their newsletters and upcoming training sessions.</p>	

Systematic Evaluation 2018 - 2020

Standard II

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

Element II-D

The chief nurse administrator of the nursing unit: is a registered nurse, holds a graduate degree, holds a doctorate degree if the nursing unit offers a graduate program in nursing, is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and provides effective leadership to the nursing unit in achieving its mission, goals and expected program outcomes.

Level of Achievement:

The Chief Nurse Administrator holds a Doctoral degree and has the authority and control to administer the program to achieve the mission, goals and expected program outcomes.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Nursing program Director	Program Director policy	Associate Dean-SHCP Dean-CPS	Annually Sept.	Sept. 2018: Lorraine came on as PD June 2018 and served the summer as the PD due to Sharon's retirement. Lorraine has a Doctoral degree in education, MSN, and is a RN. Her background includes nursing practice experiences in acute care, LTC and home health, along with military nursing practice. In addition, she was an instructor in the Associate Degree program at NTC for 10 years, and served in a leadership role at NTC over all health programs for 7 years. Lorraine is academically and experientially	Sept. 2018: No action at this time. July 2018: Target was achieved.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
				qualified to serve as PD of the RN to BSN program. Lorraine received 3 credits of release time to administer the RN to BSN program	

Systematic Evaluation 2018 - 2020

Standard II

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

Element II-E

Faculty are: Sufficient in number to accomplish the mission, goals, and expected program outcomes; academically prepared for the areas in which they teach, and experientially prepared for the areas in which they teach.

Level of Achievement:

Faculty are sufficient in number and academically and experientially prepared for the areas in which they teach.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Sufficient in number	Faculty Preparedness table.	Rebecca Sommer Lorraine Zoromski	Annually Nov.	11/2018: The RN to BSN program is running the UWSP hybrid program in Stevens Point and Wausau, along with teaching in the BSN at home program. There are 2-full-time faculty (Lorraine Zoromski and Heidi Wincentsen) and one Adjunct faculty Sharon Frazier. Sharon will start teaching in the HCA Master's program so there will be a need for an adjunct to fulfill the workload requirements. Colleen Kane is a possible candidate for adjunct for spring 2019. Colleen has a DNP and has teaching experience at the AD level for multiple years and is the current dean of health programs at MSTC. She is	11/2018: Will need to hire a nursing adjunct to fill Sharon's spot in teaching N441 through BSN at home. Colleen Kane was contacted about her interest early fall 2018 and she will seek to be hired for this position. 5/2019: Colleen Kane was hired as adjunct and taught one section of N441 spring 2019.

Component	Source	Responsible Person	Monitoring Interval	Results	Action
				academically and experientially qualified.	
Academically/ Experientially qualified for the areas that they teach	Faculty preparedness table Faculty Professional Development Folder	Rebecca Sommer Lorraine Zoromski	Annually Nov.	Lorraine and Heidi have advanced degrees in Nursing and have acute and community experience. The workload places these instructors in courses where they have had experience. For instance, Lorraine teaches in N455 clinical course and has had previous experience teaching a precepted clinical course at NTC. Heidi teaches an informatics course and is a casual employee at Aspirus in the OR and uses many of the latest technology in her practice. Sharon Frazier was an acute care floor nurse and was a leader over a chronic care management clinic. She teaches N441 Chronic care management. Colleen Kane has experience working in acute care at MCHS and will be teaching in the N441 course as well.	5/2019: Will continue to monitor as the program grows. No changes at this time.

Standard II

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

Element II-F

Preceptors, if used by the program as an extension of faculty, are academically and experientially qualified for their role

Level of Achievement:

All preceptors will be oriented to the N455 course (Capstone) and be provided materials that support their engagement and assessment of student learning.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Preceptors oriented and provided course materials	Preceptor tracking log N455 syllabus Preceptor communicate tracking log Preceptor/student acknowledgement form	Nursing Program director/N455 course instructor	Every semester	Spring 2018- Preceptors were sent a welcome letter explaining the course and expectations, along with acknowledgement form, course syllabus and preceptor/instructor/student responsibilities form. Some preceptors communicated strictly via email, and others via phone. Fall 2018- Pilot project with MCW to link BSN students with medical students for a project.	Dec. 2018: IPE Pilot with MCW Fall 2018. Overall, the students had a positive experience working with MCW students on the project. Some issues arose over ownership of the project and communication between instructors and students. For now, we will put this project on hold until better processes can be developed. Will continue to build processes that support preceptor orientation and training

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
				<p>Students completed CITI training and assisted in some aspects of research for their project. Communication was difficult and spotty with MCW staff and between MCW and BSN students. Often times, the BSN students felt that the medical students didn't understand their role or why they were linked to them for the project. Many decisions were made without program input. Preceptors were contacted the same as spring 2018.</p> <p>Spring 2019- Same as above. Preceptor log was changed to track communication with preceptors, tracking of document submissions, mid-term and final course evaluation and feedback by preceptors.</p>	

Standard II

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

Element II-G

The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with mission, goals, and expected faculty outcomes.

Level of Achievement:

UWSP and the SHCP provide encouragement and support for faculty teaching, scholarship, service and practice through the support for professional development and tuition reimbursement.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
UWSP/SHCP support and encouragement for teaching, scholarship, service and practice	Faculty assignments	Dean-CPS	Yearly, November	12/2018: 100% of full-time faculty participated in professional development through coursework, conferences and/or clinical practice. One faculty member published in 2017 and attended a CNE workshop August 2018. Another faculty is taking DNP courses.	12/2018: System devised whereby faculty use Retention binder and Faculty professional Development folder on G drive to keep up-to-date file on own credentials and professional development. Also included in the professional development folder is a growth plan or goals that the instructor will set for each academic year.
Tuition reimbursement process	Faculty Curriculum Vitae	Associate Dean-SHCP			
	Professional development applications	Nursing faculty			

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
	Tuition reimbursement documentation Faculty Retention binder UWSP faculty handbook			A definition of scholarship was approved by faculty. 10/11/19: A grid was developed and reviewed during the nursing faculty meeting that showed what resources were available to faculty to support teaching, scholarship and service. These resources were reviewed and it was determined that the university provides a lot of support to achieve these expectations. No recommendations were offered.	12/2018: Heidi Wincentzen is receiving tuition reimbursement from UWSP for the DNP program. 10/11/19: No action needed at this time. Retention binders are due in November 2019.

Standard III

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

III-A

The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals, are congruent with the roles for which the program is preparing its graduates and consider the needs of the program-identified community of interest.

Level of Achievement:

The curriculum has clear expected student outcomes and is congruent with the program's mission and goals and is developed with input from the community of interest.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
RN to BSN Curriculum has expected student outcomes	BSN at home steering committee minutes Curriculum Crosswalk Course syllabi	Nursing faculty	Annually, April	Faculty are involved in evaluation of the curriculum through the BSN at home steering committee. The evaluation was done through using WebEx (conference calls) and face-to-face meetings. Proposals for changes were reviewed from each college and brought forward for discussion at the BSN at home Steering committee meetings. Proposals were then reviewed with the faculty of each college and a vote was taken at the BSN at home Steering committee meeting. One representative from each university is present at the BSN at home steering committee meeting. Advisory committee also reviewed the curriculum in spring 2019 without any updates indicated. The committee reported that it met their needs.	10/15/19: BSN at home Steering committee-Each program described how the curriculum is reviewed with the advisory committee's input. Each university will bring forward any recommendations for updates to the steering committee. No updates were brought forward at this time.
Curriculum is congruent with mission and goals	Nursing advisory minutes BSN at home steering committee minutes			10/11/19: The program outcomes, the mission statement and the course objectives were reviewed at a faculty meeting and a visual table was created to show the alignment. No further action needed at this time.	10/11/19: Nursing faculty meeting: The mission statement was reviewed for alignment with program outcomes and the BSN essentials. No update needed at this time.
Developed with input from community of interest				10/15/19: BSN at home steering committee meeting: Discussed the collection of input from every partner college on the program outcomes and course objectives. Each college has a mechanism for sharing our curriculum with the advisory	10/15/19: No updates needed at this time.

Component	Source	Responsible Person	Monitoring Interval	Results	Action
				<p>committee and collecting needed updates. These would be brought forward to the steering committee for discussion. In addition, the steering committee does a course review for all courses on a 3- year schedule.</p> <p>Advisory committee also reviewed the curriculum in spring 2019 without any updated indicated. The committee reported that it met their needs.</p>	
Congruent with roles for which program is preparing graduates				<p>10/15/19: BSN at home steering committee meeting: Discussed the collection of input from every partner college on the program outcomes and course objectives. Each college has a mechanism for sharing our curriculum with the advisory committee and collecting needed updates. These would be brought forward to the steering committee for discussion. No updates brought forward for consideration at this point.</p> <p>Advisory committee also reviewed the curriculum in spring 2019 without any updated indicated. The committee reported that it met their needs.</p>	10/15/19: No updates needed at this time per the community of interest.

Systematic Evaluation 2018 - 2020

Standard III

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

Element III-B

Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).

Level of Achievement:

The RN to BSN program curriculum contains the Baccalaureate essentials and it is revised on a regular basis.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
RN to BSN curriculum contains Baccalaureate essentials	BSN Cross walk BSN at home Steering committee minutes	Nursing Program Director	Annually, April	Faculty are involved in evaluation of the curriculum through the BSN at home steering committee. The evaluation was done through using WebEx (conference calls) and face-to-face meetings. Proposals for changes were reviewed from each college and brought forward for discussion at the BSN at home Steering committee meetings. Proposals were then reviewed with the faculty of each college and a vote was taken at the BSN at home Steering committee meeting. One representative from each university is present at the BSN at home steering committee meeting. The program outcomes from BSN at home are aligned with the BSN	10/15/19: BSN at home discussed the program review process and encouraged members to bring forward discussions about needed curriculum changes for consideration. No action needed at this time.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
				essentials.	
Revised on a regular basis	BSN at home steering committee minutes			Through BSN at home, an evaluation of the curriculum occurs every three years with input for the communities of interest. These discussions are captured in the BSN at home steering committee minutes as well as a tracking table.	

Systematic Evaluation 2018-2020

Standard III

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

Element III-C

Master's curricula requirement.

Level of Achievement:

Not applicable

Standard III

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

Element III-D

Doctoral Program Requirements

Level of Achievement

Not applicable

Standard III

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

Element III-E

Post-Graduate APRN Program requirements

Level of Achievement

Not applicable

Standard III

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

Element III-F

The curriculum is logically structured to achieve expected student outcomes. The Baccalaureate curricula build on a foundation of the arts, sciences and humanities.

Level of Achievement

The curriculum is structured to achieve the expected student outcomes and is built on a foundation of arts, sciences and humanities.

Component	Source	Responsible Person	Monitoring Interval	Results	Action
RN to BSN Program curriculum structure to meet expected student outcomes	Program curriculum	Associate Dean Nursing Advisor Nursing faculty	Annually, March	Faculty are involved in evaluation of the curriculum through the BSN at home steering committee. The evaluation was done through using WebEx (conference calls) and face-to-face meetings. Proposals for changes were reviewed from each college and brought forward for discussion at the BSN at home Steering committee meetings. Proposals were then reviewed with the faculty of each college and a vote was taken at the BSN at home Steering committee meeting. One representative from each university is present at the BSN at home steering committee meeting.	10/15/19: No changes needed at this time. Will continue to bring information forward, if needed, for curricular updates.
Curriculum built on a foundation of arts, sciences and humanities	Program curriculum			10/15/19: Through the BSN at home steering committee, the curriculum is reviewed and aligned with the expectations of a liberal educational curriculum. No updates or concerns were brought forward indicating that changes needed to be made.	

Standard III

The curriculum is developed in accordance with the programs mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of

interest. Teaching-Learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

Element III-G

Teaching-Learning practices support the achievement of expected student outcomes, consider the needs and expectations of the identified community of interest, and expose students to individuals with diverse life experiences, perspectives and backgrounds.

Level of Achievement

1. 80% of students meet the minimum threshold of 80% on assignments linked to Program outcomes.
2. Teaching and learning practices are developed with input from the advisory committee and include diversity content.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
80% of students meeting minimum thresholds	Direct Assessment Spreadsheet Faculty minutes	Program director Nursing faculty	Annually, May	The 2018 CIPR report indicated that XX% of the students achieved a B or better on the assignments linked to assessment. It was noted that there are assignments that are linked that are student group assignments. This will need to be changed so that a particular student's outcomes can be more directly measured. The assignments that are group assignments are: N446: Evidence-based practice assignment, N447: Quality Assignment, ... 3/12/19: Assessment grid has the following assignments linked to assessment N310: Scholarly paper (Essential 1)	July 2019: No action needed at this time. A few of the grades were less than 80% for individual students, but overall, a majority of students are exceeding this target for the coursework. No changes recommended at this time.

				<p>N447: Quality Improvement paper (Essential 2)</p> <p>N446: Evidence-Based practice paper (Essential 3)</p> <p>N453: Informatics Application paper (Essential 4)</p> <p>N447: Health Policy Paper (Essential 5)</p> <p>N441: EOL assignment (Essential 6)</p> <p>N454: Community Assessment paper (Essential 7)</p> <p>N407: Nursing philosophy paper (Essential 8)</p> <p>N455: Capstone paper (Essential 9)</p> <p>3/12/19: It was noted that some of the assignments on the assessment grid were group assignments. Will need to either change the assignment to an individual assignment that is linked to the assessment grid, or identify another assignment to link to the assessment grid. Decision to be made at next nursing faculty meeting.</p> <p>7/15/19: Discussion ensued about each of the direct assessment assignments. No changes to the assignments-other than that they will all change to individual assignments.</p> <p>July 2019: Direct assessment data was reviewed.</p> <p>E1/N310-discussion ensued about when the scholarly paper draft grades were recorded on the assessment spreadsheet. It was</p>	
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				<p>determined that Fall 2016 and anything previous to this date it was draft grades for this paper that were recorded. Starting in Spring 2017 to present, the final paper grade is/was recorded. The scholarly paper grades are high because the students get a draft grade in the course and f/b from instructor. The lowest score is an 82% from spring 2017 to present. We have decided to keep this process even in seeing consistently high grades for the students.</p> <p>E2/N447- In spring 2019 the faculty made a change where the quality improvement assignment will be an individual assignment from this point forward. No changes needed.</p> <p>E3/N446- Spring 2019 during a faculty meeting it was decided that this assignment would change from a group assignment to an individual assignment for the purposes of assessment. This will be implemented when the next class is offered.</p> <p>E4/N453- The informatics assignment was changed from a group to an individual assignment starting spring 2019.</p> <p>E5/N447- Grades range from 73%-96% with a low score of 33% from a student who didn't complete the entire assignment. Grades were inline with what would be expected for this assignment. No changes made.</p> <p>E6/N441- EOL assignment was updated Fall 2018 and then modified again for summer 2019.</p>	
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				<p>The assignment was cut back due to the amount of student work expected as reported in the student course evaluations. Grades for this assignment range from 75% - 100%. Faculty have chosen not to make any further changes at this time.</p> <p>E7/N454- This assignment also is noted as a group assignment. The faculty will be updating this assignment for next class Fall 2020 so that there will be an individual graded component that will be assessed in this evaluation.</p> <p>E8/N407- This assignment is an individual assignment and the grades range from 80%-100%. No changes.</p> <p>E9/N455- This final project paper is submitted as an evolving paper with 3 graded drafts to the instructor prior to final submission. The drafts are graded and instructor feedback given. The number of drafts for this paper was added Fall 2018 based on the students not performing well on this final paper. Since this change, final grades ranged from 87%-98. The students have expressed greater satisfaction with the evolving paper and have performed better on this final project paper. No changes at this time.</p> <p>Discussed need to capture BSN at home student performance when they are taking online courses. Lorraine will f/u with Tiff to see if she can see the assignment grades in BSN at home. Somehow these students should</p>	
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				<p>be designated on the direct assessment spreadsheet if they meet our distance ed. Policy. 10/11/19: Update. There is no way to capture an assignment grade when a student takes a course through BSN at home. We can only capture the overall grade for the course. For now, we will continue with our current assessment process where the grades for the hybrid students are captured.</p>	
Teaching Learning supports achievement of student outcomes	<p>Course Syllabi</p> <p>Nursing Program handbook</p> <p>BSN at home steering committee minutes</p> <p>Program Assessment grid</p>	Nursing faculty	Annually, March	<p>Fall 2017: N455 capstone projects were discussed with Advisory committee and input received on how best to run them.</p> <p>Spring 2018: N455 capstone projects and benefits for student and organization discussed thoroughly at this meeting. Feedback on the types of project needed was gathered.</p> <p>Fall 2018: Discussed N455 capstone projects and the current MCW/UWSP pilot for the capstone. All positive input was received.</p> <p>Spring 2019: reviewed the teaching/learning activities for evidence-based practice (EBP assignment in N447), Quality project for N446, and implicit bias assignment for N441. All input was positive and the advisory committee stated that they wished all nurses would receive this education.</p> <p>Fall 2019: Discussed the patient interview assignment with advisory committee. Input was solicited. All feedback was</p>	

				positive with no recommended changes.	
Considers needs and expectations of community of interest	Nursing Advisory minutes			See above. Community of interest involved in forming the teaching/learning strategies used by faculty.	No action needed at this time.
Diversity	Course syllabi			Diversity content reviewed: N441: Implicit bias assignment, and Mr. R. case study, N454 Social problem and community paper assignment and up until fall 2017, the N407 course had a cultural diversity assignment. Faculty discussed where diversity was covered in the course. Each course has lesson plans covering topics related to diversity. There are multiple graded assignments in the program related to this topic. 9/23/19: Document room work: Faculty felt that we are adequately covering the content and no changes were needed at this time.	No action needed at this time.

Standard III

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

Element III-H

The curriculum includes planned clinical practice experiences that enable students to integrate new knowledge and demonstrate attainment of program outcomes, foster interprofessional collaborative practice and are evaluated by faculty

Level of Achievement

100% of the students will engage in a planned clinical experience.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Clinical practice	Course syllabi N455 placement grid Evaluation documents	Nursing faculty	Annually, May	N455 course is a practicum course where the students complete 120 hours of clinical time with the supervision of a preceptor. These experiences have preceptor, site and student expectations All program students register, and take, the N455 hybrid course at UWSP. The clinical hour expectation is 120 hours. All projects have a direct patient impact either directly or indirectly.	No action needed at this time.
Attainment of program outcomes, inter-professional collaborative practice and evaluated by faculty	N455 course syllabi N455 course evaluation document Course student			The capstone clinical, written assignments, discussions, reflections and preceptor feedback are reviewed and approved by the faculty member.	No action needed at this time.

	assignment s with rubric				
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Standard III

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Element III-I

Individual student performance is evaluated by the faculty and reflects achievement of expected program outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.

Level of Achievement

1. All students will individually be evaluated by the faculty for the achievement of the expected program outcomes.
2. Evaluation policies and procedures will be discussed in the Nursing program handbook and noted in each course syllabi.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Student performance evaluation	Course syllabi Nursing: Student Handbook Course/program outcome crosswalk Course reports	Nursing faculty	Annually, May	All students receive a grade from faculty for course work assignments, participation and discussions. Each student receives a letter grade for each course. The student must meet a 2.5 grade point average to continue in the program, and to pass each course with a C or better . The N455 course contains a summative capstone project that is fully evaluated by the instructor for that course. In addition, in spring 2019, the students are to complete a course reflection which details their learning in each of the program outcomes. This assignment is evaluated by the instructor for the N455 course.	No action needed at this time. All students are evaluated by instructors individually for each course in the program and for the attainment of the program outcomes.
Evaluation policies and procedures	Nursing Program handbook Course syllabi Course report			The nursing student handbook outlines the grade expectations to be in good standing in the program. The handbook defines stop out options and drop options. The grading criteria are present in the student handbook.	No further action needed at this time.

Standard III

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

Element III-J

The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.

Level of Achievement

The curriculum and teaching learning practices are discussed on a monthly basis and evaluation data is used regularly to update the program.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Curriculum and teaching/learning evaluation	BSN at home steering committee minutes Course syllabi Nursing student handbook Course reports Nursing faculty meeting minutes	Nursing faculty	Every semester	Nursing faculty meet monthly to discuss any teaching/learning concerns or considerations needed. Actions are taken to meet the needs of the student. An example of this would be that the N441 course feedback was reviewed and students stated that the workload for the course seemed heavier than other courses. The workload was reviewed and it was determined that 2 assignments could be streamlined a bit to reduce the workload and prevent any busywork. The Heart failure case study and the EOL case study was updated for summer 2019. In addition, course reports are completed each semester where the course is reviewed as a whole	Teaching/learning practices are discussed as a faculty and decisions are made to best increase the chances of student success. Course reports document each courses outcomes in terms of student grades, student feedback, teaching practices used, major assignments, and suggestions for the next semester, in order to track changes made to courses. This practice will continue to improve the course delivery.

				by the instructor. If there are major changes proposed, the instructor would bring this forward to the nursing faculty meeting for discussion.	
Evaluation data fostering ongoing improvement	BSN at home steering committee minutes Nursing faculty meeting minutes Course reports			Student feedback reports are received every semester, and course reports are reviewed every semester by faculty to determine what improvement need to be made for the following semester. See faculty minutes to review the major changes made because of reviewing of this evaluation data.	No changes needed at this time. Faculty will continue to complete their course reports and review their course student feedback to determine improvements needed for the courses.

Systematic Evaluation 2018 - 2020

Standard IV

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

Element IV-A

A systematic process is used to determine program effectiveness.

Level of Achievement:

The UWSP RN to BSN program uses a comprehensive, written, systematic process for evaluation that is reviewed and updated annually as needed.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Written and Comprehensive SPE that determines achievement of program outcomes identifies levels of achievement, includes timelines and is periodically reviewed and revised.	Systematic Plan for evaluation documentation Nursing faculty minutes CCNE 2018 report	Program director and nursing faculty	Annually, May	Faculty was involved in systematic program evaluation of the RN to BSN program. The evaluation was done through using Phone meetings and face to face meetings. Data on student and program outcomes were analyzed during the faculty meeting in April 2019 and decisions were made and documented in the nursing faculty minutes. Summary of changes: Completion rates: Employment rates: Faculty outcomes: Student satisfaction: Student leadership:	The faculty will remain engaged in the systematic process of evaluation and the 18-19 document will be finalized and approved at the May 2019 meeting.

The SPE is ongoing	Systematic plan documentation Nursing minutes	Nursing program director Nursing faculty	Ongoing	The systematic plan for evaluation is linked to the nursing faculty meeting agenda items. Nursing meetings occur monthly or more often as needed.	Continue with the process of linking nursing faculty meeting agenda items with SPE to continue ongoing analysis.
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Systematic Evaluation 2018 - 2020

Standard IV

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

Element IV-B

Program Completion rates demonstrate program effectiveness

Level of Achievement:

The completion rate for the RN to BSN program is expected to be at 70% within 5 years.

The attrition rate for the RN to BSN students will be no more than 30% every 2 years.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Student Completion rates	Direct Assessment grid CCNE 2018 report	Nursing program director Nursing faculty	Annually, with final approval in May of decisions made	2013-2014: 5/9 students graduated which is a 55.5% completion rate. 2014-2015: 3/7 students graduated which is a 42.8% completion rate 2015-2016: 9/14 students graduated which is a 64.2% completion rate (5 yr. mark not met yet) Summer 2016 to Spring 2017: 15/35 students graduated which is a 42.8% completion rate. (5 year mark not met yet) Overall, for all students that have been in the program 2 or more years, the overall completion rate since inception is 53.8% which is short of our goal of 70%. If we use the set goal of 5 years, then the overall completion rate is 50% (8/16).	Since our program has not met the goal of 70% completion within 5 years, the program director sent letters to all students that started the program and stopped attending (N=28) for various reasons to reengage them in finishing their degree. One student contacted the office and re-enrolled in classes. Will continue to monitor this and will reach out to students as needed to improve completion rates.
Attrition rates	Direct assessment grid	Nursing program director Nursing faculty	Annually	2013-2014: Lost 4/8 which is 50% 2014-2015: 4/7: 57% 2015-2016: 2/14 = 14.2% 2016-2017: 13/35 = 37.1% 2017-2018: 6/32 = 18.75%	The last significant 2- year period from 2016-2018 resulted in an attrition rate of 28.2% which has successfully met our goal of no more than 30%. Will continue to monitor

				<p>2018-2019: 24 student enrolling in courses. This year we are seeing our 1+2+1 students enrolling in N310 but not immediately enrolling in the other core courses due to the rigor of the Associate Nursing program. Will continue to monitor attrition with this unique group of students.</p>	<p>attrition as the 1+2+1 students join our N310 classes. We will probably have to measure the attrition and completion rates for this group of students as a separate cohort as they have a unique schedule.</p>

Systematic Evaluation 2018 -2020

Standard IV

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

Element IV-C

Licensure pass rates demonstrate program effectiveness

Level of Achievement:

Not Applicable

Standard IV

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

Element IV-D

Certification pass rates demonstrate program effectiveness

Level of Achievement:

Not applicable

Standard IV

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

Element IV-E

Employment rates demonstrate program effectiveness

Level of Achievement:

75% of baccalaureate degree nursing program graduates who seek employment will be employed by the time of graduation.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Student employment rates	Student employment tracking grid (Exit survey) CCNE 2018 report	Nursing program director Nursing faculty Nursing adviser Associate Dean of SHCP	Annually, with SPE document approved in May of each year	10/18/19: The Exit survey is a bit unclear in terms of employment. Since our students are RN to BSN students, a high majority of them are working nurses. The exit survey question related to this has the student select one of the following: I am still seeking employment, I plan to continue in my current job, or I will be going to graduate school. If the student selected "going to graduate school" It does not let them indicate whether they are working or not. This has impacted the data collection until this form can be updated. Fall 2017: 1 out of 4 students indicated that they are seeking employment. (75%)	We will continue to monitor these rates. Target met.

Component	Source	Responsible Person	Monitoring Interval	Results	Action
				<p>Spr/Summ 2018: 3 out of 4 students planned to continue in current job and one was seeking employment. (75%)</p> <p>Fall 2018: two students indicated that they planned on continuing in their current position. 2-indicated graduate school. (100%)</p> <p>Spring 2019: 1 out of 11 students indicated that they are not employed. This is an employment rate of 90.9%.</p> <p>Overall, the goal of 75% employment has been met by the program.</p>	

Systematic Evaluation 2018 –2020

Standard IV

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

Element IV-F.

Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement

Level of Achievement:

Student outcomes data will be collected and analyzed with action taken as needed on an annual basis.

80% of student complete the assessment linked assignments with a grade of a B (80%) or better.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Data regarding completion and employment are used in an ongoing program improvement process and faculty are engaged in the process.	UWSP Assessment Grid SPE documentation Nursing faculty minutes	Program director Nursing faculty Nursing adviser Associate Dean	Annually. Approval of decisions made each May.	3/12/19: Assessment grid has the following assignments linked to assessment N310: Scholarly paper N407: personal Nursing Philosophy paper N446: Evidence based practice project N447: Quality project N452: N453: The 2018 CIPR report indicated that XX% of the students achieved a B or better on the assignments linked to assessment. It was noted that there are assignments that are linked that are student group assignments. This will need to be changed so that a particular student's outcomes can be more directly measured. The assignments that are group assignments are: N446: Evidence-based practice assignment, N447: Quality Assignment, ... 3/12/19: It was noted that some of the assignments on the assessment grid were group	Nursing faculty updated all assignments that are linked to the assessment plan so that they are individual assignments. Nursing faculty review the assessment results on an annual basis per the faculty meeting schedule template.

Component	Source	Responsible Person	Monitoring Interval	Results	Action
				<p>assignments. Will need to either change the assignment to an individual assignment that is linked to the assessment grid, or identify another assignment to link to the assessment grid.</p> <p>Decision to be made at next nursing faculty meeting.</p> <p>2019-2020: Nursing faculty meeting held on 4/2/19 to discuss our assessment plan and the assignments that are on the plan that are group assignments. It was discussed and approved that all assignments that are linked to the assessments will be updated so that they are individual assignments. The courses affected are: N446, N447, N454, N453.</p> <p>Nursing faculty discussed adding N452 to the assessment spreadsheet as this course is a part of our curriculum. Faculty meeting held on 11/22/19 and it was decided that...</p>	

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>

Systematic Evaluation 2018 -2020

Standard IV

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

Element IV-G

Aggregate Faculty outcomes demonstrate program effectiveness

Level of Achievement:

- At least 90% of all nursing faculty will engage in a professional development activity related to their teaching assignments or to educational theory.
- A minimum of one faculty must serve on a university committee or on a professional healthcare board.
- 100% faculty will be involved in a service activity for their local community.
- At least one faculty will be involved in a scholarship activity each academic year

Component	Source	Responsible Person	Monitoring Interval	Data	Action
Faculty engagement in professional development	Faculty Retention binder CCNE 2018	Nursing program director Nursing faculty Associate Dean of the SHCP	Annually with approval of SPE document and decisions made in May	<p>2017-2018: Heidi attending classes in DNP program. Lorraine attended hospital board retreat for 3 days (Sept.).</p> <p>2018-2019: Lorraine attended CNE workshop (Aug.) and hospital board retreat for 3 days (Sept.). Heidi in DNP program. June 2018: Lorraine and Heidi attended CEOEL conference on teaching best practices for 2 days in Madison.</p> <p>2019-2020: Webinar on Canvas attended by Heidi and Lorraine. Lorraine attended hospital board retreat for 3 days (Sept) to get update on Hospital initiatives and status. June 2019: Lorraine and Sharon attended UW-Extended Campus teacher</p>	All faculty have met the goal of engaging in professional development. No action needed at this time.

Component	Source	Responsible Person	Monitoring Interval	Data	Action
				best practices conference for 2 days in Madison.	
Faculty service on a university committee or Professional board	Faculty Retention binder	Nursing program director Nursing faculty Associate Dean of SHCP	Annually with approval of SPE document and decisions made in May	2017-2020: Lorraine serves on Aspirus Hospital board, NATC advisory board and MSTC advisory board. She also serves as the lead for the BSN at home steering committee and a member of ANEW. Lorraine also serves on the health Scholars selection committee at UWSP. 2017-2020: Heidi is actively pursuing a DNP degree. She serves on the NTC advisory board. She attends the Chancellor's Leadership selection committee at UWSP.	100% of the nursing full-time faculty service on a board or university committee.
Faculty are involved in service activities	Faculty retention binder	Nursing program director Nursing faculty Associate Dean of SHCP	Annually with approval of SPE document and decisions made in May	2017-2020: Lorraine actively serves on the Never Forgotten Honor Flight where there are 4 flights per year. She serves in spring 2019 on the Feed my Children food drive. 2017-2020: Heidi	100% of the faculty are involved in service activities on a regular basis.
Faculty engaged in scholarship	Faculty retention binder	Nursing program director Nursing faculty Associate Dean of SHCP	Annually with approval of SPE document and decisions made in May	2017-2020: Lorraine: Spring 2018 through Fall 2018 Lorraine piloted a IPE N455 capstone project with Nursing and Medical students. Fall 2019: Lorraine is leading contact at UWSP for a PPA initiative to pilot a clinical immersion experience with immigrant farmers in central Wisconsin. 2017-2020: Heidi:	100% of the faculty are engaged in scholarship.

Systematic Evaluation 2018 - 2020

Standard IV

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

Element IV-H

Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement

Level of Achievement:

The aggregate faculty outcomes will be assessed on an annual basis with updates to the goals as needed for program improvement. Faculty will achieve a score of 5 or above on item #11 for Chronic Care management (N441) and a score of 2 or less on the faculty related course evaluations for N310, N407, N441 hybrid, N446, N447, N453, N454, N472, N455.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Aggregate faculty outcomes	Faculty outcomes tracking grid CCNE 2018	Nursing program director Nursing faculty Associate Dean of SHCP	Annual in Feb. with Merit process	2017-2018: 2018-2019: The retention binders were prepared and completed by each faculty member and submitted to the SHCP for review. Both Heidi and Lorraine received full approval for the next year based on the review of service, teaching and scholarship. The materials were reviewed by the Merit/promotion committee of peers and a recommendation was made to deliver a raise to both Heidi and Lorraine for their activities. Lorraine met a score of XX for N441	No action needed at this time.

				<p>and an aggregate score of XX for all courses in Spring 2019.</p> <p>Heidi met a score of XX for N441 and an aggregate score of XX for all courses in Spring 2019.</p> <p>2019-2020: The retention binders were prepared and completed by each faculty member and submitted to the SHCP for review. These binders will be reviewed for the activities under the categories of service, teaching and scholarship. A Merit committee of peers will review the materials and will make a recommendation for a raise the following year.</p>	

Systematic Evaluation 2018 – 2020

Standard V

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

Element IV-I

Program outcomes demonstrate program effectiveness

Level of Achievement:

On the UWSP program exit survey, at least 10% of baccalaureate students will report an intent to seek graduate education within 5 years of graduation.

On the UWSP program exit survey, at least 80% of baccalaureate students will report being satisfied, or very satisfied with their educational learning and experience at UWSP.

On the UWSP exit survey, at least 40% of baccalaureate students will report being promoted to a leadership role, or will be seeking a leadership role in a healthcare setting.

<i>Component</i>	<i>Source</i>	<i>Responsible Person</i>	<i>Monitoring Interval</i>	<i>Results</i>	<i>Action</i>
Students seeking graduate degree	Exit survey results CCNE 2018	Nursing program director Nursing faculty Associate Dean	Annually in May	<p>Likert scale used: 1-5 (1- indicated strongly agree, 2-Agree, 3-Slightly agree, 4- Slightly disagree and 5 indicating disagree</p> <p>Dec. 2017: 1 out of 4 students stated they would be pursuing a graduate degree in nursing. (25%)</p> <p>Spring/Sum 2018: 0 out of 4 stated seeking graduate degree. (0%)</p> <p>Fall 2018: 4 completed survey: 2 out of</p>	All data reviewed remained highly positive.

Component	Source	Responsible Person	Monitoring Interval	Results	Action
				<p>4 stated they were pursuing a graduate degree. (50%) Spr. 2019: 11/12 students completed survey (91.6%) 3 out of 11 indicated that they were going to pursue a graduate degree.(27%)</p> <p>The program met the goal of 10% for all semesters except the spring 2018 group. Will continue to promote graduate education in the program.</p>	
Student satisfaction	Exit survey results	Nursing program director Nursing faculty Associate Dean	Annually in May	<p>Dec. 2017: When students were asked about overall satisfaction, 3 students rated a "1" and one rated a "2". Comments were 2-"excellents" and 2-"Good" when asked about overall satisfaction. (100%)</p> <p>Spr/Sum 2018: 4 indicated "1" and 2-"Good" and 2-"Excellent" when asked about overall satisfaction. (100%)</p> <p>Fall 2018: 4 out of 4 rated overall satisfaction "1". 2 out of 4 indicated that the overall quality of instruction in the major was "Good" and 2 indicated "Excellent". (100%)</p> <p>Spring 2019: Instructor rating for class was "1" for all students. (100%)</p> <p>All student groups reported high satisfaction ratings for the overall quality of the program and the instructors. Will continue to monitor.</p>	
Students in leadership	Exit survey results	Nursing program director Nursing faculty Associate Dean	Annually in May	<p>2017: Not collected.</p> <p>Spr/Sum 2018: Not collected. 3 students planned to continue in current job and one was seeking employment.</p>	

Component	Source	Responsible Person	Monitoring Interval	Results	Action
				<p>Fall 2018: two students indicated that they planned on continuing in their current position. 2-indicated graduate school.</p> <p>Spring 2019: 3 out of 11 students indicated that they were either seeking, or currently held, a leadership position in nursing. (27%).</p> <p>Of the one semester that this data was collected, it fell short of the 40% mark. Will monitor for a few more semesters and determine if the goal needs to be adjusted.</p>	

Systematic Evaluation 2018 – 2020

Standard V

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

Element IV-J

Program outcomes data are used, as appropriate, to foster ongoing program improvement

Level of Achievement:

Program outcome data will be collected, analyzed and acted on, if needed, annually. It is expected that 80% of the students complete each assignment with a grade of a B (80%) or better, and that no more than 20% of the students complete the assignment at below a C (74%) or less.

<i>Component</i>	<i>Source</i>	<i>Monitoring Interval</i>	<i>Responsible Person</i>	<i>Results</i>	<i>Action</i>
Use of program data for program improvement	Systematic plan for evaluation Nursing faculty minutes Assessment grid	Annually, in May	Nursing program director Nursing faculty Associate Dean for SHCP	Program outcome data has been collected using the direct assessment form, the EXIT survey as well as through anecdotal evidence. The students have met the outcomes goal of 80% of students performing at an 80% or better on all targeted assignments. This information was shared with faculty on November 22nd, 2019. Discussion revolved around improving completion rates for students that are taking a slow track, or are stopping out. Letters were sent spring 2019 to all students that had stopped out to encourage re-engagement in the program. Also, Tiff Akins has been in touch with a few students who have stopped out to encourage them to re-enter. At this time, the program allows students the flexibility to stop out as	Program outcome data are reviewed on an annual basis per the assessment schedule. Actions are taken as needed to promote student retention and completion. No further action is needed at this time.

Component	Source	Monitoring Interval	Responsible Person	Results	Action
				<p>needed as RN to BSN students typically are very busy and life events come up. We all believe that we should continue to be flexible and supportive in order to improve re-engagement.</p> <p>It was noted that the grades for the N310 scholarly paper improved with the implementation of a graded draft prior to the final submission, and the N455 Professional paper grades improved due to the implementation of 3 graded drafts prior to the final submission. These measures demonstrated that the faculty have made changes in the course requirements to promote learning and student success.</p>	

**Nursing 310 Professional Essentials
Fall 2019**

NOTE: Syllabus subject to change per instructor discretion

Instructor: Dr. Lorraine Zoromski
Office: SCI 141
Office Hours: As discussed in class. Please email me to schedule a time to see me.
Phone: 715-551-2661 (cell)
E-mail: Lorraine.zoromski@uwsp.edu

Course Meeting Time/Location: Classes are on the following days: **Tuesday September 24th, October 1st and October 22nd, 2019 from 4:00-5:30.** Classes are held at UWSP at Marshfield.

Face to Face Classes: Attendance is mandatory for class.

Course Description:

Orientation to nursing major including skill building in writing, navigating the online environment, and components of professional nursing practice. (1 credit)

Prerequisites:

Major in Nursing

Textbook Rental: None.

Recommended Reference Texts:

American Psychological Association. (2010). *Concise rules of APA style* (6th ed.). Washington, DC: American Psychological Association.

Hacker, D., & Sommers, N. (2010). *Bedford handbook* (9th ed.). Boston: Bedford/St. Martin's. (later editions also available)

Additional readings are listed in each lesson.

Course Learning Outcomes:

Following completion of Nursing 310 Professional Essentials, students will:

1. Explain components of professional nursing practice
2. Demonstrate professional communication skills in an online environment
3. Demonstrate mastery of online nursing education technology
4. Utilize principles of evidence-based practice

Course Format:

The class will meet face-to-face (F2F) on the dates specified in the calendar. The remainder of the course will be delivered online. All course-related materials are located on Canvas. Students must have computer and internet access. Only campus email addresses will be used.

Course Calendar: Please refer to separate Course Calendar for assignment deadlines and other weekly activities.

To assure success in this course, several strategies are recommended:

1. Complete all assigned readings prior to the class in which they are covered. These will be outlined in the class schedule and/or given in class.
2. Print the Course Calendar to stay organized.
3. Use the resources provided in Canvas for guidance and to ensure the quality of work.
4. Read assignment guidelines and rubrics before beginning work on learning activities. Review criteria frequently to ensure completeness and understanding of assignment expectations.
5. Read all e-mails and the announcements in Canvas. Students are responsible for any information in either of these formats.
6. Contact instructor whenever necessary for clarification of student expectations.

Statement of Student Time Commitment:

For each week of a typical 6-week course, students are expected to spend a minimum three hours/week outside of class on coursework per credit. Therefore, for a one-credit course, approximately 48 hours is pro-rated over the given timeframe of the class, whether it is four, six, eight weeks, etc. This is a general guideline; course workload may vary each week depending on the assignments.

Course Grade:

Assignment	Percentage
Orientation/activities/thesis statement & outline drafts	15%
Draft of Scholarly Paper	10%
Scholarly Paper	35%
Presentation	25%
Discussion/participation	15%
Total	100%

Grading Scale: Grades are NOT rounded.

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
F	<64

Late assignments: Late assignments will be docked 5% each overdue day, including weekends.

Grade:

Orientation: Three of the classes meet F2F. *Mandatory attendance is required to pass the course.* Materials for Orientation Day are listed in Canvas "First class day orientation" link.

Scholarly Paper: Students will complete a phased, scholarly paper founded on evidence/research and that requires correct application of writing principles and APA format. Submit draft and final paper to respective Canvas Assignment link by the posted deadline.

Turnitin:

Instructors at UWSP use a software program called Turnitin® to check student work for plagiarism. The program is an instructional tool for students as well as they learn how to properly use research in their written work, from correct citation to creating accurate reference lists. Student assignments will be automatically submitted and an originality report will be produced. Papers with an originality report over 18% need revisions and citation corrections to bring the count below this number. Reports can take several hours to generate, therefore time must be built in to make necessary revisions before the paper due date.

Presentation: Students will design an electronic presentation based on the results of their research using a selected software program. Submit Presentation to Canvas Assignment link by the posted deadline.

Discussion/participation: Discussions will take place asynchronously in Canvas under the 'Discussions' tab. This is a platform to discuss readings, reflect on experiences, pose questions for further exploration and challenge thinking in the effort to facilitate mutual learning. Small assignments may be part of this weekly activity. Grade is based on attendance and meeting criteria outlined in the Discussion and Participation Guideline found in Canvas.

POLICIES

Academic Integrity

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the

consequences of their actions. (Excerpt from UWSP 14.01 STATEMENT OF PRINCIPLES). Refer to the following website for the entire policy, including information on consequences of violating academic integrity:
http://www.uwsp.edu/accreditation/docs/SA_PU_250.04.pdf

Academic Accommodations

Support services are available for students with disabilities. Any student who has a disability and is in need of classroom and/or exam accommodations, please discuss with the instructor and contact the campus Office of Disability Services, 103 Student Services Center, 1108 Fremont Street.

Confidentiality

When communicating information online or face to face based on personal or work-related experiences, keep in mind rules and policies of Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is expected that students will judiciously protect the privacy of patients, peers, family, or agency/institution by not disclosing confidential information outside of the course. To maintain anonymity methods such as alias or initials should be used. For more information on these laws, please refer to the following Web sites:

FERPA <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

HIPAA <http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>

Netiquette

All members of the class are expected to follow the rules of common courtesy with all online correspondence. Be careful of the tone and content of online communication. Without facial expressions and voice inflections, misunderstandings can occur and the comments can be deemed as inappropriate or offensive. Unacceptable online conduct includes, but is not limited to, postings that are racist, derogatory, inflammatory, condescending, rude or in any way offensive. Persistent abuse of online etiquette may result in disciplinary action.

The Core Rules of Netiquette (<http://www.albion.com/netiquette/corerules.html>).

Social Media Policy

Consistent with American Nurses Association (ANA) principles for social media, whatever is posted on a social media site (Facebook, Twitter, YouTube, LinkedIn, etc.) instantly becomes available to the public, so keep content appropriate and confidential matters private. Regardless of the privacy settings, content can easily be made available to those outside of the user's preference settings. Be aware that all University and legal guidelines, such as Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA), also apply in social media sites.

The following is adapted from the American Nurses Association (ANA) Principles for Social Networking:

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.

3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.

For more information:

<http://www.nursingworld.org/FunctionalMenuCategories/MediaResources/PressReleases/2011-PR/ANA-NCSBN-Guidelines-Social-Media-Networking-for-Nurses.pdf>

**Nursing 407 Foundations of Professional Nursing Practice
Fall 2019**

NOTE: Syllabus subject to change per instructor discretion

Instructor: Dr. Lorraine Zoromski, EdD, MSN, RN
Office: SCI D141
Office Hours: Appointments are individually arranged and as discussed in class. Please email me to schedule a time to see me.
Phone: (715) 551-2661
E-mail: Lorraine.zoromski@uwsp.edu (best way to reach)

Course Meeting Time/Location

Wednesday's Stevens Point 4:00-6:30pm room CCC204

Thursday's Wausau 1:00-3:30pm Room 193

Course Description:

Apply philosophical perspectives, theories, and standards to the practice of professional nursing. Analyze factors influencing nursing/health care delivery. Enhance professional communication skills.

Prerequisites:

Major in Nursing

Textbook Rental: available in bookstore

Textbooks:

Blais, K. K., & Hayes, J. S. (2011). *Professional nursing practice: Concepts and perspectives* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Optional:

George, J. (2011). *Nursing theories: The base for professional nursing practice* (6th ed.). Upper Saddle River, NJ: Prentice Hall. (copies of chapters attached in Canvas)

Reference Texts:

American Psychological Association. (2010). *Concise rules of APA style* (6th ed.). Washington, DC: American Psychological Association. ISBN-10: 143380560X

Hacker, D., & Sommers, N. (2010). *The Bedford handbook* (8th ed.). Boston: Bedford/St. Martin's. ISBN-10: 0312652690. You may use the newer version.

Any additional readings are listed in each lesson.

Course Learning Outcomes:

Following completion of Nursing 407, students will:

1. Demonstrate understanding of professional nursing practice including membership on an interprofessional team.
2. Integrate concepts and theories from liberal education and the science of nursing into nursing practice.
3. Examine the importance of historical, sociocultural, political, and economic influences in nursing practice and health care.
4. Apply ethical reasoning and professional values in nursing practice and healthcare.
5. Demonstrate critical thinking and professional communication skills.

Course Format:

Interaction between instructor, students, and content will occur in the classroom, within Canvas and email. Communicating via phone or Skype may also occur. Students are expected to be active participants in the learning process by assuming responsibility for their own learning, being active participants in the face to face and online classroom, and working collaboratively with others in the course. The role of the faculty is to facilitate students' learning, not to "present the one right answer" or solve all the problems. Teaching strategies may include lecture via

slides, readings/articles, online discussion, small group work, and written assignments. All course-related materials are located on Canvas. Students must have computer and internet access. Only campus email addresses will be used.

Course Calendar: Please refer to separate Course Calendar for assignment deadlines and other weekly activities.

To assure success in this course, several strategies are recommended:

1. Complete all assigned readings prior to the class in which they are covered. These will be outlined in the class schedule and/or given in class.
2. Print the Course Calendar to stay organized.
3. Use the resources provided in Canvas for guidance and to ensure the quality of work.
4. Read assignment guidelines and rubrics before beginning work on learning activities. Review criteria frequently to ensure completeness and understanding of assignment expectations.
5. Read all e-mails and the announcements in Canvas. Students are responsible for any information in either of these formats.

Statement of Student Time Commitment:

For each week of a typical 16- week course, students are expected to spend a minimum three hours/week outside of class on coursework per credit. Therefore, for a three-credit course, at least 9 hours/week is expected. This is a general guideline; course workload may vary each week depending on the assignments.

Course Grade:

Assignment	Percentage
Attendance and Participation	10%
Theory Presentation (group)	20%
Nursing Philosophy Paper	20%
Critical Thinking Assignment paper	25%
Critical Thinking exercises	25%
Total	100%

Grading Scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
F	<64

Late assignments: Late assignments will be docked 10% each overdue day, including weekends.

Directions for all assignments will be provided in Canvas. Assignments are to be submitted into the appropriate Canvas dropbox by the due date unless otherwise specified. Further directions will be provided in class.

Attendance/participation: Each class period will include activities that support learning of the material and success on completing assignments. Actively participating in course discussions is, therefore, expected and requires your attendance at all course sessions. Absence from class is only excused with written documentation (doctor's excuse,

printed obituaries, coaches' note for games). Please respect your classmates & faculty by letting the instructor know if you are unable to attend class. Attendance & participation point scale: Absences 1~ 100 ; 2 ~ 90 ; 3 ~ 80 ; 4 ~ 70 ; 5 ~ 60 ; 6 ~ 50 ; 7 or >~ 0.

Assignments:

Assignments with their description and rubrics are included in the course content consistent with the due date from the calendar.

Turnitin:

Instructors at UWSP use a software program called Turnitin® to check student work for plagiarism. The program is an instructional tool for students as well as they learn how to properly use research in their written work, from correct citation to creating accurate reference lists. Student assignments will be automatically submitted and an originality report will be produced. Papers should not have an originality report over 20%. An originality report over 20% indicates too much reliance on outside material for completion of what should be your own work. Reports can take several hours to generate, therefore time must be built in to make necessary revisions before the paper due date. Note points will be taken off for an originality report of greater than 20%.

POLICIES

Cellular Phones

As a courtesy to others, cellular phones are to be shut off and stored during class periods. If cell phones are being observed used during class sessions, you will be asked to cease. The use of cell phones in class will result in loss of points from class participation for that day.

Academic Integrity

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HIPAA <http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>

Netiquette

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conduct includes, but is not limited to, postings that are racist, derogatory, inflammatory, condescending, rude or in any way offensive. Persistent abuse of online etiquette may result in disciplinary action.
The Core Rules of Netiquette (<http://www.albion.com/netiquette/corerules.html>).

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Consistent with American Nurses Association (ANA) principles for social media, whatever is posted on a social media site (Facebook, Twitter, YouTube, LinkedIn, etc.) instantly becomes available to the public, so keep content appropriate and confidential matters private. Regardless of the privacy settings, content can easily be made available to those outside of the user's preference settings. Be aware that all University and legal guidelines, such as Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA), also apply in social media sites.

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5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.

For more information:

<http://www.nursingworld.org/FunctionalMenuCategories/MediaResources/PressReleases/2011-PR/ANA-NCSBN-Guidelines-Social-Media-Networking-for-Nurses.pdf>

Course Syllabus - Nursing 441, *Chronic Care Management*

Course Information

Course number: N441
Title: Chronic Care Management
Semester: Spring 2019
Credits: 3

Course Description

This a three-credit course that explores the interaction of biological, psychological, social, and environmental factors important to understanding management of chronic conditions at the individual, family, community, and societal levels.

This course is based upon current concepts in chronic disease management. It is designed using an interprofessional team approach to help students understand the complexities involved with management of chronic conditions within the context of a patient's individual situation.

Prerequisites: Major in nursing; RN license

Student Learning Outcomes

Upon successful completion of this course, you should be able to:

- Analyze the interaction of biological, psychological, social, and environmental factors on management of chronic conditions.
- Synthesize theories and concepts related to management of chronic conditions to support self-management of chronic conditions.
- Integrate selected concepts of pathophysiology and pharmacology in the nursing management of chronic health problems.
- Examine the impact of cultural, spiritual, ethical, healthcare policy, aging, and social concerns in the management of chronic conditions.
- Understand the roles and functions of the nurse in management of chronic conditions.
- Demonstrate an understanding of resources and models of care to manage chronic health problems across the continuum of care.

Course Materials

No Required Text

This course relies on a variety of readings rather than on a primary course text.

Recommended Texts

- Current comprehensive nursing pharmacology text
- Current comprehensive medical-surgical nursing text
- American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Others: Please see the Learning Resources pages in the lessons for additional required readings, including articles and webpages.

Online Writing Lab

To get the most from the course, and to help you achieve the level of quality required, you may want to work with the folks at the Online Writing Lab (OWL) (<http://owl.wiscconsin.edu>) as you begin to plan and compose the first drafts of your writing assignments.

Course Organization

The course is organized into four units:

- Unit 1. Concepts and Theories in Chronic Care Management
- Unit 2. Heart Failure
- Unit 3. Diabetes Mellitus
- Unit 4. Chronic Obstructive Pulmonary Disease

Each unit contains three to four lessons, with each lesson typically including outcomes, a resources page, video or text commentary, and at least one of a variety of activities (discussions, individual assignments, case studies, self-study activities, and quizzes).

Start and end dates of the units and the due dates of lesson assignments are posted in the course calendar.

Please refer to the Assignment Descriptions and Assignment Rubrics sections of the syllabus for descriptions of the graded assignments and instructions for creating and submitting them, as well as the criteria used for evaluation.

Grading

Grade Components

Your course grade will be based on the following required assignments, which will be dispersed throughout the course. Refer to the course calendar for due dates.

Components	Percentage
Individual Assignments	60
Discussions	15
Quizzes	25
Total	100

Grade Scale

The grading scale used for final letter grades in BSN@Home courses is based on the grading scale of the campus that offers the course.

Grade	Percent	Grade	Percent
A	94-100	A	94-100
AB	87-93	A-	90-93
B	84-86	B+	87-89
BC	77-83	B	84-86
C	74-76	B-	80-83
CD*	67-73	C+	77-79
D	64-66	C	74-76
F	< 64	C-	70-73
*UW-Madison does not use a grade of CD.		D+	67-69
		D	64-66
		F	< 64

There are differences in the final letter grade scales between campuses. UW-Madison and UW-Green Bay use an A/AB grading scale. UW-Oshkosh, UW-Milwaukee, UW-Eau Claire, and UW-Stevens Point use an A/A- scale for final letter grades. If you have questions, please contact your instructor.

Assignment Descriptions

Discussions

Online courses like this one depend heavily on discussions, and really valuable discussions require both original, thoughtful initial posts and serious responses to the posts of classmates. For each of the discussions in this course, you are expected to post your views on the topic and then respond to the posts of **at least two** other students.

For discussions, the seven-day week runs Monday through Sunday, with the end-of-the-week deadline occurring usually at **midnight** each Sunday night, Central Standard Time. Students are typically expected to post their initial post on Wednesday by midnight (see the calendar), and then to post at least two responses to the posts of classmates by midnight on Sunday (see the calendar). Responses posted after the deadline do **not** receive full credit.

Grades for discussions are entered in the Grades area within two weeks of submission. Please see the Assignment Rubrics page of the syllabus for evaluation criteria.

Stages of Change Assignment

See Lesson 4 for the full description and rubric for this assignment.

Heart Failure Case Study Assignment

See Lesson 8 for the full description and rubric for this assignment.

Patient Interview Assignment

See Lesson 11 for the full description and rubric for this assignment.

Intra-Professional End-of-Life Assignment

See Lesson 12 for the full description and rubric for this assignment.

Study Pages

Some of the lessons include special pages, titled Study Activity, Study Worksheet, or Study Questions. Although they are not required to be turned in for a grade, working through them will help you gain a better understanding of the content and therefore may increase your success in the graded assignments.

Unit Quizzes

The quizzes in Units 2, 3, and 4 focus primarily on pathophysiology and pharmacotherapy. They are timed and open book, meaning course materials may be used; however, you will have needed to study the materials well in advance in order to be successful.

You are expected to complete your own work and not interact with others during the quiz - to do otherwise is considered cheating and is in violation of Academic Integrity policy.

You are responsible for taking quizzes at the scheduled times. Faculty must be notified at least 24 hours in advance if you are unable to take the quiz, and delays are considered reasonable only in extreme circumstances. Documentation (evidence) of the circumstance (reason) must be given to the instructor if the scheduled quiz is not taken according to schedule.

Please submit your quizzes within the allotted time period. There is a five-minute grace period, but if you exceed that time you will be graded as late and your score will be decreased by 10 percent.

Assignment Rubrics

Your assignments will be evaluated using the rubrics indicated on this page.

Discussions

Initial post of high quality, to receive maximum point value, should be:

- A synthesis of knowledge gained through readings and, if applicable, experience.
- Evidence of critical analysis of the discussion question with connection drawn to professional practice.

- Concise and well written; free of grammar/spelling mistakes; and APA compliant when citations are used.
- Substantial and complete answers to the discussion question.
- Posted on time.

Response posts of high quality, to receive maximum point value, should be:

- Insightful or thought provoking.
- Respectful and enhance further discussion.
- Clear and well written; free of grammar/spelling mistakes.
- Posted on time.

Criteria	Point value (approx.)
Response to topic (quality, deadline)	2
Response to classmate's post (frequency, quality, deadline)	2
Overall quality	1
Total	5

All posts should be entered into the discussion itself, not as attachments.

Take time to organize your thoughts before posting. **Once posted, you cannot edit them.** You want everyone to read and understand your comment, so present it in an organized, easy-to-read manner. Provide only the most essential information in your post. If people want further details, they'll ask for them in a reply.

You should take a clear position in your post, but it is a good idea to invite alternative perspectives.

Finally, be courteous! Refer to the Course Policies section of the syllabus for an overview of appropriate online behavior.

Stages of Change Paper

See Lesson 4 for the full description and rubric for this assignment.

Heart Failure Case Study Assignment

See Lesson 8 for the full description and rubric for this assignment.

Patient Interview Assignment

See Lesson 11 for the full description and rubric for this assignment.

Intra-Professional End-of-Life Assignment

See Lesson 12 for the full description and rubric for this assignment.

Course Policies

Statement of Student Time Commitment

For each course credit, as a general guide, students are expected to spend a minimum three hours per week on coursework. Therefore, for a three-credit course, at least nine hours per week is expected. This amount of time may vary depending on the assignments due that week or the degree of difficulty the content holds for the student. Summer versions of this course are delivered in an accelerated format, requiring at least 12 to 15 hours per week.

Late Assignment Submission

Assignment deadlines will be enforced. Late submissions of graded individual and group assignments will be docked 5% for each overdue day including weekends and holidays. Late or missing peer evaluation (in the case of group work) are also subject to these penalties. If a due date conflicts with your schedule, it is suggested you post the completed assignment in advance of the due date to avoid losing credit.

APA Style

Whenever ideas or information are taken from a reference source, they must be properly cited using APA format. This would apply to any written work in the course, including papers and the submissions to the discussion forums. APA format for formal papers includes title page, pagination, section headers, in-text citations, and a references page. All documents must be submitted using Microsoft Word (.doc or .docx) or Rich Text Format (.rtf).

A brief summary of the APA publication format is available online from the [Online Writing Lab at Purdue University](https://owl.english.purdue.edu/) (<https://owl.english.purdue.edu/>).

Academic Integrity Policy

Students who engage in academic misconduct are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. Academic misconduct includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such act.

University of Wisconsin System Code (UWS Ch. 14-14.03 (2)) provides specific examples of academic misconduct and reads in part: "Examples of academic misconduct include, but are not limited to: cheating on an exam; collaborating with others in work presented, contrary to the stated rules of the course; submitting a paper or assignment as one's work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the source of those ideas...knowingly and intentionally assisting another student in any of the above..." The code is available at the [University of Wisconsin System: Student Academic Disciplinary Procedures](http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf) (http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf).

University of Wisconsin campuses have specific procedures to investigate and deal with academic misconduct.

Plagiarism

Because of paper mills selling reports, webpages, and full-text online databases, instances of plagiarism are increasing on campuses. Using someone's words without quoting the person is plagiarism. Using someone's ideas, even though the person's words are different from your words, without citing the source is plagiarism. Use in-text citations to cite your sources. For example, if you use the ideas cited in an article, place the author and publication year at the end of the sentence, in parentheses, (e.g. Smith, 2010). UW System has subscribed to software that helps detect instances of plagiarism, and plagiarism will result in a failing grade. Reports of plagiarism are also made to University administration.

Netiquette

All members of the class are expected to follow the rules of common courtesy in all online correspondence. Be careful of the tone and content of online communication. Without facial expressions and voice inflections, misunderstandings can occur and comments can be deemed as inappropriate or offensive. Unacceptable online conduct includes but is not limited to postings that are racist, derogatory, inflammatory, condescending, rude, or in any way offensive. Persistent abuse of online etiquette may result in disciplinary action.

A good online etiquette guide is available at The Core Rules of Netiquette (<http://www.albion.com/netiquette/corerules.html>).

Confidentiality

When communicating information online or face to face based on personal or work-related experiences, keep in mind rules and policies under the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is expected that students will judiciously protect the privacy of patients, peers, family, or agencies/institutions by not disclosing confidential information outside of the course. To maintain anonymity, methods such as aliases or initials should be used. For more information on these laws, please refer to the following websites:

- FERPA General Guidelines for Students (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>)
- HIPAA (<http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>)

Social Media Policy

Consistent with UWGB Social Media Policy (<http://www.uwgb.edu/univcomm/policies/social-media-policy.asp>) and the American Nurses Association (ANA) principles for social media, whatever is posted on a social media site (Facebook, Twitter, YouTube, LinkedIn, etc.) instantly becomes available to the public, so keep content appropriate and confidential matters private. Regardless of the privacy settings, content can easily be made available to those outside of the user's preference settings. Be aware that all University and legal guidelines, such as the Family Educational Rights and

Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA), also apply on social media sites.

The following is adapted from the American Nurses Association (ANA) Principles for Social Networking:

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.

For more information, see the ANA Enterprise page on Social Media (<https://www.nursingworld.org/social/>).

Student Bereavement Policy

Students who experience the death of a loved one should contact the instructor to arrange an excused absence.

Disability Policy

Students seeking accommodations under the Americans with Disabilities Act (ADA) should contact the Disability Services (<http://www.uwgb.edu/ds/>) office on their home campus within the first week of the semester so that appropriate accommodations may be arranged.

Nursing 446 Research and Evidence-Based Practice Course Syllabus

Instructor: Lorraine Zoromski EdD, MSN, RN
CPS 334B
715-551-2661

This syllabus is subject to change to support and encourage student learning.

Course Description

This course introduces the importance of research to improve clinical practice, strategies to evaluate the quality of research and evidence, and increase integration of research into practice.

Student Learning Outcomes

Upon completion of this course, you should be able to:

1. Articulate the relationships between theory, research, and nursing practice
2. Understand selected quantitative and qualitative approaches to research
3. Utilize literature searches to obtain best evidence for practice
4. Critique individual research studies considering research approaches and rights of human subjects
5. Discuss approaches for fostering adoption of an evidence-based practice change in a health-care setting

Course Materials (required and recommended texts, articles, readings with full citations)

Required Text:

Polit, D. & Beck, C. (2018) *Essentials of Nursing Research: Appraising Evidence for Nursing Practice* (9th ed.). Philadelphia: Wolters Kluwer

Recommended Text:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

APA Guide

A brief summary of the APA publication format is available online from the Online Writing Lab at Purdue University:

http://owl.english.purdue.edu/handouts/research/r_apa.html

Grading Policy

Your course grade will be based on the quality of your work for the two written assignments, EBP report, discussion participation, EBP presentation, and five CT activities.

Grading Scale

Grade	Percent
A	94-100
A-	92-93
B+	90-91
B	85-89
B-	82-84
C+	80-81
C	75-79
C-	73-74
D+	71-72
D	65-70
D-	63-64
F	<63

Activity	Percentage
6-critical thinking activities	30%
Critique of qualitative research	15%
Critique of quantitative research	15%
Participation in discussions (6 total)	10%
EBP Presentation	15%
EBP Report	15%

A grade of C or higher is required to pass all undergraduate courses and to progress in the program. Grades in undergraduate courses are not rounded up. If you have questions, please contact me.

Group Assignments:

There are group assignments in this course that will enhance your ability to use research and implement an evidence-based project as well as work in a team to complete a task. For instance, there *may be* critical thinking activities that require group work as well as an end of course Evidence-Based Practice project and presentation that will be completed in a group. When you submit your group work, be sure to include the names of all active group members on the assignment; but include only those who actually participated in completing the assignment.

Critique of a Qualitative Research Study

When writing this paper, use the “Guide to a Focused Critique of Evidence Quality in a Qualitative Research Report” on page 67 in Polit & Beck (2018) and the “Guide to an overall critique” handout. Follow the list of questions in both sources for this assignment. You should prepare a narrative summary of your answers to these questions: simple *yes* or *no* answers are not acceptable. This assignment should read like a paper: it should be typed using APA format, and it should be limited to 5 pages (double-spaced), not including the references page(s). See grading rubric for more details.

Critique of a Quantitative Research Study

When writing this paper, be sure to refer to the “Guide to a Focused Critique of Evidence Quality in a Quantitative Research Report” on pages 66 in Polit & Beck (2018) and the “Guide to an overall Critique” handout. Follow the list of questions in both sources for this assignment. You should prepare a narrative summary of your answers to these questions: simple *yes* or *no* answers are not acceptable. This assignment should read like a paper: it should be typed using APA format, and it should be limited to 5 pages (double-spaced), not including the reference page(s). See grading rubric for more details

Evidence-Based Practice Assignment

The purpose of this assignment is to help you learn about evidence-based practice (and to have some fun while doing this) by applying what you learn in assigned readings and through independent literature searches to a **hypothetical situation**.

You (as a group) will pretend that you are nurses on an evidence-based practice committee in a hypothetical healthcare organization (i.e., not a real setting). As nurses on this committee you will need to identify a nursing assessment or intervention that is well-supported by evidence (e.g., by clinical practice guidelines and research studies) and decide how to promote the adoption and evaluation of this clinical practice in your hypothetical health care institution. In your report of this work you will describe and discuss (1) how you found the evidence supporting the nursing assessment or intervention, (2) how you concluded the evidence was sufficiently strong to support the nursing practice, (3) how you would promote adoption of this clinical practice by nurses in your hypothetical healthcare setting, and (4) how you would recommend that the

organization evaluate adoption of the practice change.

(*Note:* The clinical practice you recommend should be an autonomous (or relatively autonomous) nursing action (e.g., an assessment or an intervention). This does **not** include delegated interventions such as administering a medication or a provider's decision such as giving a medicine versus counseling. It could include collaborating with physicians to seek a physician order such as removal of a urinary catheter.)

What is the committee expected to do?

The EBP Committee is expected to:

1. **Conduct two meetings** and submit minutes of each meeting. While conference calls or online chats might be possible, most groups conduct their meetings in the group's private discussion forum (i.e., they post and discuss things related to the project and completing the report) or face to face during or after class as time allows.
2. **Complete an EBP project report. The criteria for the report** will be discussed in class. The report should include meeting minutes and the findings and results that will be presented. APA will be needed for a cover page and any references in the report. Use of headings to break up your report is highly encouraged.
3. **Present their report to the class as a group.** Use some form of presentation software such as Powerpoint or Prezi. See guidelines in Canvas for specific details.

Critical Thinking Activities

Each student will submit answers to the critical thinking assignments posted on D2L. They are to complete the assignment alone, unless otherwise directed, and use course and/or outside resources. Each answer must demonstrate evidence of critical thinking and a thorough understanding of the readings. Each critical thinking assignment may take up to one hour, or longer, to complete. The assignment should be submitted to the Dropbox on a Word formatted document. APA is necessary for only the references used in the assignment. See the grading rubric for information on how these will be graded.

Discussions

Each student will be responsible for reading the discussion instructions for each identified week in your course calendar before participating in the discussion. Discussion postings need to be professional, using Netiquette guidelines, and have evidence of a thorough understanding of the course topics. Yes/no responses are not acceptable. If you agree, or disagree, with a peer's posting, it should be followed by an explanation as to why you agree or disagree with examples that further the conversation. Follow the rubric for grading information related to the discussion board.

Statement of Student Time Commitment

For each course credit, students are expected to spend a minimum 3 hours/week on coursework.

Therefore, for a three-credit course, at least 9 hours/week is expected. This is a general guideline which may vary depending on the assignments &/or quizzes.

Expectations

You are encouraged to bring your technology device into the classroom for class activities only, ie: note taking, viewing lecture content. In order to promote an inclusive and optimal learning environment for everyone, unrelated web browsing, texting, or social media is not tolerated. If you need to text or take a phone call, please make sure that your device is on silent and leave the room. If you decide not to abide by this request and are disruptive, you will be asked to leave for the remainder of the class.

Late Assignment Submission

Late submission of assignments is discouraged and will result in 10% deduction/day including weekends and holidays.

APA Style

Complete APA format is required for all formal papers submitted through the Dropbox. APA format specifies format for title page, running head with pagination, abstract, levels of headings, in-text citations, and reference list. Discussions do not require APA format unless you are using information from a reference source (your textbook, other books, journal articles, etc.), in which case you must properly use APA format for in-text citations and references. All documents must be submitted in Word (.doc or .docx).

Academic Integrity Policy

Students who engage in academic misconduct are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. Academic misconduct includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such act.

U of Wisconsin System Code (UWS Ch. 14-14.03 (2) provides specific examples of academic misconduct and reads in part: "Examples of academic misconduct include, but are not limited to: cheating on an exam; collaborating with others in work presented, contrary to the stated rules of the course; submitting a paper or assignment as one's work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the source of those ideas ... knowingly and intentionally assisting another student in any of the above ..." The code is available at

http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf.

U of Wisconsin campuses have specific procedures to investigate and deal with academic misconduct.

Plagiarism

Because of paper mills selling reports, Web pages, and full-text online databases instances of plagiarism are increasing on campuses. Using someone's words without quoting the person is plagiarism. Using someone's ideas, even though the person's words are different from your words, without citing the source is plagiarism. Use in-text citations to cite your sources. For example, if you use the ideas cited in an article, place the author and publication year (e.g. Smith, 2010) at the end of the sentence. UW-System has subscribed to software that helps detect instances of plagiarism. Plagiarism will result in a failing grade. Reports of plagiarism are also made to University administration.

Netiquette

Online courses require a different set of communication skills than many of us may be used to in our daily lives. Many of you have taken an online course before and are familiar with netiquette.

It is important in this course, as in life, that we communicate respectfully with each other and are familiar with netiquette. It will be expected that everyone in this course follow netiquette guidelines when communicating with each other. See Core Rules of Netiquette (<http://www.albion.com/netiquette/corerules.html>).

Confidentiality

When communicating information online or face to face based on personal or work-related experiences, keep in mind rules and policies of Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is expected that students will judiciously protect the privacy of patients, peers, family, or agency/institution by not disclosing confidential information outside of the course. To maintain anonymity methods such as alias or initials should be used. For more information on these laws, please refer to the following websites:

FERPA - <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

HIPAA - <http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>

Student Bereavement Policy

Students who experience the death of a loved one should contact the faculty to arrange an excused absence.

Disability Policy

Any student seeking accommodations under the Americans with Disabilities Act (ADA) should contact the Disability Services office on your home campus within the first week of the semester so that appropriate accommodations may be arranged.

Course Format:

Interaction between instructor, students, and content will occur in the classroom, within D2L and email. Communicating via phone or Skype may also occur. Students are expected to be active participants in the learning process by assuming responsibility for their own learning, being active participants in the face to face and online classroom, and working collaboratively with others in the course. The role of the faculty is to facilitate students' learning. Teaching strategies may include lecture via slides, readings/articles, online discussion, small group work, and written assignments. All course-related materials are located on Desire 2 Learn (D2L). Students must have computer and internet access. Only campus email addresses will be used.

Course Calendar: Please refer to separate Course Calendar for assignment deadlines and other weekly activities.

To assure success in this course, several strategies are recommended:

1. Complete all assigned readings prior to the class in which they are covered. These will be outlined in the class schedule and/or given in class.
2. Print the Course Calendar to stay organized.
3. Use the resources provided in D2L for guidance and to ensure the quality of work.
4. Read assignment guidelines and rubrics before beginning work on learning activities. Review criteria frequently to ensure completeness and understanding of assignment expectations.
5. Read all e-mails and the announcements in D2L. Students are responsible for any information in either of these formats.
6. Contact instructor whenever necessary for clarification of student expectations.

Statement of Student Time Commitment:

For each week of a typical 16-week course, students are expected to spend a minimum three hours/week outside of class on coursework per credit. Therefore, for a three-credit course, at least 9 hours/week is expected. This is a general guideline; course workload may vary each week depending on the assignments.

Course Grade:

Assignment	Percentage
Quadruple Aim – Impact on Nursing	15%
Transformational Leadership	15%
Management topic of choice	15%
Quality Improvement	30%
Conflict Management	15%
Class Participation	10%
Total	100%

Grading Scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
F	<64

Grades:

Late assignments: Late assignments will be docked 5% each overdue day, including weekends unless arrangements have been made with the instructor before due date.

Directions for all assignments will be provided in D2L. Assignments are to be submitted into the appropriate D2L Dropbox by the due date unless otherwise specified. Further directions will be provided in class.

Turnitin:

Instructors at UWSP use a software program called Turnitin® to check student work for plagiarism. The program is an instructional tool for students as well as they learn how to properly use research in their written work, from correct citation to creating accurate reference lists. Student assignments will be automatically submitted and an originality report will be produced. Papers with an originality report over 18% need revisions and citation corrections to bring the count below this number. Reports can take several hours to generate, therefore time must be built in to make necessary revisions before the paper due date.

POLICIES

Cellular Phones

As a courtesy to others, cellular phones are to be shut off and stored during class periods. If cell phones are being observed used during class sessions, you will be asked to cease. The use of cell phones in class will result in loss of points from class discussion for that day.

Academic Integrity

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. (Excerpt from UWSP 14.01 STATEMENT OF PRINCIPLES). Refer to the following website for the entire policy, including information on consequences of violating academic integrity:
http://www.uwsp.edu/accreditation/docs/SA_PU_250.04.pdf

Academic Accommodations

Support services are available for students with disabilities. Any student who has a disability and is in need of classroom and/or exam accommodations, please discuss with the instructor and contact the campus Office of Disability Services, 103 Student Services Center, 1108 Fremont Street.

Confidentiality

When communicating information online or face to face based on personal or work-related experiences, keep in mind rules and policies of Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is expected that students will judiciously protect the privacy of patients, peers, family, or agency/institution by not disclosing confidential information outside of the course. To maintain anonymity methods such as alias or initials should be used. For more information on these laws, please refer to the following Web sites:

FERPA <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

HIPAA <http://www.hhs.gov/oct/privacy/hipaa/understanding/summary/index.html>

Netiquette

All members of the class are expected to follow the rules of common courtesy with all online correspondence. Be careful of the tone and content of online communication. Without facial expressions and voice inflections, misunderstandings can occur and the comments can be deemed as inappropriate or offensive. Unacceptable online

conduct includes, but is not limited to, postings that are racist, derogatory, inflammatory, condescending, rude or in any way offensive. Persistent abuse of online etiquette may result in disciplinary action.
The Core Rules of Netiquette (<http://www.albion.com/netiquette/corerules.html>).

Social Media Policy

Consistent with American Nurses Association (ANA) principles for social media, whatever is posted on a social media site (Facebook, Twitter, YouTube, LinkedIn, etc.) instantly becomes available to the public, so keep content appropriate and confidential matters private. Regardless of the privacy settings, content can easily be made available to those outside of the user's preference settings. Be aware that all University and legal guidelines, such as Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA), also apply in social media sites.

The following is adapted from the American Nurses Association (ANA) Principles for Social Networking:

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.

For more information:

<http://www.nursingworld.org/FunctionalMenuCategories/MediaResources/PressReleases/2011-PR/ANA-NCSBN-Guidelines-Social-Media-Networking-for-Nurses.pdf>

UW-Stevens Point

Aging and Health N452 3 credits

Semester: Spring 2018

Instructor name: Heidi Wincentzen, MSN, RN, ONC

Email: hwincent@uwsp.edu

Telephone number (office): 715-346-4828

Office location: University of Wisconsin-Stevens Point--CPS 334B

Office hours: by appointment or Wed 1pm-2pm

Course Description

Explore normal aging and lifestyle factors that promote optimal aging or lead to health alterations. Examine coping and facilitation of elders' achievement of health goals.

Nursing 452/490—Aging and Health

Student Learning Outcomes

1. Differentiate between physiological changes due to aging and those resulting from lifestyle choices.
2. Identify primary and secondary interventions (therapeutic and teaching) throughout the lifespan that promote healthy aging.
3. Demonstrate communication skills that are health literate, timely, and culturally sensitive, and that accommodate physiological changes.
4. Describe a nursing systems approach to health promotion and self-care among elders.
5. Analyze issues and trends affecting the aging population through end of life.

Course Materials

Touhy, T., & Jett, K. (2016). *Toward healthy aging: Human needs & nursing response* (9th ed.).

St. Louis: Elsevier.

American Psychological Association. (2009). *Publication manual of the American Psychological*

Association (6th ed.). Washington, DC: Author.

Other additional materials will be provided within modules.

- Reading assignments
- Class discussions
- Individual discussions

- PowerPoint presentations
- Podcasts
- Web site exploration
- Case studies
- Nursing home

Grading Policy

Your course grade will be based on the following required assignments which will be dispersed throughout the course. Course discussions are due on Wednesday by midnight. You will not be able to post replies until you create an initial post. Replies are due by Sunday night at midnight. Refer to the Course Calendar for due dates.

Assignment (Rubrics TBD)	Percentage
Nursing home evaluation in pairs	15%
Elder interview	25%
Reflections: Speakers, HBO, Autopsy, Final	25%
Discussions x5	25%
In class participation, preparedness	10%
Total	100%

*denotes group work

	Percent	Points		Percent	Points
A			A	95-100	
AB			A-	90-94	
B			B+	87-89	
BC			B	84-86	
C			B-	80-83	
CD			C+	77-79	
D			C	74-76	
F			C-	70-73	
There are differences in the final letter grade scales between campuses. UW-Madison and UW-Green Bay use an A/AB grading scale. UW-Oshkosh, UW-Milwaukee, UW-Eau Claire, and UW-Stevens			D+	67-69	
			D	64-66	
			D-	60-63	

Point use an A/A- scale for final letter grades. If you have questions, please contact your instructor.

F	<60	
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Course Organization –see course calendar

Course Policies

Refer to home campus academic policies (e.g., incompletes, academic misconduct). General policies are listed below.

Statement of Student Time Commitment

For each course credit, as a general guide, students are expected to spend a minimum three hours/week on coursework. Therefore, for a three-credit course, at least 9 hours/week is expected. This amount of time may vary depending on the assignments due that week or the degree of difficulty the content holds for the student.

Late Assignment Submission

Assignment deadlines will be enforced. Late submissions of individual and group graded Assignments will be docked 5% for each overdue day including weekends and holidays. If a due date conflicts, it is suggested the completed assignment be posted in advance of the due date to avoid losing credit.

APA Style

Whenever ideas or information are taken from a reference source, they must be properly cited using APA format. This would apply to any written work in the course, including papers and the submissions to the discussion forums. APA format for formal papers includes title page, pagination, section headers, in-text citations, and a 'References' page. All documents must be submitted in Word (.doc or .docx) or Rich Text Format (.rtf).

A brief summary of the APA publication format is available online from the Online Writing Lab at Purdue University: http://owl.english.purdue.edu/handouts/research/r_apa.html

Academic Integrity Policy

Students who engage in academic misconduct are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. Academic misconduct includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such act.

U of Wisconsin System Code (UWS Ch. 14-14.03 (2) provides specific examples of academic misconduct and reads in part: "Examples of academic misconduct include, but are not limited to: cheating on an exam; collaborating with others in work presented, contrary to the stated rules of the course;

submitting a paper or assignment as one's work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the source of those ideas ... knowingly and intentionally assisting another student in any of the above ..." The code is available at http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf.

U of Wisconsin campuses have specific procedures to investigate and deal with academic misconduct.

Plagiarism

Because of paper mills selling reports, Web pages, and full-text online databases, instances of plagiarism are increasing on campuses. Using someone's words without quoting the person is plagiarism. Using someone's ideas, even though the person's words are different from your words, without citing the source is plagiarism. Use in-text citations to cite your sources. For example, if you use the ideas cited in an article, place the author and publication year (e.g. Smith, 2010) at the end of the sentence. UW-System has subscribed to software that helps detect instances of plagiarism. Plagiarism will result in a failing grade. Reports of plagiarism are also made to University administration.

Netiquette

All members of the class are expected to follow the rules of common courtesy with all online correspondence. Be careful of the tone and content of online communication. Without facial expressions and voice inflections, misunderstandings can occur and the comments can be deemed as inappropriate or offensive. Unacceptable online conduct includes, but is not limited to, postings that are racist, derogatory, inflammatory, condescending, rude or in any way offensive. Persistent abuse of online etiquette may result in disciplinary action.

The Core Rules of Netiquette (<http://www.albion.com/netiquette/corerules.html>).

Confidentiality

When communicating information online or face to face based on personal or work-related experiences, keep in mind rules and policies of Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is expected that students will judiciously protect the privacy of patients, peers, family, or agency/institution by not disclosing confidential information outside of the course. To maintain anonymity methods such as alias or initials should be used. For more information on these laws, please refer to the following Web sites:

FERPA <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

HIPAA <http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>

Social Media Policy

Consistent with American Nurses Association (ANA) principles for social media, whatever is posted on a social media site (Facebook, Twitter, YouTube, LinkedIn, etc.) instantly becomes available to the public, so keep content appropriate and confidential matters private. Regardless of the privacy settings, content can easily be made available to those outside of the user's preference settings. Be aware that all

University and legal guidelines, such as Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA), also apply in social media sites.

The following is adapted from the American Nurses Association (ANA) Principles for Social Networking:

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.

For more information:

<http://www.nursingworld.org/FunctionalMenuCategories/MediaResources/PressReleases/2011-PR/ANA-NCSBN-Guidelines-Social-Media-Networking-for-Nurses.pdf>

Student Bereavement Policy

Students who experience the death of a loved one should contact the faculty to arrange an excused absence.

Disability Policy

Any student seeking accommodations under the Americans with Disabilities Act (ADA) should contact the Disability Services office on your home campus within the first week of the semester so that appropriate accommodations may be arranged.

N453 Information Management and Healthcare Technology
Course Syllabus
Spring 2019
Heidi Wincentzen

SCI D142 UWSP/UWSP Wausau 336
Office Hours: Weds 12pm-1pm UWSP or by appt
715-346-4828

Course Description

This 3-credit course focuses on how to utilize computer and information/decision science to support quality and safety in health care. The course explores informatics and examines nursing's role in healthcare technology and patients' participation in healthcare through use of information technology. The use of technology to help make decisions and to improve the health status of the individual, family, and community is emphasized. Students will apply informatics concepts to a current clinical practice setting suggesting methods to use technology to improve patient safety and work effectiveness. The student will also learn to identify, gather, process, and manage information/data.

Student Learning Outcomes

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

1. Delineate the role of the nurse in healthcare informatics.
2. Describe how to manage data, information, knowledge, and technology to enhance and measure clinical practice, education, administration, and research.
3. Discuss healthcare informatics relationship to ethical, legal, political social, cultural, economic, and management issues that impact the delivery of quality and cost-effective healthcare.
4. Demonstrate mastery of select and current technology skills.
5. Evaluate healthcare forces, trends, and professional standards impacting healthcare informatics.

Required text

McGonigle, D. & Mastrian, K. (2018). *Nursing Informatics and the Foundation of Knowledge* (4th ed.). Burlington, MA: Jones & Bartlett Learning

Grading

Course grades are based on the requirements listed above. Due dates can be found in the Course Calendar.

ASSIGNMENT	PERCENT OF FINAL GRADE
Case studies	20%
Discussions online	20%
Paper 1: Evaluation of Health Information Resources on the Internet this will be disc 5	10%
Presentation of paper 2	10%
Paper 2: Informatics Applications to Support Nursing Practice	20%
Attendance and Participation	20%

Grading Scale

Grade	Percent
A	94-100
A-	92-93
B+	90-91
B	85-89
B-	82-84
C+	80-81
C	75-79
C-	73-74
D+	71-72
D	65-70
D-	63-64
F	<63

Late assignments: Late assignments will be docked 10% each overdue day, including weekends.

A grade of C or higher is required to pass all undergraduate courses and to progress in the program. **Grades in undergraduate courses are not rounded up.** If you have questions, please contact me.

Discussions

This class will include student participation and discussion in class and online.

Papers

There are 2 academic papers required for this course. Each will be described in detail.

PAPER 1 will be discussed in class on Day 1.

Guidelines for Paper 1: Evaluation of Health Information Resources on the Internet

The purposes of this assignment are to: develop **critical thinking skills**; deepen understanding of the concept "**health literacy**" and its implications for patients, families, and nurses; and develop skills to **critically appraise health-related Internet resources** that may be used for patient education. Professional nurses need to evaluate the quality and usefulness of health information resources. These resources are often used by patients and families to learn about a specific health condition or procedure, and as such, have implications for their decision-making. A variety of specific criteria are available to help nurses evaluate health information resources on the Internet. For this assignment, you will use a set of criteria developed by the National Library of Medicine to evaluate the quality and reliability of health information on a website.

Before you begin writing the paper, you need to identify an Internet resource (e.g., website) that provides health information for patients and families. This Internet resource can be in your area of practice or interest. Select a website or a set of pages from a website, rather than just one webpage. To locate and select a website: Try using the Google search engine and search for "patient education about [fill in your topic of interest]" or "[topic of interest] patient education." For example, if your topic of interest is diabetes, you would Google "patient education about diabetes" or "diabetes patient education." **Do not select a website that is intended for health professionals only - your paper will not be accepted if the website is not intended for patients and families.**

Write a brief report on what you found (5 or fewer pages) using the following steps:

Step 1. Introduction. Be sure to include support from the literature.

- Define health literacy.
- Discuss the importance of health literacy in patient/family management of health and disease and promotion of positive health outcomes.
- Discuss the nurse's role in promoting health literacy. Why must nurses and other health professionals know how to evaluate health-related websites?

Step 2. Health-related Internet Resource. Identify and describe a health-related resource (i.e., website) that can be used to promote patients' and families' knowledge about a disease or health condition.

- Identify the homepage of the website by URL.
- Describe the website. Consider such elements as graphics, page layout, navigation menu and ease of navigation, font size (ease of reading), etc.

Step 3. Evaluation. Provide an evaluation of the website using the four specific categories and criteria described in National Library of Medicine (NLM) tutorial (<http://www.nlm.nih.gov/medlineplus/webeval/webeval.html>).

These are the four categories included in the NLM tutorial. CHOOSE TWO. To identify the specific criteria to use in evaluating each category, you will need to complete the NLM tutorial. It is highly recommended that you take notes as you complete the tutorial.

- Provider and purpose
- Funding
- Information quality
- Privacy

Step 4. Summary. Present strengths, limitations, and implications based on evaluation:

- Synthesize the strengths and limitations of the website based on the evaluation and in relation to its use by patients.
- Include your perspective regarding the implications (i.e., potential areas of concern, unintended consequences) of using this website for patient education. This may include issues related to accessibility, literacy level, need for accommodations (related to language, cognitive and/or physical limitations), and patient/family use of the website in unintended ways.

Present recommendations for improvement (if any):

- Discuss recommendations and rationale for improvement of the website based on strengths, limitations, and implications. Provide at least two specific examples for improvement of the website based on the evaluation.

	Points Earned	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations (0-1 point)
Define Health Literacy		Defines health literacy and why it is important to nurses and patients (3 points).	Defines health literacy and why it is important (2.5 points).	Incorrect or incomplete definition of health literacy.
Identify and describe the website selected for evaluation		Clearly states URL for website Home page. Brief but comprehensive overview of website (2 points).	URL is stated and overview of website provided (1.5 points).	Incomplete overview of website.
Evaluation of website		Adequately reviews website addressing each criterion (10 points).	Addresses all but one criterion adequately (8.5 points).	Does not address 2 or more of the evaluation criteria.

Recommendations for improvement		Provides recommendations for improvements to website based on evaluation. Recommendations are relevant to use of the website in patient care (2 points).	Provides recommendations for website based on evaluation (1.5 points).	Does not provide recommendations for improvement.
Writing		Writing is clear, organized, and logical. Uses APA 6 th edition. Uses correct grammar, spelling and punctuation with only 1-3 errors (3 points).	Writing is general clear and organized. Uses APA 6 th edition. Uses correct grammar, spelling, and punctuation with 4-7 errors (2 points).	Writing is unclear and disorganized. Does not use APA 6 th edition. Grammar, spelling and punctuation are distracting to the reader. Difficult to read. >10 errors.
Total points out of 20 possible		20 points	16 points	

Rubric for "Evaluation of Health Information Resources on the Internet." Adapted with permission from *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

Paper 2 (Informatics Applications to Support Nursing Practice) (20% of final grade + 10% presentation)

The purpose of this assignment is to demonstrate **critical thinking** in a discussion about the nurse's role in using health information technologies and applications to support the delivery of safe, quality nursing care; to facilitate continuity of care; and to promote patients' participation in healthcare.

Write a paper to demonstrate your understanding and knowledge, **based on the literature**, of how two new health information and communication technologies (HICT) can be used by nurses to improve and evaluate professional practice. Remember to **reference the evidence** to support your ideas and discussion.

Total page number (not including references and cover pages): 6-7 pages. Use APA formatting.

Step 1. Introduction. Explanation of Issues. Identify the purpose of the paper and why the topic is important. Consider issues related to nursing's role in the use of HICTs and the increasing prevalence of HICTs in healthcare.

- Determine the gaps in knowledge, skills or practice: what is the best practice?
 - Please answer the following questions as it applies:
 - a. What is the current technological situation?
 - b. What do we want the technological situation to become?
 - c. What technology do we need to help solve the clinical problem?
 - d. What will this technology replace?

Step 2. Description of Two HICT Applications. *There are many potential topics. These are examples. Please sign up and coordinate with the instructor.*

Briefly describe two health information and communication technology (HICT) applications (cite references as appropriate), selected from the following list:

- Business Intelligence
- Rural Health IT
- Clinical simulation
- Clinical Decision Support
- Clinical information system application (select only **one** application, e.g., care plan; medication administration application - eMAR, CPOE, bar-coding; electronic clinical documentation; clinical decision support tools, e.g., computerized alerts and reminders)
- Telehealth application in home care (select only one, e.g., home tele-monitoring for congestive heart failure [or other condition], medication management devices)
- Personal health record or patient portals (e.g., EPIC MyChart)
- Health-related applications (apps) for tablets and mobile phones (select one specific app, e.g., an app for sleep apnea or diabetes)
- Community health surveillance systems (e.g., Wisconsin immunization data system) OR Health Information Exchanges (HIE)

- **Step 3. Discussion and Examples from Practice.** For the two applications or technologies selected, discuss how each can be used by nurses to meet the specific aims/expected outcomes. In your discussion, be sure to answer the question "How can nurses use the technology to meet the following aims/expected outcomes?" The aims/expected outcomes are:
 - Support safety and quality of nursing
 - Facilitate continuity of care and care coordination
 - Partner with patients and families to participate in health care

Provide supporting evidence from the literature (i.e., research) for your discussion. Include one example (or more) for each HICT application that specifically illustrates how the application can be used by the nurse to meet each of the three aims/expected outcomes listed above.

Step 4. Student's Perspective

- Determine the gaps in knowledge, skills or practice: what is the best practice?
- Discuss your perspective regarding the unexpected outcomes or unintended consequences (i.e., areas of concern) with the use of each HICT, some ideas to address below as it applies:
 - Staff productivity and satisfaction OR conflicts
 - Revenue increases and cost optimization
 - Patient safety
 - Quality of care
 - Patient/provider access to services
- Be sure to take the following into account: the complexities of the application use, context of use (e.g., patient circumstances that impact use), and assumptions (made by the patient and/or the healthcare provider).
- Support your perspective with evidence from the literature (i.e., research).
- Suggest approaches to address unexpected outcomes or unintended consequences (i.e., areas of concern).

Examples of questions to consider: Does each the application deliver what is promised? What are the limitations of each application? What populations are overlooked with regard to the use of the HICT application or technology?

Step 5. Summary - Conclusions and Related Outcomes

- Summarize opportunities and challenges you identified in nurses' use of the HICT applications.
- Provide a conclusion about the use of the HICT applications by nurses.

Final Step: Short summary presentation of your selected applications to the group

	Points Earned	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations (0 points)
	Points Earned	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations (0 points)
Introduction		Description of the purpose of the paper and importance of the topic are clear and concise	Descriptions of the purpose of the paper and importance of the topic are concise but some relevant information is omitted or unclear	No Introduction
Describe 2 HICT Applications		Descriptions of HICT applications selected from list provided are clear, concise and include relevant information	Descriptions of HICT applications selected from list provided are concise but some relevant information is omitted or unclear	Unclear or lengthy description of HICT application and/or did not select from list provided.
Discusses how nurses can use HICT applications to meet identified aims and provides an example of each		Discussion is clear, concise, organized, and supported by evidence from more than one source. Provides at least 1 clear example of how the nurse can use each of the HICT applications to meet identified aims with supporting evidence (20 points: 10 points for each HICT).	Discussion is generally clear and concise with evidence only from the textbook to support ideas. Examples of how the nurse can use each of the HICT applications to meet identified aims are unclear and/or lacking in supporting evidence (15 points: 7 points for each HICT).	Discussion is unclear and/or supporting evidence is not included. Examples of how the nurse can use the selected HICT to meet aims are missing, unclear and/or without support.
Summary		Summary is based on contents of the paper. Clearly describes potential opportunities and challenges and what was interesting about this assignment. Clearly identifies 1 new technology or HICT area for future learning	Summary is generally based on the contents of the paper. Description of potential opportunities and challenges and what was interesting about this assignment	Lacks a summary based on the paper. Unclear about what was interesting about this assignment and/or about a new HICT area for future learning.

			are generally clear. Identification of HICT for future learning is generally clear	
Writing		Writing is clear, organized and logical. Uses APA 6 th edition. Uses correct grammar, spelling and punctuation with 1-3 errors Overall organization and flow.	Writing is generally clear and organized. Uses APA 6 th edition. Uses correct grammar, spelling, and punctuation with 4-7 errors	Writing is unclear and disorganized. Does not use APA 6 th edition. Grammar, spelling and punctuation are distracting to the reader and does not convey ideas with > 10 errors.
Total Points out of 100 possible				

Rubric for "Informatics Applications to Support Nursing Practice." Adapted with permission from *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

Course Format:

Students are expected to be active participants in the learning process by assuming responsibility for their own learning, being active participants in the face to face and online classroom, and working collaboratively with others in the course. The role of the faculty is to facilitate students' learning. Teaching strategies may include lecture via slides, readings/articles, online discussion, small group work, and written assignments. All course-related materials are located on Desire 2 Learn (D2L). Students must have computer and internet access. Only campus email addresses will be used.

Course Calendar: Please refer to separate Course Calendar for assignment deadlines and other weekly activities.

Directions for all assignments will be provided in D2L. Assignments are to be submitted into the appropriate D2L dropbox by the due date unless otherwise specified. Further directions will be provided in class.

To assure success in this course, several strategies are recommended:

1. Complete all assigned readings prior to the class in which they are covered. These will be outlined in the class schedule and/or given in class.
2. Print the Course Calendar to stay organized.
3. Use the resources provided in D2L for guidance and to ensure the quality of work.

4. Read assignment guidelines and rubrics before beginning work on learning activities. Review criteria frequently to ensure completeness and understanding of assignment expectations.
5. Read all e-mails and the announcements in D2L. Students are responsible for any information in either of these formats.
6. Contact instructor whenever necessary for clarification of student expectations.

Statement of Student Time Commitment

For each course credit, students are expected to spend a minimum 3 hours/week on coursework. Therefore, for a three-credit course, at least 9 hours/week is expected. This is a general guideline which may vary depending on the assignments &/or quizzes

Turnitin:

Instructors at UWSP use a software program called Turnitin® to check student work for plagiarism. The program is an instructional tool for students as well as they learn how to properly use research in their written work, from correct citation to creating accurate reference lists. Student assignments will be automatically submitted and an originality report will be produced. Papers with an originality report over 18% need revisions and citation corrections to bring the count below this number. Reports can take several hours to generate, therefore time must be built in to make necessary revisions before the paper due date.

POLICIES

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the

purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a

person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the University System Administrative Code, Chapter 14.

Academic Accommodations

Support services are available for students with disabilities. Any student who has a disability and is in need of classroom and/or exam accommodations, please discuss with the instructor and contact the campus Office of Disability Services, 103 Student Services Center, 1108 Fremont Street.

Confidentiality

When communicating information online or face to face based on personal or work-related experiences, keep in mind rules and policies of Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is expected that students will judiciously protect the privacy of patients, peers, family, or agency/institution by not disclosing confidential information outside of the course. To maintain anonymity methods such as alias or initials should be used. For more information on these laws, please refer to the following Web sites:
FERPA <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>
HIPAA <http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>

Netiquette

All members of the class are expected to follow the rules of common courtesy with all online correspondence. Be careful of the tone and content of online communication. Without facial expressions and voice inflections, misunderstandings can occur and the comments can be deemed as inappropriate or offensive. Unacceptable online conduct includes, but is not limited to, postings that are racist, derogatory, inflammatory, condescending, rude or in any way offensive. Persistent abuse of online etiquette may result in disciplinary action.
The Core Rule of Netiquette (<http://www.albion.com/netiquette/corerules.html>).

Social Media Policy

Consistent with American Nurses Association (ANA) principles for social media, whatever is posted on a social media site (Facebook, Twitter, YouTube, LinkedIn, etc.) instantly becomes available to the public, so keep content appropriate and confidential matters private. Regardless of the privacy settings, content can easily be made available to those outside of the user's preference settings. Be aware that all University and legal guidelines, such as Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA), also apply in social media sites.

The following is adapted from the American Nurses Association (ANA) Principles for Social Networking:

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.

For more information:

<http://www.nursingworld.org/FunctionalMenuCategories/MediaResources/PressReleases/2011-PR/ANA-NCsbn-Guidelines-Social-Media-Networking-for-Nurses.pdf>

Attendance*

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. Assessment questions may arise from presentations, lectures, and guest speakers with points attached. Missed assessments will result in a "zero". The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed in writing.***

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below. Additionally, below are attendance guidelines as outlined by the UWSP registrar:

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

Religious Beliefs Accommodation

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and

- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Learning	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

**N454 Community Health Nursing
COURSE SYLLABUS
SECTION 1**

Instructor: Heidi Wincentzen
Office: D142 Science Building
E-Mail: hwincen@uwsp.edu
Office Hours: Wednesdays 9-10 am or by appointment, Thursdays Wausau by appt.

Course Description:

This course provides an overview of community nursing theory, roles, tools, and skills needed to promote the health of individuals, families, and populations in communities.

In this course we cover a variety of topics including nursing theory pertinent to public health, the community/public health nursing role, levels of prevention, epidemiology, environmental health vulnerable populations, the uninsured, community health nursing specialty roles, legal/ethical issues, disaster management, and a variety of other topics! It will be a full and productive semester.

Student Learning Outcomes

1. Compare and apply components of community health nursing, public health nursing, and community-based nursing
2. Examine community health issues and health systems/resources using current state, national, and international health planning documents.
3. Use epidemiological principles as a foundation for community health nursing practice.
4. Describe community health nursing interventions used to assess, protect, and improve the health of individuals, families, populations, and communities.
5. Articulate the impact of social, cultural, political, ethical, and environmental determinants on individual and population health.
6. Apply principles of technology (ie., tele-health) to the specialty of community health nursing

Course Materials

Community/Public Health Nursing: Promoting the Health of Populations, 6th ed., 2015, by Mary A. Nies and Melanie McEwen, ISBN 978-0-323-18819-7.

A. Overview of important websites

- <http://www.cmsa.org/> case management nursing
- <http://www.aaohn.org>, occupational health nursing
- <http://www.osha.gov/dts/oonh/ohn.html> OSHA
- <http://www.iafn.org/> *International Association of Forensic Nurses*
- <http://www.son.wisc.edu/leap/wphn-practicemodel.html>

- Web site: Mission of Public Health: Public Health and Essential Public Health Services, <http://www.health.gov/phfunctions/public.htm> .
- Web site: Go to the *Healthy People 2020* site, at <http://www.health.gov/healthypeople/> , and explore the information in the About Healthy People tab

C. Community Assessment (looking at outcomes and evaluation)

- Web site: http://www.health.state.mn.us/divs/cfh/ophp/resources/docs/nursing_process.pdf , "The Nursing Process Applied to Population-Based Public Health Nursing Practice." Information is provided about the community assessment process and the nursing process
- Web site: <http://www.cdc.gov/brfss> discusses risk factor surveillance system state by state and nationally for adults.
- County health profiles: Review your county's health profiles and reported cases of select diseases and immunizations.
- Web site: <http://www.healthypeople.gov/document/HTML/Volume1/14Immunization.htm> . This is the Healthy People 2020 chapter on immunization and infectious diseases. Primarily focus on the overview.
- Web site: <http://www.cdc.gov/vaccines/recs/schedules/child-schedule.htm> , *Child & Adolescent Immunization Schedules*.
- Go to the *Madison Department of Public Health* Web site at <http://www.ci.madison.wi.us/health/index.html> . Click **Public Health Nursing** on the left side of the screen, then click the following: **Communicable Disease, Sexually Transmitted Infections (STIs), Tuberculosis**, and **AIDS/HIV** for overviews of services available through a health department.
- Web site: *The National Immunization Survey*, <http://www.cdc.gov/nis> .
- Web site: *The National Center for Infectious Diseases*, <http://www.cdc.gov/DiseasesConditions/> .
- Web site: *Emerging Infectious Diseases*, <http://www.cdc.gov/ncidod/eid/index.htm> .

G. Global Health and Cultural Diversity

- o <http://minorityhealth.hhs.gov/npa/templates/browse.aspx?lvl=3&lvlid=27> , cultural competency

H. Maternal Child/Women and Men's Health

- <http://www.ed.gov/parents/landing.jhtml?src=pn>
- WIC: <http://www.fns.usda.gov/wic/>
- <http://www.unmc.edu/olson/> , *Olson Center for Women's Health*
- <http://www.nlm.nih.gov/medlineplus/menshealthissues.html> , *Men's Health*

I. Vulnerable Populations

- <http://www.usdoj.gov/crt/ada/adahom1.htm> , *ADA Home Page*
- <http://www.studentsagainsthunger.org/> , *National Student Campaign Against Hunger and Homelessness*
- <http://hippo.findlaw.com/hipporur.html> , *Health Hippo: Rural Health*

J Mental Illness and Substance Abuse in the Community Population

- <http://www.nami.org/> , *National Alliance on Mental Illness*

K. Disaster Preparedness and Public Safety

<http://collab.nlm.nih.gov/tutorialspublicationsandmaterials/Telesymposiumcd/1-1.pdf>

- http://www.nlm.nih.gov/research/visible/visible_human.html
- http://www.tigersummit.com/Competencies_New_B949.html
- <http://www.qsen.org/competencies.php>

Assignments

Assignment	Percentage
Attendance and Participation	10%
Article Interpretation Assignments	20%
Discussions x5	20%
Social Problem/Community Paper	20%
Community Assessment Presentation	30%
Total	100%

Grading Scale

Grade	Percent
A	94-100
A-	92-93
B+	90-91
B	85-89
B-	82-84
C+	80-81

C	75-79
C-	73-74
D+	71-72
D	65-70
D-	63-64
F	<63

A grade of C or higher is required to pass all undergraduate courses and to progress in the program. Grades in undergraduate courses are not rounded up. If you have questions, please contact me.

Course Format:

Students are expected to be active participants in the learning process by assuming responsibility for their own learning, being active participants in the face to face and online classroom, and working collaboratively with others in the course. The role of the faculty is to facilitate students' learning. Teaching strategies may include lecture via slides, readings/articles, online discussion, small group work, and written assignments. All course-related materials are located on Desire 2 Learn (D2L). Students must have computer and internet access. Only campus email addresses will be used.

Course Calendar: Please refer to separate Course Calendar for assignment deadlines and other weekly activities.

Directions for all assignments will be provided in D2L. Assignments are to be submitted into the appropriate D2L dropbox by the due date unless otherwise specified. Further directions will be provided in class.

To assure success in this course, several strategies are recommended:

1. Complete all assigned readings prior to the class in which they are covered. These will be outlined in the class schedule and/or given in class.
2. Print the Course Calendar to stay organized.
3. Use the resources provided in D2L for guidance and to ensure the quality of work.
4. Read assignment guidelines and rubrics before beginning work on learning activities. Review criteria frequently to ensure completeness and understanding of assignment expectations.
5. Read all e-mails and the announcements in D2L. Students are responsible for any information in either of these formats.
6. Contact instructor whenever necessary for clarification of student expectations.

Late assignments: Late assignments will be docked 10% each overdue day, including weekends.

Statement of Student Time Commitment

For each course credit, students are expected to spend a minimum 3 hours/week on coursework. Therefore, for a three-credit course, at least 9 hours/week is expected. This is a general guideline which may vary depending on the assignments &/or quizzes

Turnitin:

Instructors at UWSP use a software program called Turnitin® to check student work for plagiarism. The program is an instructional tool for students as well as they learn how to properly use research in their written work, from correct citation to creating accurate reference lists. Student assignments will be automatically submitted and an originality report will be produced. Papers with an originality report over 18% need revisions and citation corrections to bring the count below this number. Reports can take several hours to generate, therefore time must be built in to make necessary revisions before the paper due date.

POLICIES

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this

course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student

- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the University System Administrative Code, Chapter 14.

Academic Accommodations

Support services are available for students with disabilities. Any student who has a disability and is in need of classroom and/or exam accommodations, please discuss with the instructor and contact the campus Office of Disability Services, 103 Student Services Center, 1108 Fremont Street.

Confidentiality

When communicating information online or face to face based on personal or work-related experiences, keep in mind rules and policies of Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is expected that students will judiciously protect the privacy of patients, peers, family, or agency/institution by not disclosing confidential information outside of the course. To maintain anonymity methods such as alias or initials should be used. For more information on these laws, please refer to the following Web sites:

FERPA <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

HIPAA

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>

Netiquette

All members of the class are expected to follow the rules of common courtesy with all online correspondence. Be careful of the tone and content of online communication. Without facial expressions and voice inflections, misunderstandings can occur and the comments can be deemed as inappropriate or offensive. Unacceptable online conduct includes, but is not limited to, postings that are racist, derogatory, inflammatory, condescending, rude or in any way offensive. Persistent abuse of online etiquette may result in disciplinary action.

The Core Rules

of Netiquette (<http://www.albion.com/netiquette/corerules.html>).

Social Media Policy

Consistent with American Nurses Association (ANA) principles for social media, whatever is posted on a social media site (Facebook, Twitter, YouTube,

LinkedIn, etc.) instantly becomes available to the public, so keep content appropriate and confidential matters private. Regardless of the privacy settings, content can easily be made available to those outside of the user's preference settings. Be aware that all University and legal guidelines, such as Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA), also apply in social media sites.

The following is adapted from the American Nurses Association (ANA) Principles for Social Networking:

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.

For more information:

<http://www.nursingworld.org/FunctionalMenuCategories/MediaResources/PressReleases/2011-PR/ANA-NCSBN-Guidelines-Social-Media-Networking-for-Nurses.pdf>

Attendance*

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. Assessment questions may arise from presentations, lectures, and guest speakers with points attached. Missed assessments will result in a "zero". The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed in writing.***

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below. Additionally, below are attendance guidelines as outlined by the UWSP registrar:

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment

Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences

due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

Religious Beliefs Accommodation

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

Albertson Hall, ext 3568

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

**Nursing 455 Concepts in Nursing Practice
Fall 2019**

NOTE: Syllabus subject to change per instructor discretion

"The major reason for setting a goal is for what it makes of you to accomplish it. What it makes of you will always be the far greater value than what you get." ~ Jim Rohn

Instructor: Dr. Lorraine Zoromski
Office: Sci D141
Office Hours: By appointment
Phone: (715) 551-2661
E-mail: Lorraine.zoromski@uwsp.edu
Course Meeting Time/Location: Wednesday's from 10:00-12:00 on selected dates only.
Can attend via Skype.

Face to Face Classes: 9/4/19 and 12/11/19 from 10:00-12:00 in room CCC 324 (College of Letters and Science Building). **Attendance is mandatory. In addition to the class sessions, there will be 3 additional student/instructor meetings that will occur throughout the semester during designated weeks. These meetings can be in person, skype, phone, or through email but this method is not encouraged and only as a last resort. These instructor/student meetings will be discussions about progress on the project and time to ensure the student is meeting expectations. Appointments will be set up during these designated weeks for these meetings.**

Course Description:

Experiential learning in community settings applying theory, research, critical thinking and reasoning using tools of reflection, writing, and discussion. (3 credits)

Prerequisites:

Major in Nursing, NURS 454, RN licensure

Recommended Course materials:

Nies, M. A., & McEwen, M. (2011). *Community/public health nursing: Promoting the health of populations* (5th ed.). St. Louis: Saunders/Elsevier. ISBN 978-1-4377-0860-8

*NOTE: This is the same text used in NURS 454 Community Health Nursing

May need access to all nursing core texts.

****CastleBranch Access for health and other agency requirements (Possible expense not exceeding \$100.00)**

Course Learning Outcomes:

Following completion of NURS 455, students will be able to:

1. Identify issues and factors that impact individual and population health based on knowledge and information.
2. Apply clinical reasoning skills and optimize use of resources to develop and implement interventions that improve health or prevent debility.
3. Evaluate their role within the inter-professional health team in service learning.
4. Practice communication skills, professionalism, and leadership behaviors.
5. Recognize the impact of diversity, values and ethics, and socioeconomic and political dimensions in the delivery of care to communities and populations.
6. Describe personal areas of self-learning, resources and skills development needed to make a successful transition as a baccalaureate prepared nurse.
7. Complete a capstone project that integrates knowledge, skills, and experiences related to RN to BSN program outcomes.

Course Format:

This is a practicum course, meaning most of the requirements of the course are based on planned experiences and project work in the field. There will be 120 hours of clinical time expected in this course. These hours will be tracked, documented and signed off by the preceptor every week of activity unless otherwise directed. These tracking forms will be turned in to the instructor remotely following the calendar schedule. Some of the 120 hours may be taken to research the topic and prepare materials. These hours also need to be documented on the clinical log tracking form, however the preceptor will still be required to initial these activities. If the hours are not completed by the end of the semester, an incomplete grade will be given and the student may continue with the project until hours requirement is met. The presentation will be on the project progress up until the point that they are currently at.

The project selected for the clinical site should follow the guidelines below:

Students will undertake meaningful projects or activities with a project-based emphasis that have identified objectives and outcomes set by the instructor, preceptor and student. Initial project design may emanate from faculty-community partnerships but may originate from student-led initiatives typically based in their work settings- but not on a unit where they are directly employed. The project will be conducted under the supervision of a Baccalaureate degree or higher preceptor in the clinical setting and in collaboration with the interdisciplinary team.

Some possible ideas:

1. Work with an inter-professional team member to fulfill a community project of need.
2. Research and implement a nurse-focused training related to a new piece of equipment, new procedure, new policy, or activity that directly relates to activities that nurses must do and there is an identified concern with the current state.

3. Research common health ailments with a particular population and develop an action plan to work to improve the outcomes for these patients.
4. Work with a quality committee on improving an area of nursing practice.
5. Work with a nurse educator to assess the learning needs of nurses on a particular unit. Develop an educational session and present to this group.
6. Work within the community to assess population health and connect with public health officials to work on an action plan that addresses a community health problem.
7. The sky's the limit. Present your idea to your instructor and preceptor to acquire approval before beginning your project.

The class will meet at times as determined by the instructor using a variety of formats and technology including face-to-face, discussion boards, distance conferences and online meetings and communications. Students will work with identified preceptors in health settings and members of the inter-professional health care team in the accomplishment of projects.

All course-related materials are located on Canvas. Students must have computer and internet access. Only campus email addresses will be used.

Course Calendar: Please refer to separate Course Calendar for the schedule of meetings, activities, and assignment deadlines.

Course Grade:

Assignment/Activity	Percentage
Systematic capstone paper	30%
Seminar (5%) and capstone evaluation (10%)	15%
Professional reflections/discussion boards	20%
Final Presentation of project	20%
Drafts of the Capstone Paper	15%
Total	100%

Grading Scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69

D	64-66
F	<64

Assignment Descriptions

Papers submitted may be used as anonymous examples with instructor discretion.

Seminar (5%) & Capstone Evaluation (10%): Instructors will schedule class meetings at certain points in the course for which activities will be assigned and specific topics will be addressed. Grade will be based on preparedness and participation. Attendance is required. See Course Calendar for dates and assignments.

Preceptor will complete a final evaluation of the student that will be considered in the final grade for the capstone evaluation. Also, the remaining 5% will be for the completion of the full 120 hours with submitted logs which will count as the seminar grade. If there are concerns with your preceptor, it is the student's responsibility to bring these concerns forward to the instructor as soon as possible. Every effort will be made to rectify the situation so that the project can be completed, or another preceptor secured.

Capstone project paper (30%): Students will create a comprehensive paper based on their project assignment. The paper will be completed in phases from the proposal to conclusions and recommendations. See separate rubric, "Capstone Project Guideline and Paper Rubric".

Capstone project presentation (20%): Students will create an engaging and encompassing Prezi or Powerpoint presentation to discuss and present to peers. See "Oral Presentation Rubric"

Professional reflections/Discussion boards (20%): Professional reflections are designed to assist the student in critically analyzing their progress toward meeting the program outcomes and to critically appraise their understanding of the four domains of nursing practice. See separate guideline, "Professional reflections". The reflections will be worth 5% each (total of 2). The two Discussion Boards will be worth 5% each for a total of 20%. Please see Discussion Board document in Canvas.

Drafts of Capstone Paper (15%): The Capstone paper will be turned in at varying intervals to acquire feedback on the components of the capstone paper. In order to acquire full points for each draft, there needs to be sufficient evidence that the draft was performed to the best of your ability and with sufficient depth related to your topic.

Guidelines for the Precepted Capstone experience

Identifying a qualified preceptor will be one of the most important tasks of the clinical experience. Criteria for the selection of a qualified preceptor should include: educational preparation, experience in nursing practice, avoidance of a direct working relationship with student, and commitment and a willing attitude to work with you as a student.

Criteria are as follows:

1. Educational background: Baccalaureate preparation is required. The student may also work with Advanced Nursing Practice RN's , and others with instructor approval.
2. Experience: A minimum of two (2) years of full-time practice experience is required.
3. Recommendations: A recommendation from a nursing administrative person is recommended, but not required.
4. Acceptance of the Assignment: The preceptor has been asked, and is willing, to assume the responsibilities to work with the student and fulfill all of the expectations required. This person cannot be a direct peer on the same unit the student is employed.
5. Selection Method: The preceptor may be selected for the student in intra-professional activities. Otherwise, it is preferred for the student to lead the process in finding a preceptor that works for them. Once this preceptor is identified, the preceptor will be approved by the instructor. The instructor will work with the UWSP Administrative office to assist the student in the placement at the agency identified. The student is responsible to submit all materials for the medical clearance at the identified agency.

Responsibilities for Students, Preceptors and Instructors in the Precepted Capstone Experience

Students Responsibilities

1. Identify a preceptor that has an interest and is knowledgeable about the project the students will want to complete.

2. Communicate frequently with instructor to attain approval of preceptor and project.
3. Complete all Health/other agency requirements as indicated and on time. This may incur an expense not exceeding \$100.00 for Castlebranch uploading.
4. Participate responsibly for the 120 hours in the clinical experiences available at the site.
5. Use the course objectives as a guideline for the learning experiences
6. Be present on time at the clinical site on the assigned days. If a date change is needed, make sure this is communicated early with the preceptor.
7. Work under the supervision of the assigned preceptor at all times.
8. Present yourself professionally at all times. Follow the dress code of the unit per their policy and communicate professionally at all times.
9. Attend all necessary classes which require face to face attendance.
10. Complete all clinical logs as well as clinical evaluations as scheduled.
11. Provide feedback to the instructor regarding the clinical experience and notify the instructor of any concerns immediately.

Preceptor Responsibilities

1. Participate in the learning needs of the students and assist them in identifying an appropriate project for their capstone.
2. Communicate with the instructor as necessary regarding the performance of the student/s.
3. Function as a professional role model in the designated clinical area for the student and provide a climate of learning and acceptance.
4. Assist the student with communication with the agency and facilitate the student's professional socialization into the new role and with other staff.
5. Provide direct on-site supervision of the student as necessary knowing much of the 120 hours may be independent student learning activities.
6. Approve of all student hours logged on the clinical hours tracking form. Notify the student and instructor of any concerns.

7. Work with the student and instructor in the progression of the capstone project to the end of the 120 hours in order to meet course objectives. If the project is not complete, validate the rationale as to why with the instructor.
8. Delegate acts within the scope of practice to the student provided that:
 - a. Activities are commensurate with educational preparation and demonstrated abilities of the student
 - b. Direction and assistance are provided to the student
 - c. Student activities are observed and monitored
 - d. Effectiveness of acts performed by the student are evaluated
 - e. Student charting is co-signed.
9. Assist student to increase proficiency in previously learned skills and activities
10. Review student performance with the instructor at the end of the experience using evaluation form provided
11. Arrange a substitute preceptor if unable to work during any of the time the student is on-site if needed. Provide the substitute with any paperwork necessary so that they are prepared to work effectively with the student on their capstone project.
12. Do not count the student toward staffing numbers on the unit as this experience is intended for the capstone project only.
13. Assist the student in acquiring opportunities at the clinical site for attainment of course objectives

Instructor Responsibilities

1. Responsible for the overall coordination of the students learning experience; evaluation of the student achieving the course objectives and the course grade and orienting the preceptors to the N455 capstone course and their role in the completion of the course objectives.
2. Conduct an orientation to the course, clinical objectives, assignments and evaluation methodology for the course
3. Develop a schedule of clinical hours with preceptor and student if needed
4. Provide ongoing assistance and guidance to the student regarding course requirement, planning and achieving course objectives

5. Assist and collaborate with the preceptor and student by:
 - a. Helping to identify learning experiences needed for the individual student as needed
 - b. Contacting preceptor to discuss student progress
 - c. Being available by email or phone for consultation
 - d. Being a resource and support person to the agency
6. Review student assignment in relation to achieving course objectives in determining final grade
7. Obtain input from preceptor and student regarding course objectives in determining final grade
8. Obtain feedback from preceptor and student regarding clinical experience
9. Be an available resource for consultation as needed.

Concepts in Nursing Practice N455
Capstone Course Expectations for the Global Education
Service- Learning Option

Some students may elect to attend a Global Service- Learning experience through an International Travel program or Global Education initiative through another educational entity. These would be trips where the student goes with a group of nursing students to a healthcare site that has a need. There is a Nursing faculty instructor that is the leader of these trips and guides the experience for the students. These experiences may count towards fulfilling a large portion of the time and credit for this capstone course in order to graduate from the RN to BSN program at UWSP. There are some criteria that must be met in order for these Service Learning Experiences to count and other expectations that will be required.

1. The Service- learning program or course must be at least a minimum of 80 hours including time on the site and any preparatory meetings and work required to attend this activity.
2. The Service- Learning program must be led by a Master's (minimum a Master's in Nursing) or Doctoral prepared instructor with an emphasis on nursing practice at the BSN level.
3. A copy of the course syllabus, or Service- Learning program guide, must be given to the N455 capstone instructor for review and approval for course credit. In addition, the Associate Dean of CPS may have to approve the Global Service- Learning Program.
4. The Service- Learning program must have a patient care focus whether it is in a hospital, clinic or community-based setting. Any other format must acquire approval before it would count towards credit.
5. The Service Learning must be through a Nursing program where the Course Objectives of this course, or the Program Outcomes in the BSN completion program, will be the primary focus of the Service Learning.

N455 Course Objectives:

1. Identify issues and factors that impact individual and population health based on knowledge and information.
2. Apply clinical reasoning skills and optimize use of resources to develop and implement interventions that improve health or prevent debility.

3. Evaluate their role within the inter-professional health team in service learning.
4. Practice communication skills, professionalism, and leadership behaviors.
5. Recognize the impact of diversity, values and ethics, and socioeconomic and political dimensions in the delivery of care to communities and populations.
6. Describe personal areas of self-learning, resources and skills development needed to make a successful transition as a baccalaureate prepared nurse.
7. Complete a capstone project that integrates knowledge, skills, and experience related to student learning outcomes related to nursing.

Program Outcomes:

1. Integrate the knowledge from liberal education as a basis for decision-making and nursing practice
 2. Apply knowledge and skills in leadership, quality improvement, and patient safety that support high quality nursing practice.
 3. Apply the principles of research in evaluating scientific studies to support the practice of evidence-based nursing.
 4. Utilize technology to evaluate information to support the practice of quality patient care.
 5. Connect knowledge of the economic, political, and social environment to health care and its impact on professional nursing practice
 6. Demonstrate the integration of inter-professional communication and collaborative skills to optimize patient care.
 7. Assess the community/population using the principles of public health determining approaches that support health promotion and prevention for individuals, families and the community.
 8. Demonstrate professionalism incorporating understanding of diversity, values, and ethics in the professional practice of nursing.
 9. Demonstrate synthesis of previous and new knowledge through completion of practicum in nursing setting that incorporates inter-professional communication skills, professionalism, leadership and clinical reasoning skills.
6. A global experience that meets the above requirements serve as the capstone. Student's participating in a global experience will not be required to write a paper, in lieu of the paper the following requirements will apply:
- a. Acquire an evaluation of the student's work as it related to the global Service Learning project and present to the instructor of N455.
 - b. The student must develop a poster presentation, or verbal presentation, of their experience using the assignment requirements for this course and present to their classmates and other students in the RN to BSN program following this course's requirements for the poster presentation.
 - c. The student must submit their poster/verbal presentation slides to the Dropbox in the course, or instructor email, for evaluation by the instructor.

- d. The poster/verbal presentation must be at the acceptable level according to the poster presentation guidelines and grading expectations outlined in the course syllabus and in D2L/Canvas.
- e. The student must complete two reflection papers. The first will be a reflection of the Global experience and how this experience met the outcomes of the RN to BSN program. The second reflection will be a reflection of the entire program and how they met the program outcomes throughout the program.
- f. The student must complete a final evaluation of the program and of the Global experience.

When the work is completed above with all expectations met, then credit will be given for this 3-credit capstone course.

**Nursing 472 Nursing Economics
Fall 2019**

NOTE: Syllabus subject to change per instructor discretion

Instructor: Heidi Wincentzen MSN, RN
Office: Sci D142 Stevens Point, 336 Wausau
Office Hours: Appointments are individually arranged, please email, call, or see me in class for an appointment
Phone: 715-346-4828 (Office)
E-mail: hwincen@uwsp.edu (best way to reach)

Course Meeting Time/Location

Wednesdays, 1-3:30pm/Thursdays 4-6:30

Course Description:

Various payment systems in healthcare will be explored including how these payment methods have shaped the healthcare system. Emphasis will be on how healthcare and nursing is changing to meet the challenges of the changing economic healthcare environment and how this shapes nursing careers now and in the future.

Prerequisites:

Major in Nursing

Textbook:

Young, Kristina, M. & Sultz, Harry A. (2018) *Health Care USA: Understanding Its Organization and Delivery* (9th ed.). Burlington, MA: Jones and Bartlett Learning.

Reference Texts:

Cleverley, James O. & Cleverley, William O. (2018) *Essentials of Health Care Finance* (8th ed.). Burlington, MA Jones and Bartlett Learning.

Any additional readings are listed in each lesson.

Course Organization, see calendar in Canvas (units by topic and number of weeks per unit)

Unit #	Unit Duration	Topic
I.	4 weeks	Introduction and Hospital Organization and Financing
II.	4 weeks	Medicare, Medicaid and Managed Care Financing
III.	3 weeks	Ambulatory and Long Term Care Organization and Financing
IV	4 Weeks	Healthcare Financing in the Current Environment and the Impact on Nursing

Course Learning Outcomes:

- Explain, after examining the evolution of healthcare, the drivers for the cost of healthcare and its impact on health outcomes of the population.
- Describe the functioning and changes occurring today in each aspect of healthcare; Hospital care, ambulatory care, long term care, behavioral services
- Analyze the drivers of healthcare expenditures explaining their impact on healthcare cost.
- Describe in a way that demonstrates understanding, the various ways in which healthcare is financed; third party payers, governmental programs, private pay.
- Apply aspects of the Affordable Care Act (ACA) to drivers of healthcare cost explaining how each is impacted by this legislation.
- Identify changes being made through the healthcare system that are addressing healthcare cost and incorporating prevention and population health.
- Discuss ways in which nursing is impacted by the changes occurring in healthcare.

Course Format:

Interaction between instructor, students, and content will occur in the classroom, within Canvas and email. Communicating via phone or Skype may also occur. Students are expected to be active participants in the learning process by assuming responsibility for their own learning, being active participants in the face to face and online classroom, and working collaboratively with others in the course. The role of the faculty is to facilitate students' learning. Teaching strategies may include lecture via slides, readings/articles, online discussion, small group work, and written assignments. All course-related materials are located on Canvas. Students must have computer and internet access. Only campus email addresses will be used.

Course Calendar: Please refer to separate Course Calendar for assignment deadlines and other weekly activities.

To assure success in this course, several strategies are recommended:

1. Complete all assigned readings prior to the class in which they are covered. These will be outlined in the class schedule and/or given in class.
2. Print the Course Calendar to stay organized.
3. Use the resources provided in Canvas for guidance and to ensure the quality of work.
4. Read assignment guidelines and rubrics before beginning work on learning activities. Review criteria frequently to ensure completeness and understanding of assignment expectations.
5. Read all e-mails and the announcements in Canvas. Students are responsible for any information in either of these formats.
6. Contact instructor whenever necessary for clarification of student expectations.

Statement of Student Time Commitment:

For each week of a typical 16-week course, students are expected to spend a minimum three hours/week outside of class on coursework per credit. Therefore, for a three-credit course, at least 9 hours/week is expected. This is a general guideline; course workload may vary each week depending on the assignments.

Course Grading

Assignment	Percentage
ACA assignment	10%
Impact of Driver on Healthcare Cost	20%
How Changes in Healthcare Impact Nursing	20%
Discussions 6 at 7 points each	40%
Class Participation	10%
Total	100%

Grading Scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
F	<64

Late assignments: Late assignments will be docked 10% each overdue day, including weekends.

Turnitin:

Instructors at UWSP use a software program called Turnitin® to check student work for plagiarism. The program is an instructional tool for students as well as they learn how to properly use research in their written work, from correct citation to creating accurate reference lists. Student assignments will be automatically submitted and an originality report will be produced. Papers with an originality report over 18% need revisions and citation corrections to bring the count below this number. Reports can take several hours to generate, therefore time must be built in to make necessary revisions before the paper due date.

POLICIES

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the University System Administrative Code, Chapter 14.

Academic Accommodations

Support services are available for students with disabilities. Any student who has a disability and is in need of classroom and/or exam accommodations, please discuss with the instructor and contact the campus Office of Disability Services, 103 Student Services Center, 1108 Fremont Street.

Confidentiality

When communicating information online or face to face based on personal or work-related experiences, keep in mind rules and policies of Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is expected that students will judiciously protect the privacy of patients, peers, family, or agency/institution by not disclosing confidential information outside of the course. To maintain anonymity methods such as alias or initials should be used. For more information on these laws, please refer to the following Web sites:
 FERPA <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>
 HIPAA <http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>

Netiquette

All members of the class are expected to follow the rules of common courtesy with all online correspondence. Be careful of the tone and content of online communication. Without facial expressions and voice inflections, misunderstandings can occur and the comments can be deemed as inappropriate or offensive. Unacceptable online conduct includes, but is not limited to, postings that are racist, derogatory, inflammatory, condescending, rude or in any way offensive. Persistent abuse of online etiquette may result in disciplinary action.

The Core Rules of Netiquette (<http://www.albion.com/netiquette/corerules.html>).

Social Media Policy

Consistent with American Nurses Association (ANA) principles for social media, whatever is posted on a social media site (Facebook, Twitter, YouTube, LinkedIn, etc.) instantly becomes available to the public, so keep content appropriate and confidential matters private. Regardless of the privacy settings, content can easily be made available to those outside of the user's preference settings. Be aware that all University and legal guidelines, such as Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA), also apply in social media sites.

The following is adapted from the American Nurses Association (ANA) Principles for Social Networking:

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.

3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.

For more information:

<http://www.nursingworld.org/FunctionalMenuCategories/MediaResources/PressReleases/2011-PR/ANA-NCSBN-Guidelines-Social-Media-Networking-for-Nurses.pdf>

Attendance*

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. Assessment questions may arise from presentations, lectures, and guest speakers with points attached. Missed assessments will result in a "zero". The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed in writing.***

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below. Additionally, below are attendance guidelines as outlined by the UWSP registrar:

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.

- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

Religious Beliefs Accommodation

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Academy	Advising	Faculty and General	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit [this link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

School of Health Care Professions

[University of Wisconsin-Stevens Point](#) > [School of Health Care Professions](#) > Nursing

[Apply to UWSP](#)

RN to BSN Completion Program: Admission Process

Admission Requirements

- Hold an associate degree or diploma degree from an accredited program of nursing
- Minimum cumulative GPA of 2.5
- Wisconsin residency
- RN licensure in the state of Wisconsin

Tuition:

- UW-Stevens Point [tuition rates](#) decrease with increasing credit load.
- BSN@Home online course tuition is a flat fee of \$452/credit.

It is highly recommended to start the [RN to BSN Completion](#) program with the [NURSE 310 course: Professional Essentials](#). This 1-credit hybrid course will introduce you to the RN to BSN program and to other students in the program, while also providing an opportunity to learn the online technology.

University Admissions

<https://www.uwsp.edu/admissions/Pages/applying/transfers.aspx>

Admission Requirements

Transfer applicants will be considered for admission to the University based on the following admission standards*. Standards may be adjusted based on the number of applications we receive and transfer enrollment limits.

UW-Stevens Point does not have a specific application deadline. Applicants are permitted to enroll if they apply, are accepted and submit the \$100 enrollment deposit before the transfer enrollment limit is reached.

Priority for admission will be given to applicants in the following two categories:

1. Transfers with a cumulative grade point average of 2.25 or higher.
2. Transfers from the UW Colleges (two-year campuses), MATC-Madison, MATC-Milwaukee, or Nicolet College with 54 transferable credits and a 2.00 or higher cumulative grade point average.

Transfers with a cumulative grade point average of 2.00-2.24 will be considered for admission on an individual basis.

**Please note, certain majors require grade point averages higher than a 2.0. Please see attached list for [entrance requirements for selected programs and majors](#).*

Attending Summer Session

You are not required to formally apply to this university to attend only our summer session. Register for summer courses by following the instructions on the [Mail-in Registration Form](#). Credits and grades earned during the summer session are kept on file in the Office of the Registrar.

How to Apply

1. To apply to UW-Stevens Point as a transfer student, complete the UW System admission application form. You may [apply online here](#) or submit a paper application to:

UW-Stevens Point Office of Admissions
102 Student Services Building
1108 Fremont Street
Stevens Point, WI 54481

If you prefer to complete a paper application, you may download a copy [here](#), or request a copy from the UW System HELP Office (800-442-6459) or the UWSP Admissions Office.

NOTE: A non-refundable application fee of \$50 is required if you are applying as a degree-seeking student to a UW System institution. The fee is not required if your last institution attended was a UW Colleges (freshman/sophomore) campus. If you are required to pay the fee, please include a check or money order for the appropriate amount (made payable to the University of Wisconsin) with your paper application form or follow the payment instructions for the electronic application.

2. Ask your high school to send an official copy of your high school transcript directly to the UW-Stevens Point Office of Admissions: 102 Student Services Building, UW-Stevens Point, Stevens Point WI 54481-3897. (Please Note: We do accept electronic transcripts sent through Docufide and Connect.edu.)
3. If you did not graduate from a recognized high school, you must submit evidence (i.e., official score report) of satisfactory completion of the requirements for a high school equivalency certificate or a diploma based on the General Education Development (GED) examination or the Wisconsin High School Equivalency Examination or other established criteria. You will also need to submit an official high school transcript from the last high school you attended.
4. Ask each college (including other UW System campuses) and other post-secondary schools you have attended to send an official transcript directly to the UW-Stevens Point Office of Admissions. If you are currently enrolled in college, request that another official transcript also be sent after all current work is complete. We cannot accept transcripts that have been issued to the student. (Please Note: We do accept electronic transcripts sent through Docufide and Connect.edu.)
5. If you have taken Advanced Placement (AP), International Baccalaureate (IB) or College-Level Examination Program (CLEP) exams, you will need to have your official score report sent to the UWSP Admissions Office so we may review it for possible credit. Information on credits awarded for these exams and how to obtain your official score report is available [here](#).

For Admitted Students

Congratulations on being admitted to UW-Stevens Point! Check out the following links for information on what comes next and about the resources that will be available to you as a UW-Stevens Point student.

- [Checklist](#) of things to do between now and your first day of classes.
- [STAR - Student Transition, Advising and Registration](#)
- [Residential Living](#) - Information about living on campus.
- [Financial Aid](#) - Information on ways to help pay for school, including grants, loans, work study and scholarships.
- [Student Services](#) - A list of services that will help you be successful at UW-Stevens Point.
- [Campus Activities and Student Engagement](#) - Information about employment and volunteer opportunities.
- [Frequently Asked Questions](#) about UW-Stevens Point.

Transfer Credit

The Admission Office at UW-Stevens Point determines whether credits earned at another institution will transfer to UW- Stevens Point and how those credits will apply toward UWSP general degree requirements. Please note the following general policies regarding transfer credit:

- We accept a maximum of 72 credits from two year colleges.
- Generally, you will receive credit in courses for which you earned a D or higher. Credits must come from institutions that are accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA). Courses must be similar in nature, level, and content to course work in our undergraduate curriculum. Continuing education course and courses that are remedial, technical, vocational, or doctrinal in nature are not transferable.
- The appropriate academic department will determine which credits apply to your major or minor*.
- Credits transferred from other institutions are not used in calculating UWSP grade point average. The UWSP grade point average is determined only by credits and grade point earned at UWSP. However, transfer credits and grades are included in the calculation of the grade point average in most majors and minors and in the determination of graduation honors.
- To graduate from UW-Stevens Point, you must earn at least 30 of the total number of credits required for graduation in residence at UWSP.
- Information on [Military Credit](#).
- For more information on Transfer Credit, please refer to the [UWSP Course Catalog](#).

Transfer Guides and Articulation Agreements

We strongly recommend that you consult the UW System's online Transfer Information System (TIS) for timely and accurate information on course equivalencies between the UW College campuses, Wisconsin Technical Colleges and UW-Stevens Point.

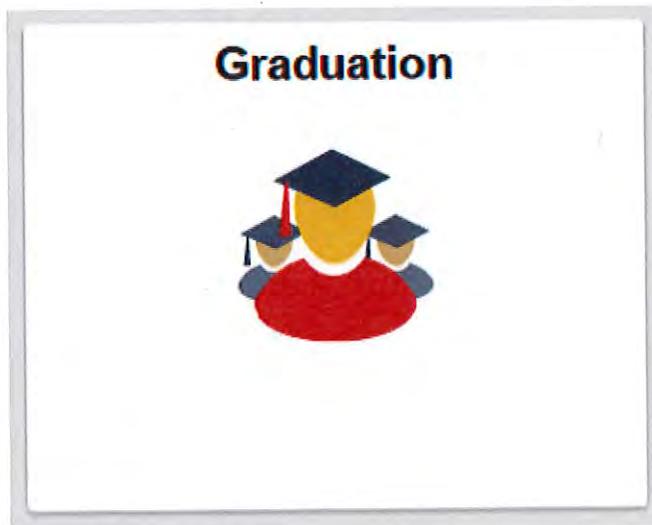
- [Transfer Guides for Students from UW Colleges, Wisconsin Technical Colleges and Wisconsin and Out-of-State Community Colleges](#)
- [Program-to-Program Articulation Agreements for Students Transferring from Wisconsin Technical Colleges](#)
- [UW System Transfer Information System](#)

Office of the Registrar

University of Wisconsin-Stevens Point > Office of the Registrar > Graduation

Applying to Graduate

You should apply to graduate **at least one full semester prior to your final term** so that you can conduct a [graduation audit](#), and address any issues, prior to your final registration term. If you apply during your final term, it may be too late add a class if you are deficient in some area. Applying late in your final term may also mean that your name will not be on lists of graduating seniors, including the printed commencement ceremony program.



To apply to graduate, click on the Graduation tile from your Homepage in accessPoint. This tile will appear when you are eligible to apply.

After you have applied to graduate, any communication regarding your degree requirements will be sent to you via your UWSP email. It is important that you check your UWSP email regularly even after your final semester is completed. If any issues arise after the semester that may prevent you from graduating, or if your degree is not approved, you will be notified only through your UWSP email.

If you need to change your graduation date or have questions regarding your term of graduation, contact the [graduation auditor](#).

Additional Graduation Information

- [Commencement Ceremony](#)
- [Deadlines for Grades](#)
- [Degree Verifications](#)
- [Diplomas](#)
- [Graduation Audit](#)
- [Graduation Checklist](#)
- [Graduation Fee](#)
- [Honors](#)

Office of the Registrar

101 SSC - 1108 Fremont Street

Stevens Point, WI 54481-3897

Phone: 715-346-4301 | Fax: 715-346-2558

Direct comments to registrar@uwsp.edu

Sample Graduation Audit



University of Wisconsin
Stevens Point

Name: _____
Student ID: _____

Degree Progress Report

Prepared on 12/23/2019

<u>Program</u>	<u>Requirement Term</u>	<u>Requirement Status</u>
Undergraduate Degree-Seeking Program	2018 Fall	Not Satisfied
Nursing (BSN) Major	2018 Fall	Not Satisfied

University Requirements (RG 500)

University Graduation Requirements

University Requirements (RQ 4068)

Satisfied: University Requirements

Notice

This report is an advising tool. It is not an official transcript of grades nor a contract between you and the university. It is provided to assist you and your advisor in planning your academic program. You are responsible for verifying the information and completing all degree requirements.

Note: Errors are possible. Please review carefully and bring apparent discrepancies to the attention of the Office of the Registrar.

Key to Enrollment Types/Grades

EN = Enrollment Credit; TR = Transfer Credit; IP = In-Progress Credit; TE = Test Credit; CE = Credit by Exam; OT = Other Credit; TO = Test Out; RC = Retroactive Credit; MC = Military Credit; PL = Prior Learning

In-Progress Courses & Repeats

This report assumes all courses In-Progress (IP, I, NR) will be successfully completed.

If you are repeating a course this semester, the original attempt has been removed from taken credits and GPAs on this Degree Progress Report ONLY. The official repeat process runs at the end of the semester after grades are due. If you are repeating a course, taken credits and GPA on your Degree Progress Report will not match your transcript. Your transcript is the official document showing actual credits and GPA.

72 credit limit

A maximum of 72 credits from 2-year schools apply toward a degree and none toward the 40 Upper-Level credit requirement

120 Credits

Satisfied: Earn a minimum of 120 credits. All In-Progress courses are included in the credit total. Remedial courses (courses below 100), courses with a grade of "WV," prior attempts of repeated courses, as well as courses with a grade of W or F are not included in this total.

30 Credits in Residence

Satisfied: Earn a minimum of 30 semester credits in residence

40 Credits of Upper Class work

Satisfied: Earn at least 40 credits in 300 & 400 level courses (Credits from 2-year transfer schools do not apply toward the 40 Upper-Level credit requirement)

UWSP GPA

Satisfied: Earn a minimum of 2.00 GPA in credits attempted at UWSP

- Units: 52.00 taken
- GPA: 2.000 required, 4.000 actual

UWSP & Transfer GPA

Satisfied: Earn a minimum 2.00 GPA overall, including both UWSP and transfer credits

- Units: 100.00 taken
- GPA: 2.000 required, 3.787 actual

Graduation Honors GPA

Includes UWSP Credits, Transfer Credits & Bankruptcy Credits (Used to determine honors at time of graduation - to qualify for graduation honors you must have a GPA of at least 3.50)

- Units: 100.00 taken



Name: _____
Student ID: _____

GPA: 2.000 required, 3.787 actual

General Education Program - All requirements (RG 2258)

The General Education Program (GEP) provides the framework of a liberal education, equipping you with the knowledge and skills to facilitate intellectual and personal growth, pursue your advanced studies, and improve the world in which you live.

GEP Foundation - WC (RQ 4333)

Satisfied: Developing Fundamental Skills - Written Communication

Written Communication (WC) (Line 10)

Satisfied: Take the following course (Transfer Students Only)

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2018 Fall	ENGL	202	Sophomore English	A	3.00	TR

GEP Foundation - OC (RQ 4334)

Satisfied: Developing Fundamental Skills - Oral Communication

Oral Communication (OC) (Line 10)

Satisfied: Take the following course: COMM 101

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2018 Fall	COMM	101	Fundamentals of Oral Communicatn	A	3.00	TR

GEP Foundation - QL (RQ 4335)

Satisfied: Developing Fundamental Skills - Quantitative Literacy (You must either have a Math Placement that satisfies QL or take a QL Course)

~ OR ~ Math Placement (Fall 2017 and later) (QL) (Line 20)

Satisfied: Placement of MATH 109 or higher

GEP Foundation - WLN (RQ 4336)

Satisfied: Developing Fundamental Skills - Wellness

Wellness (WLN) (Line 10)

Satisfied: Take one Wellness course

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2018 Fall	WLN	1XX	WLN 100-Level Elective	MC	2.00	OT

Investigation (RQ 1078)

Satisfied: Understanding the Physical, Social, and Cultural Worlds

Units: 24.00 required, 24.00 taken

Arts (ART) (Line 10)

Satisfied: Take a minimum of 3 credits and a maximum of 9 credits

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2018 Fall	ART	183	Survey of Western Art Hist II	B	3.00	TR

Humanities (HU) (Line 20)

Satisfied: Take a minimum of 3 credits and a maximum of 9 credits

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2019 Spr	PHIL	302	Ethics and Medicine	A	3.00	EN

PHIL 302 has been directed to this line.

PHIL 302 allowed to count in Humanities - Approved by Luft - 11/6/18

Entered by: joprzyby

Historical Perspectives (HP) (Line 30)

Satisfied: Take a minimum of 3 credits and a maximum of 9 credits



Name:
Student ID:

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2018 Fall	HIST	176	United States to 1877	A	3.00	TR

Social Sciences (SS) (Line 40)

Satisfied: Take a minimum of 3 credits and a maximum of 9 credits

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2018 Fall	PSYC	110	Introduction to Psychology	A	3.00	TR
2018 Fall	PSYC	260	Intro to Developmental Psych	A	3.00	TR
2018 Fall	SOC	101	Introduction to Sociology	A	3.00	TR

Natural Sciences (NSC) (Line 50)

Satisfied: Take a minimum of 3 credits and a maximum of 9 credits

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2018 Fall	CHEM	105	Fundamental Chemistry	B+	4.00	TR
2018 Fall	NSC	1XX	NSC 100-Level Elective	MC	2.00	OT

Integration - Interdisciplinary Studies (RQ 1076)

Satisfied: Applying Knowledge and Skills - Interdisciplinary Studies (Complete an approved Interdisciplinary Studies Course --OR-- Complete an approved Interdisciplinary Studies Major, Minor or Certificate)

Interdisciplinary Studies (IS) Course (Line 10)

Satisfied: Take one Interdisciplinary Studies course

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2018 Fall	HS	320	Environment, Health, and Tech	A	3.00	EN

Integration - Experiential Learning (RQ 4094)

Satisfied: Applying Knowledge and Skills - Experiential Learning (Complete an approved Experiential Learning Course --OR-- Complete an approved Experiential Learning Activity)

Experiential Learning (XL) Course (Line 10)

Satisfied: Take one Experiential Learning course

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2020 Spr	NURS	455	Concepts in Nursing Practice		3.00	IP

Cultural and Environmental Awareness (RQ 1082)

Satisfied: Foster greater awareness of cultural and environmental issues

Global Awareness (GA) (Line 20)

Satisfied: Take one Global Awareness course

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2019 Fall	ANTH	380	Medical Anthropology		3.00	IP
2018 Fall	ART	183	Survey of Western Art Hist II	B	3.00	TR

United States Diversity (USD) (Line 40)

Satisfied: Take one United States Diversity course

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2018 Fall	HIST	176	United States to 1877	A	3.00	TR
2018 Fall	SOC	101	Introduction to Sociology	A	3.00	TR

Environmental Responsibility (ER) (Line 90)

Satisfied: Take one Environmental Responsibility course

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2018 Fall	HS	320	Environment, Health, and Tech	A	3.00	EN

Nursing (RN to BSN) (RG 4347)

Not Satisfied: Nursing (RN to BSN)

Units: 60.00 required, 59.00 taken, 1.00 needed



Name: .
Student ID:

Nursing (RN to BSN) (RQ 4154)

Satisfied: Nursing (RN to BSN)

Nursing License (Line 1)

Satisfied: All Nursing Majors must possess a current Wisconsin Nursing License

Collateral - Biology/Psychology/Sociology (Line 10)

Satisfied: Take all of the following

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2018 Fall	BIOL	2XX	BIOL 200-Level Elective	B	3.00	TR
2018 Fall	BIOL	385	Human Physiology	MC	4.00	OT
2018 Fall	BIOL	387	Human Anatomy	MC	4.00	OT
2018 Fall	PSYC	110	Introduction to Psychology	A	3.00	TR
2018 Fall	SOC	101	Introduction to Sociology	A	3.00	TR

BIOL 2XX has been directed to this line.

BIOL 2XX in lieu of BIOL 333 - Approved by Sommer - 1/10/19

Entered by: joprzyby

Collateral - Chemistry (Line 20)

Satisfied: Take one of the following

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2018 Fall	CHEM	105	Fundamental Chemistry	B+	4.00	TR

Collateral - Psychology/Human Development (Line 30)

Satisfied: Take one of the following

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2018 Fall	PSYC	260	Intro to Developmental Psych	A	3.00	TR

Collateral - Statistics (Line 40)

Satisfied: Take one of the following

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2018 Fall	HS	301	Fundamentals of Biostatistics	A	3.00	EN

Nursing Core (Line 50)

Satisfied: Take all of the following

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2018 Fall	NURS	310	Professional Essentials	A	1.00	EN
2019 Fall	NURS	407	Fndtns Professnl Nurs Practice	A	3.00	EN
2020 Spr	NURS	441	Chronic Care Management		3.00	IP
2018 Fall	NURS	446	Rsrch and Evidence-Based Prctc	A	3.00	EN
2019 Spr	NURS	447	Leadership and Management	A	3.00	EN
2020 Spr	NURS	452	Aging and Health		3.00	IP
2019 Spr	NURS	453	Info Mgt and Hlth Care Technlg	A	3.00	EN
2018 Fall	NURS	454	Community Health Nursing	A	3.00	EN
2020 Spr	NURS	455	Concepts in Nursing Practice		3.00	IP

Nursing Electives (Line 55)

Satisfied: Take at least 6 credits from the following

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2019 Spr	HS	390	Human Pathophysiology	A	4.00	EN
2019 Fall	NURS	472	Nursing Economics	A	3.00	EN

Grades of D (Line 60)

Satisfied: No more than two courses with grades of less than C- will be accepted in the major

Nursing Major GPA (Line 8888)

Satisfied: Nursing Major GPA



University of Wisconsin
Stevens Point

Name: _____
Student ID: _____

2018 Fall	MSL	3XX	MSL 300-Level Elective	MC	3.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	MSL	1XX	MSL 100-Level Elective	MC	3.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	MSL	1XX	MSL 100-Level Elective	MC	3.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	MSL	1XX	MSL 100-Level Elective	MC	2.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	NSC	1XX	NSC 100-Level Elective	MC	3.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	NSC	1XX	NSC 100-Level Elective	MC	1.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	NURS	1XX	NURS 100-Level Elective	MC	5.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	NURS	1XX	NURS 100-Level Elective	MC	30.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	NURS	1XX	NURS 100-Level Elective	MC	4.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	NURS	310	Professional Essentials	A	1.00	EN
2019 Fall	NURS	407	Fndtns Professnl Nurs Practice	A	3.00	EN
2020 Spr	NURS	441	Chronic Care Management		3.00	IP
2018 Fall	NURS	446	Rsrch and Evidence-Based Prctc	A	3.00	EN
2019 Spr	NURS	447	Leadership and Management	A	3.00	EN
2020 Spr	NURS	452	Agng and Health		3.00	IP
2019 Spr	NURS	453	Info Mgt and Hlth Care Technlg	A	3.00	EN
2018 Fall	NURS	454	Community Health Nursing	A	3.00	EN
2020 Spr	NURS	455	Concepts in Nursing Practice		3.00	IP
2019 Fall	NURS	472	Nursing Economics	A	3.00	EN
2019 Spr	PHIL	302	Ethics and Medicine	A	3.00	EN
2018 Fall	PSYC	110	Introduction to Psychology	A	3.00	TR
2018 Fall	PSYC	260	Intro to Developmental Psych	A	3.00	TR
2018 Fall	SOC	101	Introduction to Sociology	A	3.00	TR
2018 Fall	WLN	1XX	WLN 100-Level Elective	MC	2.00	OT
Repeat Code: REIN - Repeated - Statistics Included						



Name: .

Student ID: .

- Units: 51.00 taken
- GPA: 2.500 required, 3.865 actual

Term	Subject	Catalog Nbr	Course Title	Grade	Units	Type
2018 Fall	BIOL	2XX	BIOL 200-Level Elective	B	3.00	TR
2018 Fall	CHEM	105	Fundamental Chemistry	B+	4.00	TR
2018 Fall	HS	301	Fundamentals of Biostatistics	A	3.00	EN
2019 Spr	HS	390	Human Pathophysiology	A	4.00	EN
2018 Fall	NURS	310	Professional Essentials	A	1.00	EN
2019 Fall	NURS	407	Fndtns Professnl Nurs Practice	A	3.00	EN
2020 Spr	NURS	441	Chronic Care Management		3.00	IP
2018 Fall	NURS	446	Rsrch and Evidence-Based Prctc	A	3.00	EN
2019 Spr	NURS	447	Leadership and Management	A	3.00	EN
2020 Spr	NURS	452	Aging and Health		3.00	IP
2019 Spr	NURS	453	Info Mgt and Hlth Care Technlg	A	3.00	EN
2018 Fall	NURS	454	Community Health Nursing	A	3.00	EN
2020 Spr	NURS	455	Concepts in Nursing Practice		3.00	IP
2019 Fall	NURS	472	Nursing Economics	A	3.00	EN
2018 Fall	PSYC	110	Introduction to Psychology	A	3.00	TR
2018 Fall	PSYC	260	Intro to Developmental Psych	A	3.00	TR
2018 Fall	SOC	101	Introduction to Sociology	A	3.00	TR

Course History

Term	Subject	Catalog Nbr	Title	Grade	Units	Type
2019 Fall	ANTH	380	Medical Anthropology		3.00	IP
2018 Fall	ART	183	Survey of Western Art Hist II	B	3.00	TR
2018 Fall	BIOL	2XX	BIOL 200-Level Elective	B	3.00	TR
2018 Fall	BIOL	1XX	BIOL 100-Level Elective	B	3.00	TR
2018 Fall	BIOL	1XX	BIOL 100-Level Elective	B	3.00	TR
2018 Fall	BIOL	385	Human Physiology	MC	4.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	BIOL	387	Human Anatomy	MC	4.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	BUS	1XX	BUS 100-Level Elective	MC	2.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	BUS	1XX	BUS 100-Level Elective	MC	2.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	CHEM	105	Fundamental Chemistry	B+	4.00	TR
2020 Spr	CLS	425	Diagnostic Medl Microbiology		5.00	IP
2018 Fall	COMM	1XX	COMM 100-Level Elective	MC	3.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	COMM	101	Fundamntls of Oral Communicatn	A	3.00	TR
2018 Fall	ELEC	1XX	ELEC 100-Level Elective	MC	7.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	ELEC	1XX	ELEC 100-Level Elective	MC	3.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	ELEC	1XX	ELEC 100-Level Elective	MC	2.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	ELEC	1XX	ELEC 100-Level Elective	P	1.00	TR
2018 Fall	ENGL	101	Freshman English	B	3.00	TR
2018 Fall	ENGL	202	Sophomore English	A	3.00	TR
2018 Fall	HIST	176	United States to 1877	A	3.00	TR
2018 Fall	HS	1XX	HS 100-Level Elective	MC	2.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	HS	295	Medical Terminology	MC	4.00	OT
Repeat Code: REIN - Repeated - Statistics Included						
2018 Fall	HS	301	Fundamentals of Biostatistics	A	3.00	EN
2018 Fall	HS	320	Environment, Health, and Tech	A	3.00	EN
2019 Spr	HS	390	Human Pathophysiology	A	4.00	EN
2019 Fall	HS	395	Fundamentals of Epidemiology	A	3.00	EN
2018 Fall	MATH	90	Beginning Algebra	A	3.00	TR
2018 Fall	MATH	95	Intermediate Algebra	A	2.00	TR
2018 Fall	MATH	107	Algebra for Pre-Calculus	A	3.00	TR
2018 Fall	MATH	118	Pre-Calculus Algebra	A	3.00	TR

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 53705-8366
E-Mail: dsps@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

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

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

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

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

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

Name of Nursing School: UWSP - School of Healthcare Professions

Address: 2001 Fourth Ave
Stevens Point, WI 54481

Program (ADN, BSN, Other): RN to BSN (post-licensure)

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

CHAPTER N 1.08(1) ORGANIZATION AND ADMINISTRATION

N 1.08 (1)(a) Governing Institution

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

1. 11/1/2012 Institution assumes legal responsibility for overall conduct of the school of nursing.
2. 1/1/2010 Institution has a designated educational administrator, established administrative policies and fiscal, human, physical, clinical and technical learning resources adequate to support school processes, security and outcomes.
3. 11/2015 Institution has maintained institutional accreditation; *attach evidence of accreditation to Self-evaluation Report.*
4. 7/2014 Institution has developed and maintained written school of nursing administrative policies which are in accord with the institution.

Wisconsin Department of Safety and Professional Services

5. 9/2015 Institution has written contracts in place between the school of nursing and institutions which offer associated academic study, clinical facilities and agencies for related services for students.

CHAPTER N 1.08(2)(a) EDUCATIONAL ADMINISTRATOR

6. 9/2018 Nursing school educational administrator holds a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
7. 9/2018 Nursing school educational administrator has evidence of a graduate degree with a major in nursing. A doctoral degree is required for a school of nursing offering a graduate degree nursing program.
8. 9/2018 Nursing school educational administrator has knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation, and either educational preparation or 2 years experience as an instructor in a nursing education program within the last 5 years.
9. 9/2018 Educational administrator has current knowledge of nursing practice.
10. 9/2018 Institution must notify the board within 48 hours of the termination, resignation or retirement of an educational administrator and designate the interim educational administrator within 5 business days. The institution may request board approval of an interim educational administrator who does not meet the qualifications in N 1.08 (2)(a), but the interim educational administrator may serve no longer than 6 months. The institution may request an extension of time based upon hardship.

CHAPTER N 1.08(3) FACULTY

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

11. 1/1/2010 School of nursing has evidence of the faculty meeting the standards in N 1.08 on file in the school of nursing office and available to the board upon request.
12. 1/1/2010 All faculty of the school of professional nursing hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
13. 1/1/2010 All faculty of the school of professional nursing have a graduate degree with a major in nursing. Interprofessional faculty teaching non-clinical nursing courses all have advanced preparation appropriate for the content being taught.
14. 1/1/2010 All faculty of the school of practical nursing hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
15. NA All faculty of the school of practical nursing have a baccalaureate degree with a major in nursing.
16. NA If faculty exceptions are utilized, all were requested for approval following requirements in N 1.08 (3)(d).

CHAPTER N 1.08(4)(a) CURRICULUM

17. 1/1/2010 Curriculum enables the student to develop the nursing knowledge, skills and abilities necessary for the level, scope and standards of competent nursing practice expected at the level of licensure.
18. 1/1/2010 Curriculum is developed by a faculty member with a graduate degree and is revised as necessary to maintain a program that reflects advances in health care and its delivery.

Wisconsin Department of Safety and Professional Services

19. The curriculum includes all of the following:

- (a) 1/1/2010 Evidence-based learning experiences and methods of instruction consistent with the written curriculum plan. *Note: Method of instruction may include distance education methods.*
- (b) 1/1/2010 Diverse, didactic and clinical learning experiences consistent with program outcomes.

20. Coursework includes all of the following:

- (a) 1/1/2010 Content in the biological, physical, social and behavioral sciences to provide a foundation for safe and effective nursing practice.
- (b) 1/1/2010 Content regarding professional responsibilities, legal and ethical issues, and history and trends in nursing and health care.
- (c) 1/1/2010 Didactic content and supervised clinical experiences in the prevention of illness and the promotion, restoration and maintenance of health in patients across the lifespan and from diverse cultural, ethnic, social and economic backgrounds.

CHAPTER N. 1.08(5) CLINICAL LEARNING EXPERIENCES

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

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

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

Wisconsin Department of Safety and Professional Services

22. NA All cooperating agencies selected for clinical experiences have standards which demonstrate concern for the patient and evidence of the skillful application of all measures of safe nursing practices.
23. NA All faculty teaching clinical or practicum courses are experienced in the clinical areas of the course and maintain clinical expertise.
24. NA Faculty-supervised clinical practice includes all of the following:
- (a) Development of skills in direct patient care.
 - (b) Making clinical judgments.
 - (c) Care and management of both individuals and groups of patients across the lifespan.
 - (d) Delegation to and supervision of other health care providers.
25. NA Clinical experiences shall be supervised by qualified faculty.
26. 9/2015 All student ~~clinical~~ experiences, including those with preceptors, shall be directed by nursing faculty.
capstone project

CHAPTER N 1.08(6) PRECEPTORS

27. 9/2015 Preceptors shall be approved by the faculty of the school of nursing:
28. 9/2015 School of nursing shall provide each preceptor with an orientation concerning the roles and responsibilities of the students, faculty and preceptors. The preceptor shall have clearly documented roles and responsibilities.
29. 9/2015 Clinical preceptors shall have an unencumbered license or privilege to practice in Wisconsin as a nurse at or above the licensure level for which the student is being prepared.
30. 9/2015 Preceptors shall demonstrate competencies related to the area of assigned clinical teaching responsibilities.

CHAPTER N 1.08(7) EVALUATION

31. 1/1/2010 Educational administrator shall implement a comprehensive, systematic plan for ongoing evaluation and evidence of implementation shall reflect progress toward or achievement of program outcomes.

CHAPTER N 1.09 NCLEX PASS RATES

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

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

Wisconsin Department of Safety and Professional Services

SELF-EVALUATION NOTES

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

see attached.

REPORT/FORM COMPLETED BY:

Lorraine Zoromski
Educational Administrator

Lorraine Zoromski
Signature

715-551-2661
Telephone Number

Assistant Professor, Nursing faculty
Title

12/23/19
Date

Lorraine.zoromski@uwsps.edu
Email Address

Wisconsin Department of Safety and Professional Services
Nursing School Self-Evaluation Report for Initial Board of Nursing Approval

Self-Evaluation Notes

Lorraine Zoromski EdD, MSN, RN

December 23rd, 2019

NOTE: Original application was sent to the SBON 10/23/2013.

Chapter N 1.08 (3) Faculty

Item: 15.

UWSP does not have a Practical Nursing program.

Item: 16.

No faculty exceptions were utilized by the UWSP RN to BSN program.

Chapter N.1.08(5) Clinical Learning Experiences

Item/s 21. (a-f) and 22-25.

The UWSP RN to BSN program does not have clinical experiences that involve direct patient care. The N455 Concepts in Nursing Practice course is a course where the RN to BSN students are linked with a preceptor to complete a professional project. These projects do not involve direct patient care. The projects usually revolve around staff education, research, quality improvement projects, and evidence-based practice projects.

The students are linked with a preceptor that has a BSN, or higher degree, to guide them in completing the project. The preceptors are oriented to the course with a Powerpoint presentation, an Acknowledgement form and direct contact with the instructor. The instructor of the course is responsible for orienting the preceptor, guiding the professional project with the preceptor, and evaluation of the student at the end of the course.

The N455 welcome letter, Acknowledgement form and preceptor, instructor and student responsibilities documents are attached to this report for further reference.

Chapter N1.09 NCLEX Pass Rates

Item 32.

The UWSP RN to BSN program admits currently licensed Registered Nurses so NCLEX pass rates are not applicable.



University of Wisconsin-Stevens Point

College of Professional Studies
School of Health Care Professions

Stevens Point WI 54481-3897
715-346-3766
shcp@uwsp.edu
www.uwsp.edu/shcp

Welcome to NURS 455 Capstone course for UWSP BSN Completion program:

Thank you for agreeing to work with our student who is completing their BSN degree! The NURS 455 Capstone course is a clinical course where the students select and complete a project of their choice. This project is problem-based-meaning that there is an identified need at the placement site determined by student and preceptor. This need will be addressed through the project that the student and preceptor identifies. The project can be many things, but the student is expected to work towards a resolution to the problem and complete a capstone paper for this course describing the problem and actions to resolve it.

The student is expected to complete **120 hours** of clinical during this class. These hours are not spent caring for patients, but rather a more indirect care approach is used, meaning that the student may intersect with patients through the work of the project but will not provide direct care. These clinical hours can be the following:

1. Preparation in the form of research and literature review to prepare the student for the clinical day/s
2. Direct hours on the unit shadowing and working with the preceptor with the project as the focus of the activities
3. Time spent gathering data at the clinical site or other in order to complete the project
4. Other, as determined by student, preceptor and instructor

I do ask that the preceptor validates the hours that the student logs on their time sheet and reports back to me if the student is misrepresenting their hours, or not completing their hours.

The project is open to be anything that solves a nursing problem and meets the needs in some way of the clinical site. Some examples of the types of projects that students have completed are as follows:

1. The student researched reasons why patients missed doctor appointments at a clinic and developed a strategic plan to address missed appointments.
2. The student researched the most common educational gap among staff nurses on a unit and developed an educational plan with a seminar proposal to address the gap.
3. A student worked with a quality committee at a local hospital and worked on the pre-determined quality projects that were already in motion.
4. A student worked for a Public Health agency and researched a local population based health issue. The student worked with agency employees to create awareness of the health issue and created pamphlets that could be shared with local clinics to educate on the issue.
5. A student wanted to bring knowledge of pre-hospital care to staff nurses on unit so performed an analysis of how a patient transitions through different care agencies such as clinic-based, Homehealth care, Public Healthcare, Veteran care, Long-term care, etc. Also presented an informational session on care transitions and the need for aging in place.



University of Wisconsin-Stevens Point

College of Professional Studies
School of Health Care Professions

Stevens Point WI 54481-3897
715-346-3766
shcp@uwsp.edu
www.uwsp.edu/shcp

The project should be discussed between the student, preceptor and site personnel. Once a project has been decided and approved by the preceptor, the student needs to attain approval through the instructor. The instructor must approve the final project.

Paperwork Required:

1. Preceptor acknowledgement and acceptance form
2. Clinical hours tracking form (Preceptor signs student entries)
3. Preceptor evaluation of student (required at mid-point and completion of the clinical)

Contact information for Instructor of NURS 455:

Lorraine Zoromski EdD, MSN, RN
Assistant Professor
University of Wisconsin Stevens Point
Lorraine.zoromski@uwsp.edu (preferred)
(715) 551-2661 (cell)

Thank you again for agreeing to work with our UWSP BSN students!

Sincerely,
Lorraine Zoromski



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Preceptor/Student NURS 455 Acknowledgement and Acceptance Form

Date _____

Student Name _____

Preceptor Name _____

By signing this form, the preceptor agrees to work with the student in the fulfillment of the 120 clinical hours and the progression of a course project that is agreed and accepted by both the preceptor and student. The project's simple description is as follows:

(Write short description of project)

The Preceptor accepts responsibility for working with the student so that the student may fulfill their responsibilities toward this project. The preceptor acknowledges that they have reviewed the orientation materials and is ready to work with the student and is willing to communicate with the student, and instructor as needed, to assist in the completion of this project. Any concerns will be brought forward to the instructor as soon as reasonably possible so that the instructor may assist in solving the issue.

By signing this agreement, the preceptor and student also agree to follow the Preceptor/Student responsibilities as outlined in the syllabus.

Signature of Student _____

Signature of Preceptor _____

-Please retain a copy of this for the student and preceptor. Forward signed copy of this document to instructor.

Responsibilities for Students, Preceptors and Instructors in the Precepted Capstone Experience

Students Responsibilities

1. Identify a preceptor that has an interest and is knowledgeable about the project the students will want to complete.
2. Communicate frequently with instructor to attain approval of preceptor and project.
3. Participate responsibly for the 120 hours in the clinical experiences available at the site.
4. Use the course objectives as a guideline for the learning experiences
5. Be present on time at the clinical site on the assigned days. If a date change is needed, make sure this is communicated early with the preceptor.
6. Work under the supervision of the assigned preceptor at all times.
7. Present yourself professionally at all times. Follow the dress code of the unit per their policy and communicate professionally at all times.
8. Attend all necessary classes which require face to face attendance.
9. Complete all clinical logs as well as clinical evaluations as scheduled.
10. Provide feedback to the instructor regarding the clinical experience and notify the instructor of any concerns immediately.

Preceptor Responsibilities

1. Participate in the learning needs of the students and assist them in identifying an appropriate project for their capstone.
2. Communicate with the instructor as necessary regarding the performance of the students.
3. Function as a professional role model in the designated clinical area for the student and provide a climate of learning and acceptance.
4. Assist the student with communication with the agency and facilitate the student's professional socialization into the new role and with other staff.
5. Provide direct on-site supervision of the student as necessary.
6. Approve of all student hours logged on the clinical hours tracking form. Notify the student and instructor of any concerns.

7. Work with the student and instructor in the progression of the capstone project to the end of the 120 hours in order to meet course objectives. If the project is not complete, validate the rationale as to why with the instructor.
8. Delegate acts within the scope of practice to the student provided that:
 - a. Activities are commensurate with educational preparation and demonstrated abilities of the student
 - b. Direction and assistance are provided to the student
 - c. Student activities are observed and monitored
 - d. Effectiveness of acts performed by the student are evaluated
 - e. Student charting is co-signed.
9. Assist student to increase proficiency in previously learned skills and activities
10. Review student performance with the instructor at the end of the experience using evaluation form provided
11. Arrange a substitute preceptor if unable to work during any of the hours the student is scheduled. Provide the substitute with any paperwork necessary so that they are prepared to work effectively with the student on their capstone project.
12. Do not count the student toward staffing numbers on the unit as this experience is intended for the capstone project only.
13. Assist the student in acquiring opportunities at the clinical site for attainment of course objectives

Instructor Responsibilities

1. Responsible for the overall coordination of the students learning experience; evaluation of the student achieving the course objectives and the course grade
2. Conduct an orientation to the course, clinical objectives, assignments and evaluation methodology for the course
3. Develop a schedule of clinical hours with preceptor and student
4. Provide ongoing assistance and guidance to the student regarding course requirement, planning and achieving course objectives
5. Assist and collaborate with the preceptor and student by:

- a. Helping to identify learning experiences needed for the individual student
 - b. Regularly contacting preceptor to discuss student progress
 - c. Being available by email or phone for consultation
 - d. Being a resource and support person to the agency
6. Review student assignment in relation to achieving course objectives in determining final grade
 7. Obtain input from preceptor and student regarding course objectives in determining final grade
 8. Obtain feedback from preceptor and student regarding clinical experience
 9. Be an available resource for consultation when students are in clinical.



HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

June 7, 2019

Dr. Bernie Patterson
Chancellor
University of Wisconsin-Stevens Point
2100 Main Street
Stevens Point, WI 54481

Dear Chancellor Patterson:

This letter serves as formal notification and official record of action taken concerning University of Wisconsin-Stevens Point by the Institutional Actions Council of the Higher Learning Commission at its meeting on June 3, 2019. The date of this action constitutes the effective date of the institution's new status with HLC.

Action with Interim Monitoring. IAC continued the accreditation of University of Wisconsin-Stevens Point with the next Reaffirmation of Accreditation in 2028-29. In conjunction with this action, IAC required the following interim monitoring:

Interim Report: Interim Report due 5/1/2021 on 5A: finances, including implementation of the strategic plan, enrollment data, and operational efficiencies.

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Barbara Gellman-Danley".

Barbara Gellman-Danley
President

CC: ALO

Sommer, Rebecca

From: Chancellor Bernie Patterson
Sent: Tuesday, June 18, 2019 2:45 PM
Subject: HLC reaffirms accreditation for UW-Stevens Point

Colleagues,

I'm pleased to inform you that UW-Stevens Point has received a positive notification from the Higher Learning Commission (HLC), reaffirming our accreditation for the next 10 years. This is great news and an important milestone for our institution and for our students.

As a regional accreditor, the HLC is entrusted by the Department of Education with the responsibility of ensuring degree-granting post-secondary educational institutions operate with integrity and commitment to serve the public. This accreditation process serves as the gateway for eligibility for our students to receive federal financial aid.

As you may recall, a five-member review team from peer institutions was on campus March 4-5. This team of five analyzed materials submitted by UW-Stevens Point, including assurance arguments addressing 21 core components of the criteria for accreditation. These statements highlight strides UW-Stevens Point has made to improve in the last decade.

The team noted that "in spite of recent enrollment and budget challenges, the institution has maintained a clear focus on providing high quality educational programs for its primarily undergraduate and traditional students along with its missional focus on engagement with the community and region. Faculty and staff are proud of their institution and dedicated to offering the best educational experience possible to their students. Many are actively and heavily involved in service to UW-Stevens Point." The full review team report may be found [here](#).

The team ultimately concluded our institution met all 21 of the core components of the criteria for accreditation, with 20 of the 21 evaluated as "met," and one as "met with concern." As a consequence of the criterion met with concern, the peer review team recommended, and the HLC Institutional Actions Council concurred, that we submit an interim monitoring report, due May 1, 2021. (Monitoring reports are not uncommon; based on 2017-18 data, 61 percent of institutions reaffirmed for 10-year accreditation were assigned a monitoring report.) The requested monitoring report will focus on Criterion 5.A, providing an update on "... finances, including implementation of the strategic plan, enrollment data, and operational efficiencies."

My sincere thanks to all who worked diligently on this reaffirmation process, for candid responses and heartfelt support of our institution. More than 100 faculty and staff were directly involved in gathering qualitative and quantitative data, preparing and editing the self-study, coordinating logistical arrangements and meeting with the visiting review team. This was a universitywide effort, and your excellent work is evident in the outcome.

Sincerely,
Bernie



ONE DUPONT CIRCLE NW
SUITE 530
WASHINGTON DC 20036-1120

202-887-6791

WWW.AACN.NCHE.EDU/
CCNE-ACCREDITATION

NOV 25 2015

November 19, 2015

Sharon Frazier, MSN, RN
Director, Nursing Program
University of Wisconsin - Stevens Point
1901 Fourth Street, CPS 0334C
Stevens Point, WI 54481

Dear Ms. Frazier:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on October 19-22, 2015, to grant accreditation to the baccalaureate degree program in nursing at University of Wisconsin - Stevens Point for 5 years, extending to December 31, 2020. The accreditation action is effective as of March 30, 2015, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the spring of 2020.

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

A copy of the accreditation team report that was sent to you earlier, along with the program's response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to University of Wisconsin - Stevens Point. We hope that both the results of the self-study process and the team report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

In accordance with CCNE policy, if a program or institution elects to make a public disclosure of a program's accreditation status with CCNE, the program or institution must disclose that status accurately. The program or institution disclosing the information must identify the nursing program and its affiliation with CCNE. This statement must include *either* the accrediting agency's full name, address, and telephone number *or* the accrediting agency's full name and address of the website home page, which identifies CCNE's address and telephone number. For more information on CCNE's disclosure policy and to access the statements that CCNE has approved for use, as well as information on use of the CCNE accreditation seal, please visit <http://www.aacn.nche.edu/ccne-accrreditation/seal-policy/baccalaureate-graduate>. Please ensure that the institution's website and other materials are updated to reflect this language, as appropriate.

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

Demonstrate that a systematic process is used to determine program effectiveness. (Key Element IV-A)

The deadline for submitting the Compliance Report to CCNE is December 1, 2016.

As is required for all accredited programs, a Continuous Improvement Progress Report (CIPR) must be submitted at the mid-point of the accreditation term. Please note that the CIPR needs to address and demonstrate the program's compliance with the CCNE standards and key elements that are in effect at the time of its submission. As a courtesy, CCNE will send a reminder letter to the chief nurse administrator

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Chancellor's
Office

approximately five months prior to the CIPR submission deadline, informing the program of the specific standards to be used and providing guidance for the preparation of the report. The deadline for submitting the CIPR to CCNE is June 1, 2018. The Report Review Committee, and then the Board of Commissioners, will review the CIPR. For more information about CIPRs and the report review process, please refer to the CCNE procedures.

As a reminder, programs are expected to continue to comply with the current CCNE standards and procedures throughout the period of accreditation. These documents are available at <http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate>. This includes advising CCNE in the event of a substantive change affecting the nursing program. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE procedures.

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

Sincerely,



Judith F. Karshmer, PhD, PMHCNS-BC, FAAN
Chair, Board of Commissioners

cc: Chancellor Bernie Patterson
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team

Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366
 Madison, WI 53708-8366
 FAX #: (608) 266-2602
 Phone #: (608) 266-2112

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

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

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

Faculty/EA Name (*Last, First*): Zoromski, Lorraine WI RN License #: 110490-30

School of Nursing Employed By: UWSP - School of Healthcare Professions

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

Position: Educational Administrator Faculty

Appointment Effective Date: 9/2018

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

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

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Edgewood College	Madison, WI	5/2017	Ed.D.	Education	Leadership
Viterbo Univ.	La Crosse, WI	5/2001	MSN	Comm. Health	Nsg. Education
Viterbo Univ.	La Crosse, WI	5/1997	BSN	Nursing	
W.I.T.C.	Ashland, WI	5/1992	ADN	Nursing	

B. NURSING INSTRUCTION EXPERIENCE

From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title
8/2017	present	Full-time	UWSP	Stevens Point, WI	Nsg Faculty
1/2013	8/2017	casual	NTC	Wausau, WI	Nsg Fac. → Full-time Dean
8/2000	12/2012	Full-time	NTC	Wausau, WI	Nursing faculty

Lorraine Zoromski
Educational Administrator

Assistant Professor, Nursing faculty
Title

Jauaine Zoromski
Signature

12/21/19
Date

915-551-2661
Telephone Number

Lorraine.Zoromski@uwsp.edu
Email Address

Lorraine Zoromski Ed.D., MSN, RN

Office:

University of Wisconsin Stevens Point
2100 Main Street
Stevens Point, WI 54486
(715) 551-2661
Lorraine.zoromski@uwsp.edu

Education:

Edgewood College, Madison, WI, Doctorate program in Higher Education Leadership, May 21st, 2017.

Viterbo University, LaCrosse, WI, MSN, Honors, May 30, 2001.

Air force Commissioned Officer Training, Montgomery, AL, December, 1999.

Viterbo University, BSN, Honors, 1997.

Wisconsin Indianhead Technical College Ashland, WI, ADN, Honors, 1992.

Professional Experience:

- 5/92-5/94 Staff nurse, Cardiac unit, St. Joseph's Hospital, Marshfield, WI. Responsibilities included charge nurse, unit mentor for students and new staff. Assisted with telemetry interpretation and quality activities, full-time.
- 5/94-6/95 Staff nurse, surgical unit, St. Joseph's Hospital, Marshfield, WI. Responsibilities include: activities on the unit involving patient care and transfer, charge nurse.
- 6/95-12/95 Visit nurse, home health, Community Health resources, Medford, WI. Responsibilities included supervising nursing assistants, personal care workers, and supportive home care workers. Developing plan of care for home care patients and providing care full-time.
- 12/95-11/98 Case Manager, home health, Visiting Nurses Association, Medford, WI. Responsibilities included supervising staff of all levels, developing and updating plan of care, quality activities, data collection for research and staff education, full-time.
- 12/98-2/99 Quality Assurance Monitor, Long-term Care, Zastrow Care Center, Gilman, WI. Responsibilities include MDS coordination and data collection, care plan coordination, and staff education.
- 5/99-11/99 Visit nurse, case manager, Interim HealthCare, Wausau, WI. Responsibilities included providing direct care for all types of clients, supervising staff and coordinated physician services, full-time.

- 11/99-4/00* Director of HealthCare Services, Interim healthcare, Wausau, WI. Responsibilities included supervision of all staff, staff education, quality assurance, scheduling, and coordination of all governmental regulations affecting home care, full-time.
- 12/00-1/02* Air Force Nurse, 2nd Lieutenant, 115th Fighter Wing, Wisconsin Air National Guard, Madison, WI. Responsibilities included providing clinic care to all air force members, coordination of nursing services, and leader of orientation of enlisted health services, part-time.
- 5/00-7/2003* Nursing case manager, St. Joseph's Home Health Agency, Marshfield, WI. Responsibilities include providing care to home health patients, care coordination and case management for clients, supervision of staff and quality activities.
- 1/02 – 1/04* Air Force Nurse, 1st Lieutenant, 115th Fighter Wing, Wisconsin Air National Guard, Madison, WI. Responsibilities included providing education for all health staff from physicians to medics, emergency care for members, inoculations, clinic assessments and recommendations for profile development, part-time.
- 1/04-5/06* Air Force Nurse, Captain, 115th Fighter Wing, Wisconsin Air National Guard, Madison, WI. Responsibilities included coordination of base health education, weight management program, Health screenings, and the fitness program implementation and evaluation for all unit members, part-time.
- 8/00-12/00* Adjunct Associate Degree Nursing Faculty, Northcentral Technical College, Wausau WI. Responsibilities include clinical education for second semester students.
- 12/01-present* Associate Degree Nursing Adjunct Faculty, Northcentral Technical College, Wausau, WI. Responsibilities include clinical and theoretical education for all levels of students, level lead for fourth semester faculty, curriculum development online and face-to-face, research on student success, accreditation experience and systematic evaluation lead.
- 01/11-12/11* Interim Program Director/Interim Associate Dean, Northcentral Technical College, Wausau, WI. Responsibilities include all scheduling of program courses, program curriculum lead, supervision of staff, systematic evaluation lead, accreditation lead and coordination of the program, full-time.
- 12/11-9/18* Dean of Health Sciences, Northcentral Technical College, Wausau, WI. Responsibilities include managing the budget for the health division, employee evaluations, health program oversight, coordination of health programming and continuing education, new program development with state and accreditation approvals, accreditation coordination for Health/Nursing and Paramedic programs, and provision of strategic direction for the health division. Led successful program accreditation site visits for the Nursing, Radiology, Dental, Medical Laboratory Technician, and Paramedic programs. Developed and implemented an Inter-professional Education day for all health students where they acquired experience working in a healthcare team in a simulated Emergency Department, Medical/Surgical Floor, Clinic and Long-term care facility.
- 9/18-present* Assistant Professor/faculty and Program Director in a RN to BSN program, UWSP, Stevens Point WI. Responsibilities include teaching online and hybrid courses in the RN to BSN program-specifically: Foundations of Nursing Practice, Orientation to the Major, Chronic Care Management and the Capstone course. Other duties: advising students,

revising online curriculum, working on national accreditation documents, attending department meetings, strategic planning for the growth and expansion of the RN to BSN program, outreach, attendance at local advisory meetings, attendance of BSN at home steering committee meetings, BSN Deans meetings, and other state nursing-specific meetings along with other duties as needed.

Professional Activities:

- Interprofessional collaboration with Medical College of WI, 2016-present
- Collaboration with Partners for Progressive Agriculture, Marathon Co., 2019-present
- ANEW (Administrators for Nursing Education in Wisconsin) 2011-present
- ANA/WNA-Nursing Education Council, 2000-2009.
- Sigma Theta Tau member since 2001.
- National Guard Association of the United States, 2000-2006.
- Wisconsin National Guard Association, 2000-2006.
- Wisconsin Technical College Association state-wide curriculum advisory committee, 2006-2011.
- Wisconsin Associate Degree Nursing Educational Administrator group member since 2011.
- New WTCS Leaders academy, 2012
- Northcentral Wisconsin Healthcare Alliance member, 2012-present
- Wisconsin Leadership Development Institute graduate, 2013-2014
- Rural Health Initiative, 2016- present
- Implement Instructional Vitality Process
- Accreditation Leadership for academic programs: Nursing, Medical Assistant, Medical Laboratory Technician, Paramedic, Dental Hygiene and Radiography.
- VNA Home Health Care Chair of Board of Directors for Aspirus, Wausau, WI
- VNA Extended Care Chair of Board of Directors for Aspirus, Wausau, WI

Awards:

- New faculty Award of Excellence, 2002.
- Leadership retreat selection. Selected from all faculty to attend leadership retreat, 2005.
- Air Force Commendation Medal, 2008
- Air Force Achievement Medal, 2008
- Nominated for Exemplary Middle Leader Award 2015

Publications/Presentations:

- STEM Center presentation, Northcentral Technical College Board of Trustees Meeting, August 2016
- Anatomy lab presentation at NTC board meeting, September 2016
- WTCS Board Presentation on Allied Health Educational Programming, November, 2016
- Faculty Presentation: "The Association between an Intensive Clinical Experience and the Emotional Intelligence Development of Nursing Students", May 2017
- UWSP Nursing Presentation, "Emotional Intelligence in Healthcare Practice", October 2017
- AHEC Presentation, "Who will care for the Silver Tsunami? Update on Nursing Practice", July 24th, 2018
- HOSA Presentation, "Nursing Practice Now and in the Future", October 2019

Community Service:

Volunteer for the Never Forgotten Honor Flight- 4 times per year

Member and volunteer for the American Legion Post # 4

Volunteer for First Baptist Church, Medford WI (Awana and VBS)

Volunteer for Trinity Lutheran Church, Athens, WI (Mission trips, VBS, Lenten meals, Cancer walk)

Volunteer for the Athens School District PTA events



Ms. Lorraine H. Zoromski
820 E Cty Rd F
Athens WI 54411

Undergraduate
ID Number: 0103165
Birth Name:
Birth Date:
Page: 1 of 1

Issue Date: 06/30/17

Course	Title	Hours	Grade	Points
Transfer Work:				
ARTS4XX	ART GEN ED ELECTIVE	2.00		
BIO1106	ANATOMY & PHYSIC	5.00		
BIO12XX	BIO1 CORE ELECTIVE	3.00		
CHEM2XX	CHEM GEN ED ELECTIVE	3.00		
ELEC3XX	GENERAL ELECTIVE	4.00		
MGMT1XX	MANAGEMENT ELECTIVE	3.00		
NURS210	INTRO TO NURSING	5.00		
NURS220	NURS FOUNDATIONS	4.00		
NURS286	HLTH PROMO WELF CHLD	4.00		
NURS320	PATERNAL NENBORN	4.00		
NURS330	CHILD HEALTH NURS	4.00		
NURS370	ADULT HEALTH I	4.00		
NURS380	ADULT HEALTH II	4.00		
NURS420	ADULT HEALTH III	4.00		
NURS430	PSYCH HEALTH NURS	3.00		
PSYC171	GENERAL PSYCHOLOGY	3.00		
PSYC220	LIFESPAN DEV PSYC	3.00		
SOCL125	HUMAN SOCIETY	3.00		

Transfer Work/Alternative Hours: 67.00

Course	Title	Hours	Grade	Points
FALL 1994-95 (08/29/1994 to 12/16/1994)				
NURS340	TRANSITIONS	2.00	A	8.00
NURS435	PROFESSIONAL NURSING	3.00	A	12.00
THTR100	THEAT APPRECIATION	2.00	A	8.00

Attempt	Earned	Points	Divisor	GPA
Term	7.00	7.00	28.00	7.00 4.00
Cum	74.00	74.00	28.00	7.00 4.00

Course	Title	Hours	Grade	Points
SPRING 1994-95 (01/16/1995 to 05/12/1995)				
HIST101	WESTERN CIV TO 1600	3.00	A	12.00
PHIL101	INTRODUCTN TO PHILOSOPHY	3.00	AB	10.50

Attempt	Earned	Points	Divisor	GPA
Term	6.00	6.00	22.50	6.00 3.75
Cum	80.00	80.00	50.50	13.00 3.88

Course	Title	Hours	Grade	Points
SUMMER 1994-95 (05/22/1995 to 08/18/1995)				
NURS440	COMMUNITY HEALTH NURSING	3.00	BC	7.50
NURS490	HEALTH ASSESSMENT	1.00	A	4.00
RLST320	PRAYER & SPIRITUAL	2.00	A	8.00

Attempt	Earned	Points	Divisor	GPA
Term	6.00	6.00	19.50	6.00 3.25
Cum	86.00	86.00	70.00	19.00 3.68

Course	Title	Hours	Grade	Points
FALL 1995-96 (08/28/1995 to 12/15/1995)				
ENGL101	COMPOSITION	3.00	BC	7.50
NURS245	INTRO TO NURSING RESRCH	1.00	B	3.00
PHIL350	CONTEMPORARY MORAL ISSUES	2.00	AB	7.00

Attempt	Earned	Points	Divisor	GPA
Term	6.00	6.00	17.50	6.00 2.91
Cum	92.00	92.00	87.50	25.00 3.50

Continued on next Column/Page

Course	Title	Hours	Grade	Points
SPRING 1995-96 (01/15/1996 to 05/10/1996)				
RLST410	RELIGIONS OF WORLD	3.00	B	9.00
SOCL320	RAC & ETH GROUPS	3.00	A	12.00

Attempt	Earned	Points	Divisor	GPA
Term	6.00	6.00	21.00	6.00 3.50
Cum	98.00	98.00	108.50	31.00 3.50

Course	Title	Hours	Grade	Points
SUMMER 1995-96 (05/21/1996 to 08/16/1996)				
MATH130	INTRODUCTORY STATISTICS	3.00	B	9.00
NURS345	QUALTATIVE RESRCH NRSING	1.00	A	4.00
NURS355	QUANTITATIVE RESRCH NRSING	1.00	A	4.00

Attempt	Earned	Points	Divisor	GPA
Term	5.00	5.00	17.00	5.00 3.40
Cum	103.00	103.00	125.50	26.00 3.48

Course	Title	Hours	Grade	Points
FALL 1996-97 (08/26/1996 to 12/13/1996)				
ENGL104	COMPOSITION & LIT	3.00	B	9.00
HIST486	S.T. THE HOLOCAUST	3.00	A	12.00
NURS471	PROFESSIONL NURS PRSPCTVES	5.00	A	20.00

Attempt	Earned	Points	Divisor	GPA
Term	11.00	11.00	41.00	11.00 3.72
Cum	114.00	114.00	166.50	47.00 3.54

Course	Title	Hours	Grade	Points
SPRING 1996-97 (01/13/1997 to 05/09/1997)				
ENOL347	WOMEN WRITERS	3.00	B	9.00
NURS481	CLINICAL SYNTHESIS	4.00	A	16.00
RLST330	BECOMIN ADULT CHRI	2.00	AB	7.00

Attempt	Earned	Points	Divisor	GPA
Term	9.00	9.00	32.00	9.00 3.55
Cum	123.00	123.00	198.50	56.00 3.54

Course	Title	Hours	Grade	Points
SUMMER 1996-97 (05/19/1997 to 08/15/1997)				
NURS486	S.T. ISSUE OEROMTOL	2.00	A	8.00
NURS488	INDEPENOENT STUDY	3.00	A	12.00

Attempt	Earned	Points	Divisor	GPA
Term	5.00	5.00	20.00	5.00 4.00
Cum	128.00	128.00	218.50	61.00 3.58

Degree: Bachelor of Science in Nursing
Date: 07/19/1997
Major(s): Nursing

END OF TRANSCRIPT

Issued To:

Ms. Lorraine H. Zoromski
820 E Cty Rd F
Athens WI 54411

Keri F. Sautter
Registrar

Ms. Lorraine M. Zoromski
 820 E Cty Rd F
 Athens WI 54411

Graduate
 ID Number: 0303165
 Birth Name:
 Birth Date:
 Page: 1 of 1



Issue Date: 06/30/17

Course	Title	Hours	Grade	Points																	
NURS500	FALL 1998-99 (08/24/1998 to 12/11/1998) COMMUNITY CONCEPTS	3.00	A	12.00																	
NURS505	08/31/1998 to 12/18/1998 HEALTH PROMOTION	3.00	AB	10.50																	
<table border="1"> <thead> <tr> <th>Attempt</th> <th>Earned</th> <th>Points</th> <th>Divisor</th> <th>GPA</th> </tr> </thead> <tbody> <tr> <td>Term</td> <td>6.00</td> <td>6.00</td> <td>22.50</td> <td>6.00</td> <td>3.75</td> </tr> <tr> <td>Cum</td> <td>6.00</td> <td>6.00</td> <td>22.50</td> <td>6.00</td> <td>3.75</td> </tr> </tbody> </table>					Attempt	Earned	Points	Divisor	GPA	Term	6.00	6.00	22.50	6.00	3.75	Cum	6.00	6.00	22.50	6.00	3.75
Attempt	Earned	Points	Divisor	GPA																	
Term	6.00	6.00	22.50	6.00	3.75																
Cum	6.00	6.00	22.50	6.00	3.75																
NURS510	SPRING 1998-99 (01/11/1999 to 05/07/1999) THEORETICAL FOUNDATIONS	2.00	B	6.00																	
NURS515	01/18/1999 to 05/14/1999 HEALTH CARE ETHICS	2.00	A	8.00																	
NURS520	01/18/1999 to 05/14/1999 ADVANCED NURSING ROLES	2.00	A	8.00																	
<table border="1"> <thead> <tr> <th>Attempt</th> <th>Earned</th> <th>Points</th> <th>Divisor</th> <th>GPA</th> </tr> </thead> <tbody> <tr> <td>Term</td> <td>6.00</td> <td>6.00</td> <td>22.00</td> <td>6.00</td> <td>3.66</td> </tr> <tr> <td>Cum</td> <td>12.00</td> <td>12.00</td> <td>44.50</td> <td>12.00</td> <td>3.70</td> </tr> </tbody> </table>					Attempt	Earned	Points	Divisor	GPA	Term	6.00	6.00	22.00	6.00	3.66	Cum	12.00	12.00	44.50	12.00	3.70
Attempt	Earned	Points	Divisor	GPA																	
Term	6.00	6.00	22.00	6.00	3.66																
Cum	12.00	12.00	44.50	12.00	3.70																
NURS527	FALL 1999-00 (08/30/1999 to 12/17/1999) SEMINAR IN CASE MANAGEMENT	1.00	A	4.00																	
NURS530	NURSING RESEARCH	3.00	A	12.00																	
NURS555	COMM ASSES PROG PLAN	3.00	C	6.00																	
<table border="1"> <thead> <tr> <th>Attempt</th> <th>Earned</th> <th>Points</th> <th>Divisor</th> <th>GPA</th> </tr> </thead> <tbody> <tr> <td>Term</td> <td>7.00</td> <td>7.00</td> <td>22.00</td> <td>7.00</td> <td>3.14</td> </tr> <tr> <td>Cum</td> <td>19.00</td> <td>19.00</td> <td>66.50</td> <td>19.00</td> <td>3.50</td> </tr> </tbody> </table>					Attempt	Earned	Points	Divisor	GPA	Term	7.00	7.00	22.00	7.00	3.14	Cum	19.00	19.00	66.50	19.00	3.50
Attempt	Earned	Points	Divisor	GPA																	
Term	7.00	7.00	22.00	7.00	3.14																
Cum	19.00	19.00	66.50	19.00	3.50																
NURS565	SPRING 1999-00 (01/17/2000 to 05/12/2000) FAMILY NURSING	2.00	A	8.00																	
NURS575	COMMUN SYSTEMS ADMIN	2.00	A	8.00																	
NURS580	DVLP EDUCATIONAL EXPERNCES	2.00	A	8.00																	
NURS655	MSN PROJ FAM COM	1.00	CR																	
<table border="1"> <thead> <tr> <th>Attempt</th> <th>Earned</th> <th>Points</th> <th>Divisor</th> <th>GPA</th> </tr> </thead> <tbody> <tr> <td>Term</td> <td>7.00</td> <td>7.00</td> <td>24.00</td> <td>6.00</td> <td>4.00</td> </tr> <tr> <td>Cum</td> <td>26.00</td> <td>26.00</td> <td>90.50</td> <td>25.00</td> <td>3.62</td> </tr> </tbody> </table>					Attempt	Earned	Points	Divisor	GPA	Term	7.00	7.00	24.00	6.00	4.00	Cum	26.00	26.00	90.50	25.00	3.62
Attempt	Earned	Points	Divisor	GPA																	
Term	7.00	7.00	24.00	6.00	4.00																
Cum	26.00	26.00	90.50	25.00	3.62																
NURS619	SUMMER 1999-00 (05/15/2000 to 08/18/2000) CLIN PRAC I FAM COM	1.00	CR																	
<table border="1"> <thead> <tr> <th>Attempt</th> <th>Earned</th> <th>Points</th> <th>Divisor</th> <th>GPA</th> </tr> </thead> <tbody> <tr> <td>Term</td> <td>1.00</td> <td>1.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>Cum</td> <td>27.00</td> <td>27.00</td> <td>90.50</td> <td>25.00</td> <td>3.62</td> </tr> </tbody> </table>					Attempt	Earned	Points	Divisor	GPA	Term	1.00	1.00	0.00	0.00	0.00	Cum	27.00	27.00	90.50	25.00	3.62
Attempt	Earned	Points	Divisor	GPA																	
Term	1.00	1.00	0.00	0.00	0.00																
Cum	27.00	27.00	90.50	25.00	3.62																
NURS619	FALL 2000-01 (09/05/2000 to 12/21/2000) CLIN PRAC I FAM COM	1.00	CR																	
NURS621	NURS EDUC PRAC	1.00	CR																	
NURS625	INTERV VULNER GROUPS	2.00	A	8.00																	
NURS630	ROLE DEVELOP NURS EDUC	2.00	A	8.00																	
NURS655	MSN PROJ FAM COM	1.00	CR																	
<table border="1"> <thead> <tr> <th>Attempt</th> <th>Earned</th> <th>Points</th> <th>Divisor</th> <th>GPA</th> </tr> </thead> </table>					Attempt	Earned	Points	Divisor	GPA												
Attempt	Earned	Points	Divisor	GPA																	

Course	Title	Hours	Grade	Points																	
Term	7.00	7.00	16.00	4.00	4.00																
Cum	34.00	34.00	106.50	29.00	3.67																
NURS619	SPRING 2000-01 (01/22/2001 to 05/18/2001) CLIN PRAC I FAM COM	1.00	CR																	
NURS621	01/15/2001 to 05/11/2001 NURS EDUC PRAC	1.00	CR																	
NURS655	01/15/2001 to 05/11/2001 MSN PROJ FAM COM	1.00	CR																	
NURS675	01/15/2001 to 05/11/2001 LEADERSHIP IN HLTH CARE	2.00	B	6.00																	
<table border="1"> <thead> <tr> <th>Attempt</th> <th>Earned</th> <th>Points</th> <th>Divisor</th> <th>GPA</th> </tr> </thead> <tbody> <tr> <td>Term</td> <td>5.00</td> <td>5.00</td> <td>6.00</td> <td>2.00</td> <td>3.00</td> </tr> <tr> <td>Cum</td> <td>39.00</td> <td>39.00</td> <td>112.50</td> <td>31.00</td> <td>3.62</td> </tr> </tbody> </table>					Attempt	Earned	Points	Divisor	GPA	Term	5.00	5.00	6.00	2.00	3.00	Cum	39.00	39.00	112.50	31.00	3.62
Attempt	Earned	Points	Divisor	GPA																	
Term	5.00	5.00	6.00	2.00	3.00																
Cum	39.00	39.00	112.50	31.00	3.62																

Degree: Master of Science in Nursing
 Date: 05/13/2001
 Major(s): Nursing

END OF TRANSCRIPT

Issued To:

Ms. Lorraine M. Zoromski
 820 E Cty Rd F
 Athens WI 54411

Kim F. Salas
 Registrar



EDGEWOOD COLLEGE TRANSCRIPT

Office of the Registrar

The Family Educational Rights and Privacy Act provides that this transcript is not to be released to any other person or agency without the written consent of the student.

Date Issued: 06/30/2017 Name: LORRAINE M. ZOROMSKI
ID: 425420 Previous Name: BJORK

Doctoral Program

Course Number Title CR Type Gra Rpt Att Brnd Hgpa Qpts GPA

Academic Year 2014-2015 : SUMMER

ED-745H 002	FINANCE OF HIGHER EDUCATION	A		6.00	6.00	6.00	24.00	
ACADEMIC STANDING: GOOD								
TERM TOTALS:				6.00	6.00	6.00	24.00	4.00
CAREER TOTALS:				27.00	27.00	27.00	108.00	4.00

Academic Year 2015-2016 : FALL

ED-755H 002	ETHICAL LEADERSHIP, POLICY & GOVERN	A		6.00	6.00	6.00	24.00	
ACADEMIC STANDING: GOOD								
TERM TOTALS:				6.00	6.00	6.00	24.00	4.00
CAREER TOTALS:				33.00	33.00	33.00	132.00	4.00

Academic Year 2015-2016 : WINTER

ED-750H 001	PROGRAM ASSESSMENT AND TRANSITION	A		3.00	3.00	3.00	12.00	
ACADEMIC STANDING: GOOD								
TERM TOTALS:				3.00	3.00	3.00	12.00	4.00
CAREER TOTALS:				36.00	36.00	36.00	144.00	4.00

Doctoral Program

Course Number Title CR Type Gra Rpt Att Brnd Hgpa Qpts GPA

Academic Year 2013-2014 : SUMMER

ED-701H 002	INTRODUCTION TO DOCTORAL PROGRAM	A		3.00	3.00	3.00	12.00	
ED-715H 002	FACULTY, PROGRAMS AND ASSESSMENT	A		6.00	6.00	6.00	24.00	
ACADEMIC STANDING: GOOD								
TERM TOTALS:				9.00	9.00	9.00	36.00	4.00
CAREER TOTALS:				9.00	9.00	9.00	36.00	4.00

Academic Year 2014-2015 : FALL

ED-725H 002	INCLUSION & DIVERSITY IN EDUCATION	A		6.00	6.00	6.00	24.00	
ACADEMIC STANDING: GOOD								
TERM TOTALS:				6.00	6.00	6.00	24.00	4.00
CAREER TOTALS:				15.00	15.00	15.00	60.00	4.00

Academic Year 2014-2015 : SPRING

ED-735H 002	LAW, MEDIA, AND MARKETING	A		6.00	6.00	6.00	24.00	
ACADEMIC STANDING: GOOD								
TERM TOTALS:				6.00	6.00	6.00	24.00	4.00
CAREER TOTALS:				21.00	21.00	21.00	84.00	4.00

Michelle Kelley
Michelle Kelley
Registrar
Edgewood College



EDGEWOOD COLLEGE TRANSCRIPT

Office of the Registrar

The Family Educational Rights and Privacy Act provides that this transcript is not to be released to any other person or agency without the written consent of the student.

Date Issued: 05/30/2017 Name: LORRAINE M. ZOROMSKI
ID: 425420 Previous Name: Bjork

Course Number	Title	CR Type	Gra	Rpt	Att	Ernd	HGpa	Qpts	GPA
Academic Year 2015-2016 : SPRING									
ED-801H 002	FOUNDATIONS OF RESEARCH METHODS	A			5.00	5.00	5.00	24.00	24.00
ACADEMIC STANDING: GOOD									
TERM TOTALS:		5.00	6.00	6.00	5.00	5.00	24.00	4.00	
CAREER TOTALS:		42.00	42.00	42.00	42.00	158.00	4.00		

Course Number	Title	CR Type	Gra	Rpt	Att	Ernd	HGpa	Qpts	GPA
Academic Year 2016-2017 : SPRING									
ED-990 001	DISSERTATION DEFENSE	A			3.00	3.00	3.00	12.00	12.00
ACADEMIC STANDING: GOOD									
TERM TOTALS:		3.00	3.00	3.00	3.00	12.00	4.00		
CAREER TOTALS:		54.00	54.00	54.00	54.00	216.00	4.00		

DISSERTATION TITLE: EMOTIONAL INTELLIGENCE IN INTENSIVE CLINICAL EXPERIENCES FOR NURSING STUDENTS

Degree Information:

(1) Doctor of Education Date Conferred: 05/25/2017
Major(s) Education
Concentration(s) : Educatnl Ldrshp-Higher Ed

Course Number	Title	CR Type	Gra	Rpt	Att	Ernd	HGpa	Q.Pts	GPA
Academic Year 2016-2017 : FALL									
ED-920 002	GUIDED DISSERTATION WRITING	A			3.00	3.00	3.00	12.00	12.00
ACADEMIC STANDING: GOOD									
TERM TOTALS:		3.00	3.00	3.00	3.00	12.00	4.00		
CAREER TOTALS:		51.00	51.00	51.00	51.00	204.00	4.00		

** END OF RECORD **

Michelle Kelley
Michelle Kelley
Registrar
Edgewood College



[\(http://dsps.wi.gov/\)](http://dsps.wi.gov/)

Wisconsin Department of Safety and Professional
Services

Credential/Licensing Search

Individual Search Results - Detail

Credential/License Summary for 110490

Name: ZOROMSKI, LORRAINE M

Profession: REGISTERED NURSE (30)

Credential/License Number: 110490-30

Location: ATHENS WI

Credential/License Type: regular

Status: License is current (Active)

Eligible To Practice: credential license is current

Credential/License current through: 2/29/2020

Granted date: 9/11/1992

Multi-state: Y

Orders: NONE

Specialties: NONE

Other Names: Lorraine M Erickson

Lorraine M Bjork

Wis. Stat. § 227.51(2) When a licensee has made timely and sufficient application for the renewal of a license or a new license with reference to any activity of a continuing nature, the existing license does not expire until the application has been finally acted upon by the agency, and, if the application is denied or the terms of the new license are limited, until the last day for seeking review of the agency decision or a later date fixed by order of the reviewing court.

Requirement Code Description

<https://dsps.wi.gov/Documents/LicenseRequirementAcronyms.pdf>

[Return to Search Results \(/IndividualLicense/SearchResults\)](#)

Consistent with The Joint Commission and NCQA standards for primary source verification. Data on this page is refreshed hourly.

Send questions or comments to dsps@wisconsin.gov (<mailto:dsps@wisconsin.gov>).

Wisconsin Department of Safety and Professional Services

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

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

4822 Madison Yards Way
Madison, WI 53705

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

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

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

Faculty/EA Name (Last, First): Wincentzen, Heidi WI RN License #: 133228-30

School of Nursing Employed By: UWSP - School of Healthcare Professions

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

Position: Educational Administrator Faculty

Appointment Effective Date: 8/2015

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
Edgewood Coll.	Madison, WI	2020	DNP	Nursing	Leadership
Walden Univ.	Minneapolis, MN	2013	MSN	Nursing	Education
UW-Oshkosh	Oshkosh, WI	2010	BSN	Nursing	
N.T.C.	Wausau, WI	1999	ADN	Nursing	

in progress

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE

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

Lorraine Zoromski
Educational Administrator

Janine Zoromski
Signature

715-551-2661
Telephone Number

Assistant Professor, Nsg faculty
Title

12/23/19
Date

Lorraine.Zoromski@uwsp.edu
Email Address

HEIDI WINCENTSEN, RN, MSN, BSN, ONC

929 Jefferson Street, Wausau, WI 54403 | 715-845-3162 | 715-297-2187 cell | Heidi.rn@frontier.com | twitter #rn_heidi | facebook Heidi Wincentsen RN

EDUCATION

Edgewood College, Madison, WI Doctorate in Nursing Practice (in progress)	2017
Walden University, Minneapolis, MN Master of Science in Nursing, specialization in Education Honors: Sigma Theta Tau	2012-2013
University of Wisconsin, Oshkosh, WI Baccalaureate of Science in Nursing	2010
Northcentral Technical College Associate Degree of Applied Science in Nursing	1999

AWARDS

Sigma Theta Tau International, Honor Society of Nursing	2013
Aspirus Clinician I Advanced Practice Award	2008, 2009, 2010
Wisconsin Organization of Nurse Executives Scholarship	2009
Northcentral Technical College Foundation Scholarship	1998

TEACHING EXPERIENCE

University of Wisconsin-Stevens Point, Stevens Point, WI Nursing Faculty Lecturer-Tenure Track position School of Health Care Professions Baccalaureate of Science in Nursing and Health Sciences programs	2015-present
---	---------------------

Responsible for traditional classroom instruction, capstone clinical experience and online teaching as well as other innovations in inter-professional education, cross-disciplinary initiatives, community collaborations, and distance education processes. Creation of new courses to engage learning and long term retention of concepts to ensure global thinking perspectives. Develops, implements, and evaluates the nursing program on an ongoing basis.

Rasmussen College, Wausau, WI Nursing Faculty Associate Instructor for Associate Degree in Professional Nursing Provide innovative teaching to nursing students from all ages and backgrounds in a dynamic, fast-paced program tailored to adult learners. Provide curriculum development, clinical programs and evaluation for students. Expert level NCLEX preparation in addition to required nursing coursework. Use of multi-modal instructional methods in a student centered curriculum to effectively meet the needs of all students learning styles. Integrated use of simulation clinicals in a lab setting. High level use of technology for both residential and virtual education while emphasizing the human element to connect in these modalities. Proven success with NCLEX comprehensive predictor score gains above national average. Member of National Curriculum design committee.	2013-2015
---	------------------

Adjunct Faculty Allied Health Programs Instructor for Pharmacology for Allied Health, Anatomy & Physiology Develop teaching tools and classroom assessment techniques for rapidly changing Pharmacology material in addition to games, activities, group discussions and lecture. Teaching experience in residential, online and flat instructor modes with	2012-2013
---	------------------

class averages of 30 students online, 15 students residentially.
Provide student centered learning to adult learners of diverse backgrounds and abilities while upholding the values and standards of the institution.

Northcentral Technical College, Wausau, WI

2010-2015

Adjunct Faculty

Instructor for ADN Nursing, Certified Nursing Assistant and Medication Assistant courses
Collaborated on curriculum and learning plan development, met with students on campus and clinical sites, and graded all written work, tests, discussion posts and clinical evaluations in a timely fashion. Provide creative and engaging classroom and clinical instruction for students of all age groups seeking employment and training as a certified nursing assistants in alignment with State regulations. Taught within Youth Apprenticeship Program that provides health care experiences to High School students that serves to define future career choices.

RELATED EXPERIENCE

Aspirus Wausau Hospital, Wausau, WI

Registered Nurse/Operating Room

2001 - present

Responsible for expert intra-operative care of patients of all age groups with the primary focus on Orthopaedics, Neurosurgery, and Spinal surgery.
Preceptor for Registered Nurses in the operating room.
Served as Interim Team leader during leadership change.
Served as Chair of Surgical Services Practice Council,
Peer representative for collaboration, leadership and shared governance, initiated policy writing, reviewed practice issues for improvement and provided education for staff.
Coordinates and manages service to physicians of complex patients while serving as a charge nurse/triage nurse.

Registered Nurse/Orthopaedics and Neurology Floor

1999 - 2001

Responsible for all aspects of highly skilled and dignified care of all patients
Proficient in providing education for the patient and family about anatomy, physiology, pathology, procedures and postoperative care.
Served as shift leader, supervising Licensed Practical Nurses and Certified Nursing Assistants while maintaining a team of patients in addition to coordinating admits and discharges.

Certified Nursing Assistant/Rehabilitation Unit

1997-1999

Provided basic nursing care, activities of daily living to rehab patients of all ages to encourage and assist them to meet their therapy goals.
Member of multi-disciplinary team of providers to rehabilitate the patient to their prior level of functioning.

SERVICE

Boy Scout Medicine Merit Badge Volunteer Instructor	2010-present
Wausau School District Gifted and Talented Advisory Board	2014-present
Aspirus "Hands" Program Hand Washing for Elementary Children	2008-present
United Way Career Closet Volunteer	2013-present
Operating Room Charity Christmas Family Chair/Organizer	2002-2013
Co-Leader for Girl Scout Troop 7026	2007-2013
Classroom volunteer John Marshall School	2007-present
Marathon County Youth Hockey Volunteer-concessions manager.	2011-present

LANGUAGES

English - native language
Spanish- speak and read with basic competence

MEMBERSHIPS

National Association of Orthopaedic Nurses (NAON)
Sigma Theta Tau International
National Multiple Sclerosis Society
Girl Scouts of America
Wausau Elks Lodge #248
Northcentral Technical College Alumni Association
Wausau Chamber of Commerce Member

CERTIFICATIONS

Orthopaedic Nurse Certification (ONC)	2005-present
Wisconsin Registered Nurse #133228-30	1999-present
Minnesota Registered Nurse #R226414-5	2015-present
Wisconsin Technical College Teaching Certification	2010-present
American Red Cross Basic Life Support Certification	1997-present
American Red Cross Advanced Cardiac Life Support	2013-present
Florida Registered Nurse # RN9407010	2015-present



Name : Heidi Wincentsen
 Student ID: [REDACTED]
 SSN : [REDACTED]
 Birthdate : [REDACTED]
 Address : 929 Jefferson St

Print Date : 2015-06-30
 Send To : SHARON FRAZIER/ D127 SCIENCE BUILDI
 UWSP
 2001 4TH AVE
 STEVENS POINT, WI 544811911
 United States

----- Degrees Awarded -----

Degree : Less Than One Year Diploma
 Confer Date : 1995-07-13
 Plan : Nursing Assistant

Degree : Associate of Applied Science
 Confer Date : 1999-05-26
 Plan : Nursing

----- Transfer Credits -----

Transfer Credit from UW - MARATHON COUNTY
 Applied Toward Nursing 10-510-1 Program

1997 Fall Semester

Course	Description	Attempted	Earned Grade	Points
COMM 10801195	WRITTEN COMMUNICATION	3.00	3.00 TR	
ELECTIVE 10999991	Elective	3.00	3.00 TR	
ELECTIVE 10999992	Elective	3.00	3.00 TR	
SOCSCI 10809196	INTRO TO SOCIOLOGY	3.00	3.00 TR	
SOCSCI 10809198	INTRO TO PSYCHOLOGY	3.00	3.00 TR	
Course Trans GPA: 0.000		Transfer Totals :	15.00 15.00	0.000

1998 Fall Semester

Course	Description	Attempted	Earned Grade	Points
SOCSCI 10809113	DEVELOPMENTAL PSYCHOLOGY	3.00	3.00 TR	
Course Trans GPA: 0.000		Transfer Totals :	3.00 3.00	0.000

----- Beginning of Post Secondary Record -----

1995 Summer Semester

Course	Description	Attempted	Earned Grade	Points
Program : Nursing Assistant 30-510-1				
Plan : Nursing Assistant Major				
NURSING 30510312	BSC NRSNG ASST	3.00	3.00 E+	9.990
TERM GPA : 3.330		TERM TOTALS :	3.00 3.00	9.990
CUM GPA : 3.330		CUM TOTALS :	3.00 3.00	9.990

1997 Spring Semester

Course	Description	Attempted	Earned Grade	Points
Program : Undeclared 00-000-0				
Plan : Undeclared Major				
MICROCOM 10103101	MICROSOFT WORKS	1.00	1.00 C	2.000
SCIENCE 10806195	ANAT & PHYSIO 1	4.00	4.00 C	8.000
SCIENCE 10806196	ANAT & PHYSIO 2	4.00	4.00 E-	10.680
SOCSCI 10809104	MARRIAGE&FAM/REL	3.00	3.00 A	12.000
TERM GPA : 2.723		TERM TOTALS :	12.00 12.00	32.680
CUM GPA : 2.845		CUM TOTALS :	15.00 15.00	42.670

1997 Fall Semester

Course	Description	Attempted	Earned Grade	Points
Program : Undeclared 00-000-0				
Plan : Undeclared Major				
Program : Nursing 10-510-1				
Plan : Nursing Major				
NURSING 10510135	ADAPTTN IN HLTH	9.00	9.00 B	27.000
SCIENCE 10806197	MICROBIOLOGY	4.00	4.00 E-	10.680
TERM GPA : 2.898		TERM TOTALS :	13.00 13.00	37.680
CUM GPA : 2.870		CUM TOTALS :	28.00 43.00	80.350

1998 Spring Semester

Course	Description	Attempted	Earned Grade	Points
Program : Undeclared 00-000-0				
Plan : Undeclared Major				
Program : Nursing 10-510-1				

NOTE: THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT REQUIRES THAT THIS TRANSCRIPT IS NOT TO BE RELEASED TO ANY OTHER PERSON OR AGENCY WITHOUT WRITTEN CONSENT OF THE STUDENT.

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Nicholas J. Blanchette
 Nicholas J. Blanchette, Registrar

Post Secondary Transcript



Name : Heidi Vincentsen
 Student ID : [REDACTED]
 SSN : [REDACTED]
 Birthdate : [REDACTED]
 Address : 929 Jefferson St.

Plan : Nursing Major
 CUM GPA : 2.670
 CUM TOTALS : 40.00 55.00 112.390

1998 Fall Semester

Course	Description	Attempted	Earned Grade	Points
Program	: Undeclared 00-000-0			
Plan	: Undeclared Major			
Program	: Nursing 10-510-1			
Plan	: Nursing Major			
NURSING 10510137	REHABILITATIVE ADAPT	9.00	9.00 B-	24.030
TERM TOTALS :		9.00	9.00	24.030
CUM GPA :	2.784	49.00	67.00	136.420
CUM TOTALS :				

1998 Spring Semester

Course	Description	Attempted	Earned Grade	Points
Program	: Undeclared 00-000-0			
Plan	: Undeclared Major			
Program	: Nursing 10-510-1			
Plan	: Nursing Major			
NURSING 10510138	INTEG ADAPT CON	9.00	9.00 C+	20.970
NURSING 10510159	NURSING TRANSTN	1.00	1.00 A-	3.670
TERM TOTALS :		10.00	10.00	24.640
CUM GPA :	2.730	59.00	77.00	161.060
CUM TOTALS :				

Post Secondary Career Totals
 CUM GPA : 2.730
 CUM TOTALS : 59.00 77.00 161.060

----- End of Transcript -----

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 This transcript processed and delivered by Credentials TranscriptNetwork

Nicholas J. Blanchette, Registrar

Name: Heidi Wincentzen

Student ID: [REDACTED]

Birthdate: JUN 26 2015

University of Wisconsin-Oshkosh
 800 Algona Boulevard
 Oshkosh, WI 54901
 United States

Dis-tn Switson
 REGISTRAR

Official Transcript

Print Date: 2015-06-26
 Degree: Bachelor of Science in Nursing
 Confer Date: 2011-01-21
 Plan: Major-Nursing
 Other Credits Applied Toward Undergrad Nursing Program

Course Trans GPA: 2.64
 Transfer Totals: 13.00 / 34.370
 Transfer Credit from Univ of Wisconsin College-Marathon, CTY
 Applied Toward Undergrad Nursing Program

Course	Description	Attempted	Earned Grade	Points
GEN ELBC 1	General Elective	14.00	14.00 S	14.00
NURSING 4	Nursing-Maj/Min	30.00	30.00 S	30.00
Other Trans GPA:	2.670	Transfer Totals:	44.00	44.00
Transfer Credits Applied Toward Undergrad Nursing Program				
Transfer Credits: 0.000				

Transfer Credit from Northcentral Technical College
 Applied Toward Undergrad Nursing Program

Course	Description	Attempted	Earned Grade	Points
COMM 111	Fund Spech Comm (GE)	3.00	3.00 B-	8.010
Course Trans GPA:	2.670	Transfer Totals:	3.00	8.010
Transfer Credit from Univ of Wisconsin-Eau Claire				
Applied Toward Undergrad Nursing Program				
Transfer Credits: 2.569				
Course Trans GPA: 2.569				

Transfer Credit from Univ of Wisconsin-Marathon
 Applied Toward Undergrad Nursing Program

Course	Description	Attempted	Earned Grade	Points
ANTHRO 344	Cult Pers on Gender (SS)	3.00	3.00 B-	8.010
BIOLOGY 230	Biology of Animals (NS)	4.00	4.00 B-	10.680
HLTH ED 101	Health Ed Elective	1.00	1.00 A-	3.670
MATH 107	Introduction to Statistic (MA)	3.00	3.00 C-	5.010
NURSING 1	Nursing Elective	1.00	1.00 B	3.000
PHYS ED 105	Active Lifestyle (PE)	1.00	1.00 A	4.000
TERM TOTALS: 3.500				
TERM TOTALS: 5.00				
TERM TOTALS: 14.000				

Name: Heidi Wincentzen

Student ID: [REDACTED]
Birthdate: [REDACTED]

University of Wisconsin Oshkosh
800 Algoma Boulevard
Oshkosh, WI 54901
United States

Official Transcript

CUM GPA: 2.820 CUM TOTALS: 161.720 175.000 200.220
Fall 2009

Course Description Attempted Earned Grade Points
NURS-CNP 341 Theory Foundations 4.00 4.00 A 16.000
TERM GPA: 4.000 TERM TOTALS: 4.00 16.000
CUM GPA: 2.883 CUM TOTALS: 80.00 121.00 216.220

Course Description Attempted Earned Grade Points
NURS-CNP 495 Special Topics 2.00 2.00 A 8.000
Course Topic(s): Informatics
NURSING 438 Comm Health Nursing Clin RN 3.00 3.00 A 12.000
TERM GPA: 4.000 TERM TOTALS: 5.00 20.000
CUM GPA: 2.953 CUM TOTALS: 85.00 126.00 236.220

Course Description Attempted Earned Grade Points
ENGLISH 316 Adv Comp Social Sci (EN) 3.00 3.00 B+ 9.990
TERM GPA: 3.330 TERM TOTALS: 3.00 9.990
CUM GPA: 2.966 CUM TOTALS: 88.00 129.00 246.210

Course Description Attempted Earned Grade Points
NURSING 448 Clin Nursing Synthesis RN 4.00 4.00 A 16.000
TERM GPA: 4.000 TERM TOTALS: 4.00 16.000
CUM GPA: 3.014 CUM TOTALS: 92.00 133.00 262.210

Undergraduate Career Totals
CUM GPA: 3.014 CUM TOTALS: 92.00 133.00 262.210

CUM GPA: 2.651 CUM TOTALS: 166.00 163.00 161.720
Spring 2001

Course Description Attempted Earned Grade Points
NURS-CNP 444 Community Health 3.00 3.00 A 12.000
TERM GPA: 3.000 TERM TOTALS: 3.00 12.000
CUM GPA: 2.714 CUM TOTALS: 69.00 110.00 173.720

Course Description Attempted Earned Grade Points
NURSING 6 Nursing RN 0.00 0.00 P 0.000
TERM GPA: 0.000 TERM TOTALS: 0.00 0.00
CUM GPA: 2.714 CUM TOTALS: 69.00 110.00 173.720

Course Description Attempted Earned Grade Points
NURSING 6 Nursing RN 0.00 0.00 P 0.000
TERM GPA: 0.000 TERM TOTALS: 0.00 0.00
CUM GPA: 2.714 CUM TOTALS: 69.00 110.00 173.720

Course Description Attempted Earned Grade Points
NURS-CNP 437 Management and Leadership 4.00 4.00 A 16.000
TERM GPA: 4.000 TERM TOTALS: 4.00 16.000
CUM GPA: 2.790 CUM TOTALS: 73.00 114.00 189.720

Course Description Attempted Earned Grade Points
NURS-CNP 434 Nursing Research 3.00 3.00 AB 10.500
TERM GPA: 3.500 TERM TOTALS: 3.00 10.500

Official Transcript

Name Heidi, Wincentzen

Student ID

Birthdate

University of Wisconsin-Oshkosh

800 Algoma Boulevard

Oshkosh, WI 54901

United States

End of Transcript

WALDEN UNIVERSITY

A higher degree. A higher purpose.

TRANSCRIPT OF ACADEMIC RECORD

Page: 1

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Student ID: A00283136
Record of: Heidi Wincentzen
 929 jefferson st
 wausau, WI 54403

Date Issued: 06-APR-2015
Date of Birth: 08-MAY
SSN: ***-**-6720
Former Names:

Issued To: Heidi Wincentzen
 929 Jefferson St
 Wausau, WI 54403-5657

Degree Received: Master of Science in Nursing
Date Conferred: 30-JUN-13
Program: Master of Science in Nursing
Major: Nursing
Minor: -
Specialization/Conc: Education
Program GPA: 4.00
Program Status: Degree Received

2013 Spring Sem 01/07-04/28

CRSE CMP CODE	COURSE TITLE	Ahrs	Ehrs	PTS	GRD	R
NURS WAL 6500A	Capstone:Synthesis Practicum 1	3.00	3.00	12.00	A	
NURS WAL 6330	Curric Devlp Assmnt & Eval	3.00	3.00	12.00	A	
NURS WAL 6340	The Nurse Educator	4.00	4.00	16.00	A	

TERM: Ahrs:10.00 Ehrs:10.00 GPA-Hrs:10.00 QPts:40.00 GPA:4.00

2013 Summer Sem 05/06-08/25

CRSE CMP CODE	COURSE TITLE	Ahrs	Ehrs	PTS	GRD	R
NURS WAL 6510A	Capstone:Synthesis Practicum 2	3.00	3.00	12.00	A	

TERM: Ahrs:3.00 Ehrs:3.00 GPA-Hrs:3.00 QPts:12.00 GPA:4.00

***** Cumulative Totals *****

	Attempted Hrs	Earned Hrs	GPA Hrs	Points	GPA
INSTITUTION	35.00	35.00	34.00	136.00	4.00
TRANSFER	0.00	0.00	0.00	0.00	0.00
OVERALL	35.00	35.00	34.00	136.00	4.00

***** End Of Transcript *****

INSTITUTION CREDIT:

2012 Spring Sem 01/03-04/22

CRSE CMP CODE	COURSE TITLE	Ahrs	Ehrs	PTS	GRD	R
NURS WAL 6110	Nurse Leader: New Prop on Prof	3.00	3.00	12.00	A	
NURS WAL 6000	Success Strat MS NURS	1.00	1.00	0.00	S	

TERM: Ahrs:4.00 Ehrs:4.00 GPA-Hrs:3.00 QPts:12.00 GPA:4.00

2012 Summer Sem 04/30-08/19

CRSE CMP CODE	COURSE TITLE	Ahrs	Ehrs	PTS	GRD	R
NURS WAL 6125	Integrating Rerch for Evidence	3.00	3.00	12.00	A	
NURS WAL 6101	Policy and Politics in Nurs	3.00	3.00	12.00	A	

TERM: Ahrs:6.00 Ehrs:6.00 GPA-Hrs:6.00 QPts:24.00 GPA:4.00

2012 Fall Sem 09/04-12/23

CRSE CMP CODE	COURSE TITLE	Ahrs	Ehrs	PTS	GRD	R
NURS WAL 6320	Integrating Technology Into Nu	3.00	3.00	12.00	A	
NURS WAL 6150	Promoting & Preserving Health	3.00	3.00	12.00	A	
NURS WAL 6300	stu-Cntrd Learning Nurs Educ	3.00	3.00	12.00	A	
NURS WAL 6310	Teaching Strat in Nursing Educ	3.00	3.00	12.00	A	

TERM: Ahrs:12.00 Ehrs:12.00 GPA-Hrs:12.00 QPts:48.00 GPA:4.00

***** Institution Information continued *****

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Devon Edmund
 Devon Edmund, Registrar

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[\(http://dsps.wi.gov/\)](http://dsps.wi.gov/)

Wisconsin Department of Safety and Professional Services

Credential/Licensing Search

Individual Search Results - Detail

Credential/License Summary for 133228

Name: ZIELSDORF, HEIDI LYNN

Profession: REGISTERED NURSE (30)

Credential/License Number: 133228-30

Location: WAUSAU WI

Credential/License Type: regular

Status: License is current (Active)

Eligible To Practice: credential license is current

Credential/License current through: 2/29/2020

Granted date: 8/23/1999

Multi-state: Y

Orders: NONE

Specialties: NONE

Other Names: Heidi Lynn Wincentsen

Heidi Lynn Zielsdorf

Wis. Stat. § 227.51(2) When a licensee has made timely and sufficient application for the renewal of a license or a new license with reference to any activity of a continuing nature, the existing license does not expire until the application has been finally acted upon by the agency, and, if the application is denied or the terms of the new license are limited, until the last day for seeking review of the agency decision or a later date fixed by order of the reviewing court.

Requirement Code Description

<https://dsps.wi.gov/Documents/LicenseRequirementAcronyms.pdf>

[Return to Search Results \(/IndividualLicense/SearchResults\)](#)

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Send questions or comments to dsps@wisconsin.gov (mailto:dsps@wisconsin.gov).

Wisconsin Department of Safety and Professional Services

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

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

4822 Madison Yards Way
Madison, WI 53705

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

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

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

Faculty/EA Name (Last, First): Kane, Colleen WI RN License #: 87892-30

School of Nursing Employed By: UWSP - School of Healthcare Professions

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: 1/2019

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Concordia Univ.	Wisconsin	2015	DNP	Nursing	Leadership
Univ. of Phoenix	Phoenix, AZ	2008	MSN	Nursing	Education
Concordia Univ.	Mequon, WI	2002	BSN	Nursing	
St. Luke's Hosp. Nsg	Recine, WI	1983	Diploma	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** two years experience as an instructor in a nursing education program within the last 5 years, **or** one year experience as an instructor in a nursing education program within the last 5 years and the graduate degree included education preparation.

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE

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

Lorraine Zoromski
Educational Administrator

Jawaine Zoromski
Signature

915-551-2661
Telephone Number

Assistant Professor, Usg faculty
Title

12/23/19
Date

Lorraine.Zoromski@uosp.edu
Email Address

DR. COLLEEN A. KANE, DNP, MSN, Ed, RN, NE-BC
721 County Rd. Z
Arkdale, WI 54613
Cell: 715-213-2756
Colleenanita33@gmail.com

PROFESSIONAL SUMMARY

Doctor of Nursing Practice who embraces the ability to guide diversified student populations in successful integration of science and theory as it applies to professional and advanced nursing practice.

PROFILE

- Currently serving as Dean, School of Health for a community-based Technical College.
- On-line adjunct instructor for associate nursing and medical assistant programs.
- Nine years as a Nursing Educator in post-secondary forum.
- Competent in both on-line and classroom teaching settings. Courses taught:
 - Nursing Fundamentals-Online
 - Clinical Skills for 1st and 3rd Semester
 - Nursing Pharmacology
 - Nursing Assessment
 - Nursing Clinical Practice
 - Transition from LPN to ADN – Online
 - Transition from Paramedic to ADN – Online
 - Advanced Cardiac Life Support
 - Pediatric Advanced Life Support
 - Health Care Provider Basic Life Support
 - Medical Law, Ethics and Professionalism
 - Medical Terminology
 - MSN – Quality Improvement of Inter-professional Care
 - MSN – Introduction to Care Coordination
 - MSN – Structure and Process in Care Coordination
 - MSN – Non-pharmacologic Interventions in Diabetes Care
- 30+ years of nursing experience covering most acute care departments.
- 16 years of managerial experience
- Experienced as a Clinical Nurse Specialist for both ER and ICU.
- Superlative communication and team-building skills.
- Able to manage multiple tasks in a pressured environment.

QUALIFICATIONS

ORGANIZATION RELATIONS

- Through Doctorate Capstone project, led a Lean Six Sigma® team and developed a “Stroke Alert” protocol which resulted in decreased door-to-head CT time from mean of 20.96 minutes to 5.21 minutes for patients with acute stroke symptoms. Process improvement efforts continued around this project with an additional outcome of the facility obtaining Acute Stroke Hospital Ready Certification in July, 2017
- Led a Lean Six Sigma® team which improved Emergency Department Decision to Admit times from average of 75 minutes to 28 minutes.
- Developed Fast Track and Rapid Care programs to facilitate timely care for outpatients.
- Obtained level III Trauma designation for State of Wisconsin April, 2013.

EMPLOYEE RELATIONS

DR. COLLEEN A. KANE, DNP, MSN, Ed, RN, NE-BC
721 County Rd. Z
Arkdale, WI 54613
Cell: 715-213-2756
Colleenanita33@gmail.com

- Networked with employees when new to the role. Facilitated 1:1 meetings and identified areas of employee dissatisfaction. Improved overall employee engagement scores from 3.07 to 3.50 on a 1-4 Likert scale within the first 18 months in current role.
- Developed an autonomous ER Shared Governance group that consists of nurses, techs and unit clerks.
- Developed a Charge/Resource Nurse role.
- Have mentored two staff nurses who now function in nursing director positions.

RECRUITING AND SELECTION

- Established internal casual pool to meet “just in time” needs of various roles within the department.
- Incorporated staff members into the recruitment and interview process which has led to a reduction of staff turnover by 40% in the first year.

TRAINING AND DEVELOPMENT

- Developed and conducted interactive, case-scenario based competency classes for ER & ICU staff.
- Chaired multidisciplinary education committees to assure compliance with JCAHO and other safety laws/regulations; implemented annual education.
- Conducted and assisted in the development of education programs for managers and staff including Diversity modules, Fair & Just Work Environment, Leadership Accountability.
- Green Belt in Lean Six Sigma®

EMPLOYMENT HISTORY

- **Mid-State Technical College – Wisconsin Rapids, WI 4/2007 to Present**
 - Dean, School of Health
 - Adjunct Instructor for Nursing and EMS Programs.
- **Aspirus Riverview Hospital – Wisconsin Rapids, WI 10/2010 to Present**
 - Stroke Coordinator 5/2015 to present (casual)
 - Former Emergency Services Director 10/2010 to 05/2015
- **Capella University – Online 7/2016 to Present**
 - Adjunct Graduate Nursing Faculty
- **Aurora Health Care – Kenosha, WI 9/2003 to 9/2010**
Manager of Emergency Services; past positions: Clinical Nurse Specialist for ER/ICU. Additional roles held: Patient Care Coordinator of Medical/Surgical, Hospital Supervisor, Staff Educator, Staff nurse in the ER & Endoscopy.
- **Riverview Hospital – Wisconsin Rapids, WI 3/2007 to 3/2009**
Vacancy Relief ER staff nurse
- **GI Consultants-Milwaukee, WI 2/2003 to 10/2003**
Staff nurse in Endoscopy
- **Gentiva Health Services Homecare- Racine, WI 5/2002 to 3/2003**
Manager of Clinical Practice for Racine/Kenosha
- **Lakeview Neurological Rehab-Racine, WI 6/2001 to 1/2003**
Clinical Liaison/CPR Instructor
- **All Saints Healthcare-Racine, WI 8/1984 to 5/2001**

DR. COLLEEN A. KANE, DNP, MSN, Ed, RN, NE-BC
721 County Rd. Z
Arkdale, WI 54613
Cell: 715-213-2756
Colleenanita33@gmail.com

Clinical Manager for Float Nurses, Health Unit Coordinators, & Transport Team; Administrative Supervisor; Staff Nurse for E.R., G.I., O.B., Internal Medicine, Occupational Health

EDUCATION/PROFESSIONAL DEVELOPMENT

- Doctor of Nursing Practice - Concordia University Wisconsin – Graduate Suma cum Laude
- Master's of Science in Nursing & Education – University of Phoenix
Graduate Magnum cum Laude
- Bachelor's of Healthcare Administration & Business – Concordia University Wisconsin
Graduate Suma cum Laude
- Diploma of Nursing- St. Luke's Hospital School of Nursing

PROFESSIONAL ORGANIZATIONS

- Board Certified Nurse Executive thru the American Nurses Credentialing Center
- Member of Wisconsin Organization of Nurse Executives
- Member of Sigma Theta Tau International Honor Society of Nursing
- Member of Emergency Nurses Association
- Medical Training Officer/Service Director – Big Flats Fire & Rescue

LICENSE/CERTIFICATIONS

- LICENSED REGISTERED NURSE –EXP. 2/2018
- FIRST RESPONDER-- EXP 6/2018
- ACLS INSTRUCTOR
- PALS INSTRUCTOR
- BLS INSTRUCTOR

Record of: Colleen A. Kane
 Student No: F00130853

ACADEMIC RECORD
 CONCORDIA UNIVERSITY WISCONSIN
 12800 N LAKE SHORE DRIVE MEQUON, WI 53097

Date Issued: 27 FEB 2007
 Page: 1

Comments:
 UNDERGRADUATE TRANSFER CREDITS RECEIVED
 UNIVERSITY OF WISCONSIN IN PARKSIDE - 30.0 CRS
 GRADUATE COLLEGE - 8.0 CRS
 MARQUETTE UNIVERSITY - 11.0 CRS
 ST. THOMAS MISSING SCHOOL - 3.0 CRS

DEGREES AWARDED: BACHELOR OF ARTS IN DISC 2002
 Faculty: [illegible]

SEMESTER	COURSE TITLE	CRSD	GRD	PTS	R
SPRING 2002 Sem	Heritage of Faith	3.00	A	12.00	
AL 159	Heritage of Faith	3.00	A	12.00	
AL 330	Manag. Pract. for HC Organization	3.00	A	12.00	
AL 332	Total Qual. Management	3.00	A	12.00	
AL 356	Critical Thinking and Creativity	3.00	A	12.00	
AL 380	Hebrew Heritage	3.00	A	12.00	
Ehrs: 45.00	GPA: 4.00				
Cum: 36.00	GPA: 4.00				
AL 102	Art	3.00	A	12.00	
AL 105	Literature	3.00	A	12.00	
AL 152	Computer Communication	3.00	A	12.00	
AL 338	Emotional Issues	3.00	A	12.00	
AL 342	Elder Care	3.00	A	12.00	
Ehrs: 15.00	GPA: 4.00				
Cum: 51.00	GPA: 4.00				
FALL 2002 Sem	Mathematics	3.00	A	12.00	
AL 125	Mathematics	3.00	A	12.00	
AL 210	Theology	3.00	A	12.00	
AL 332	Organizational Behavior	3.00	A	12.00	
Ehrs: 9.00	GPA: 4.00				
Cum: 60.00	GPA: 4.00				
SPRING 2001 Sem	Health Care Law Ethics	3.00	A	12.00	
AL 204	Health Care Law Ethics	3.00	A	12.00	
AL 334	Health Care Policy/Plan	3.00	A	12.00	
AL 336	Health Care Ethics	3.00	A	12.00	
Ehrs: 9.00	GPA: 4.00				
Cum: 63.00	GPA: 4.00				
FALL 2001 Sem	Research Care Practicum	2.00	A	8.00	
AL 344	Research Care Practicum	2.00	A	8.00	
Ehrs: 6.00	GPA: 4.00				
Cum: 65.00	GPA: 4.00				

INSTITUTION INFORMATION CONTINUED:
 Spring 2002 Sem
 AL 159 Heritage of Faith 3.00 A 12.00
 AL 330 Manag. Pract. for HC Organization 3.00 A 12.00
 AL 332 Total Qual. Management 3.00 A 12.00
 AL 356 Critical Thinking and Creativity 3.00 A 12.00
 AL 380 Hebrew Heritage 3.00 A 12.00
 Ehrs: 45.00 GPA: 4.00
 Cum: 36.00 GPA: 4.00
 AL 102 Art 3.00 A 12.00
 AL 105 Literature 3.00 A 12.00
 AL 152 Computer Communication 3.00 A 12.00
 AL 338 Emotional Issues 3.00 A 12.00
 AL 342 Elder Care 3.00 A 12.00
 Ehrs: 15.00 GPA: 4.00
 Cum: 51.00 GPA: 4.00
 Fall 2002 Sem
 AL 125 Mathematics 3.00 A 12.00
 AL 210 Theology 3.00 A 12.00
 AL 332 Organizational Behavior 3.00 A 12.00
 Ehrs: 9.00 GPA: 4.00
 Cum: 60.00 GPA: 4.00
 Spring 2001 Sem
 AL 204 Health Care Law Ethics 3.00 A 12.00
 AL 334 Health Care Policy/Plan 3.00 A 12.00
 AL 336 Health Care Ethics 3.00 A 12.00
 Ehrs: 9.00 GPA: 4.00
 Cum: 63.00 GPA: 4.00
 Fall 2001 Sem
 AL 344 Research Care Practicum 2.00 A 8.00
 Ehrs: 6.00 GPA: 4.00
 Cum: 65.00 GPA: 4.00

AN OFFICIAL SIGNATURE IS WHILE WHITE ABLE BACKGROUND
 This officially sealed and signed transcript is printed on security paper with the name of the University printed in small type across
 the face of the document. A raised seal is not required. When photocopied the word COPY should appear. A BLACK ON WHITE
 OR A COLOR COPY SHOULD NOT BE ACCEPTED

Dr. Martin Duchow
 University Registrar

ST. LUKE'S HOSPITAL SCHOOL OF NURSING
1301 College Avenue Racine, Wisconsin 53403

STUDENT FINAL RECORD

Name: (Last, First, Middle) **BIDDLE, COLEEN ANITA** (Cunningham)
 Address: 2015 Wustum Avenue Racine, WI 53404
 Social Security No. [REDACTED]
 Birth: Date [REDACTED] Place Racine, WI
 Length of Program Three Year Diploma
 Date of Admission 8/16/82
 Date of Readmission 5/17/83
 Date of Diploma

High School:	TITLE OF COURSE	Crs.	Class Hours	Clin'l. Wks.	Grades
St. Catherine's H.S. Date: 6/8/80	Fall '80 - U.W. Parkside Composition & Reading 101	3			B
	Spring '81 - U.W. Parkside Human Physiology & Anatomy I 105	4			C+
	Introduction to Sociology 101	3			B
	Introduction to Human Development 210	3			B+
	Public Speaking 105	4			B-
	Fall '81 - U.W. Parkside Chemistry 115	3			B
	General Psychology 101	4			C+
	Human Physiology & Anatomy II 106				
	Spring '82 - Carthage College Microbiology 306	4			C
	Fall '82 Nursing Care of the Adult I - N210	15	180	18	B
	Spring '83 Nursing Care of the Adult II - N220	15	144	18	B-
	Fall '83 Nursing Care of the Child-Bearing Family - N310	17	144	18	C
	Spring '84 Nursing Care of the Adult III - N320	9	84	18	B-
	Patient Care Management - N330	6	60	18	C+

Dorcas Island
Registrar

Family - N310
 Spring '84
 Nursing Care of the Adult III - N320
 Patient Care Management - N330

Credit Hours: 31
 St. Luke's 60

School Seal

Forbes Howard
 Registrar

144	18	C
84	18	B-
60	18	C+

St. Luke's Hospital School of Nursing is a three-year diploma program accredited by the Wisconsin State Board of Nursing and the National League for Nursing.

NURSING COURSE DESCRIPTIONS

Nursing Care of the Adult I - N210 (15 credits)

This course focuses on development of the nursing process as a tool for providing safe and skilled professional nursing care to persons in a culturally diverse society. Learning activities are designed to facilitate the student's assessment of bio-psycho-sociocultural factors influencing adaptation. Opportunity is provided for basic nursing care to the adult patient experiencing medical-surgical health care problems. Learning experiences are provided in the classroom, the multi media laboratory and selected adult clinical settings.

Nursing Care of the Adult II - N220 (15 credits)

The emphasis of this course is nursing care of the adult patient experiencing ineffective adaptation. Assessment of bio-psycho-sociocultural coping styles leading to adaptation is explored. The nursing process is utilized to enhance adaptation. Learning experiences are provided on a variety of hospital units and within the community.

Nursing Care of the Child-Bearing Family - N310 (15 credits)

This course focuses on the concept of family-centered nursing from conception through adolescence. The student will utilize knowledge of the nursing process in the provision of nursing care. An interweaving component throughout the content is the adaptive response of the individual to environmental stimuli during the normal growth and development cycle. Learning experiences are provided in maternity and pediatric settings.

Nursing Care of the Adult III - N320 (9 credits)

This course provides the student with the opportunity to incorporate concepts from the bio-psycho-sociocultural disciplines into the adaptation framework in order to provide comprehensive nursing care for individuals and families with health care needs of varying complexity. The nursing process is implemented in a variety of specialized nursing situations. Professional growth continues through increased responsibility and self-direction.

Patient Care Management - N330 (6 credits)

This course is designed to facilitate the transition from student to graduate nurse. Learning experiences are planned to develop leadership and management skills. Emphasis is on decision making, legal aspects of management, communication skills for leadership, group dynamics, change promotion, and the teaching function of a group leader. Emphasis is placed on the nurses' responsibility to assess, plan, implement, evaluate and document nursing care.

* * * * *

Barbara Island

GRADING SYSTEM

Letter Grade Percent Score Point Value

Letter Grade	Percent Score	Point Value
A	94-100	4.00
A-	91-93	3.67
B+	88-90	3.33
B	85-87	3.00
B-	83-84	2.67
C+	81-82	2.33
C	79-80	2.00
C-	77-78	1.67
D+	74-76	1.33
D	72-73	1.00
D-	70-71	0.67
F	Below 70	0.00

NC (No Credit)

5/25/84

Date

Frances Island
Registrar

Charlene J. Gendron, RN, MSN

Signature

Director, School of Nursing

**TRANSCRIPT OF ACADEMIC RECORD
UNOFFICIAL**

Record of: Colleen A Kane
Student No: F00130853



Concordia University
Wisconsin
12800 N. Lakeshore Dr.
Mequon, WI 53097

Date Issued: 08-JAN-2016
Page: 1

Major : Grad Nursing Dr Nurs Pract Ldr

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
INSTITUTION CREDIT:			
Fall 2014			
DNP 903	Biotatistics & Epidemiology	4.00 A	16.00
DNP 915	Evidence Based Research (LDR)	3.00 A	12.00
DNP 940	Translational Evid Base Proj I	4.00 A	16.00
Ehrs: 11.00 GPA-Hrs: 11.00 Qpts: 44.00 GPA: 4.00			
Cum: 11.00 GPA-Hrs: 11.00 Qpts: 44.00 GPA: 4.00			
Spring 2015			
DNP 921	Healthcare Informatics	3.00 A	12.00
MEA 920	Health Care Policy & Econ- DNP	3.00 A	12.00
MHC 820	Managerial Communications- DNP	3.00 A	12.00
Ehrs: 9.00 GPA-Hrs: 9.00 Qpts: 36.00 GPA: 4.00			
Cum: 20.00 GPA-Hrs: 20.00 Qpts: 80.00 GPA: 4.00			
Fall 2015			
DNP 930	Complicated Case Studies (LDR)	8.00 A	32.00
DNP 941	Translational Evid Bas Proj II	4.00 A-	14.68
MEA 880	Leadshp/Org Behavior (LDR)	3.00 A	12.00
MEA 930	Ethics/Leadrsip in Health Care	3.00 A	12.00
Ehrs: 18.00 GPA-Hrs: 18.00 Qpts: 70.68 GPA: 3.93			
Cum: 38.00 GPA-Hrs: 38.00 Qpts: 150.68 GPA: 3.97			
*****TRANSCRIPT TOTALS *****			
TOTAL INSTITUTION		Earned Hrs	Points GPA
		38.00	150.68 3.97
TOTAL TRANSFER		0.00	0.00 0.00
OVERALL		38.00	150.68 3.97
***** END OF TRANSCRIPT *****			

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SIGNATURE.

Registrar

Official Academic Transcript from University of Phoenix

Statement of Authenticity

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Sending School Information

University of Phoenix
Registrar's Office
4025 S. Riverpoint Parkway
Phoenix, AZ 85040
Telephone: 800-866-3919
School Web Page: <http://www.phoenix.edu>
Course Catalog Web Page: <http://www.phoenix.edu/programs/degree-programs/academic-catalog.html>
Accreditation: North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC)

Student Information

Student Name: Colleen Kane
Numeric Identifier: Not Provided By the Sending School
Birth Date: Not Provided By the Sending School
Student Email: cmkane3@yahoo.com

Receiver Information

Colleen Kane
cmkane3@yahoo.com



Document Information

Transmitted On: Tue, 08 April 2014
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Date Issued: 04/08/2014
 Record of: COLLEEN A. KANE
 Student Number: [REDACTED]
 Birthdate: [REDACTED]

SENT TO:
 COLLEEN KANE
 721 COUNTY ROAD Z
 ARKDALE, WI 54613-9734
 US

Prior Schools Attended	Credits	Degrees
CONCORDIA UNIVERSITY - WISCONSIN		BA

Mo/Year	Course ID	Course Title	Grade	Credits Attempted	Credits Earned	Quality Points	Rep
UNIVERSITY OF PHOENIX							
01/2007	HCS/504	INTRODUCTION TO GRADUATE STUDY IN HEALTH SCIENCES/NURSING	A	1.00	1.00	4.00	
03/2007	NUR/402	THEORETICAL FOUNDATIONS OF PROFESSIONAL NURSING	B+	3.00	3.00	9.99	
04/2007	NUR/464	CONCEPTS OF FAMILY NURSING THEORY	A-	3.00	3.00	10.98	
05/2007	NUR/429	ISSUES AND STRATEGIES IN NURSING RESEARCH UTILIZATION	A	3.00	3.00	12.00	
07/2007	HCS/587	CREATING CHANGE WITHIN ORGANIZATIONS	A-	3.00	3.00	10.98	
08/2007	NUR/513	THEORETICAL FOUNDATIONS OF PRACTICE	A-	3.00	3.00	11.01	
09/2007	NUR/518	ANALYSIS OF RESEARCH REPORTS	B+	3.00	3.00	9.99	
11/2007	NUR/542	DYNAMICS OF FAMILY SYSTEMS	B+	2.00	2.00	6.66	
12/2007	NUR/531	INFLUENCING THE FUTURE OF NURSING AND HEALTH CARE	A-	3.00	3.00	11.01	
01/2008	NUR/590A	NURSING PRACTICUM-A	B+	1.00	1.00	3.33	
02/2008	HCS/571	FINANCIAL RESOURCE MANAGEMENT	A-	3.00	3.00	11.01	
03/2008	NUR/587	LEADERSHIP AND MANAGEMENT IN NURSING AND HEALTH CARE	A	3.00	3.00	12.00	
04/2008	NUR/544	POPULATION-FOCUSED HEALTH CARE	B+	3.00	3.00	9.99	
05/2008	NUR/598	RESEARCH UTILIZATION PROJECT	A	3.00	3.00	12.00	
06/2008	HSN/548	ROLE OF THE HEALTH CARE/NURSING EDUCATOR	A	3.00	3.00	12.00	
07/2008	HSN/540	TEACHING AND LEARNING STRATEGIES	A	3.00	3.00	12.00	
08/2008	HSN/544	DESIGN AND PROCESS OF CURRICULUM DEVELOPMENT	A-	3.00	3.00	11.01	
08/2008	HSN/552	ASSESSMENT AND EVALUATION OF LEARNING	B+	3.00	3.00	9.99	
09/2008	NUR/590B	NURSING PRACTICUM-B	A-	2.00	2.00	7.34	
				GPA	Credits Attempted	Credits Earned	Quality Points
Total Cumulative Credits:						51.00	
UOPX Cumulative:				3.65	51.00	51.00	187.29
MSN/ED Program GPA :				3.67			

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Date Issued: 04/08/2014
Record of: COLLEEN A. KANE
Student Number: [REDACTED]
Birthdate: [REDACTED]

UNIVERSITY OF PHOENIX
DEGREES, CERTIFICATES

MASTER OF SCIENCE IN NURSING : COMPLETED 09/30/2008 , CONFERRED 09/2008
SPECIALIZATION IN NURSING/HEALTH CARE EDUCATION

*****End of Transcript*****





UNIVERSITY OF PHOENIX

Registrar's Office / Phone: 1-800-866-3919 / Fax: 480-643-1041

Transcript Key

General Information

The University of Phoenix is a private University founded in 1976. The University offers degrees, certificates and other programs for working adults. Courses are taken at various campus locations throughout the world.

Axia College of University of Phoenix began operations April 2006 and was an associate degree granting College of University of Phoenix through November 2011. Accordingly, some courses were previously identified as belonging to Axia College in the course title.

All grades and University transcripts are issued by the Registrar's Office in Phoenix, Arizona.

Accreditation

University of Phoenix is accredited by The Higher Learning Commission and is a member of the North Central Association. University of Phoenix was placed on Notice by The Higher Learning Commission, effective June 27, 2013. For additional information, contact The Higher Learning Commission, ncaahlc.org. The Associate of Arts in Business, Associate of Arts in Accounting, Associate of Arts in Accounting Foundations, Bachelor of Science in Accounting, Master of Science in Accounting, Bachelor of Science in Business, Master of Business Administration, Executive Master of Business Administration, Master of Management, Doctor of Management, and Doctor of Business Administration programs are accredited by the Association of Collegiate Business Schools and Programs (ACBSP). The Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Master of Science in Counseling/Community Counseling and Master of Science in Counseling/Clinical Mental Health Counseling programs offered in Phoenix and Tucson, Arizona, and the Master of Science in Counseling/Mental Health Counseling program offered in Utah are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Master of Arts in Education program with options in Elementary Teacher Education and Secondary Teacher Education is preaccredited by the Teacher Education Accreditation Council (TEAC).

The Higher Learning Commission of The North Central Association.

30 North LaSalle St., Suite 2400
Chicago, IL 60602-2504
(800) 621-7440

www.ncahigheredlearningcommission.org

Association of Collegiate Business Schools and Programs
7007 College Blvd Suite 420
Overland Park, KS 66211
(913) 339-9356

www.acbsp.org

Commission on Collegiate Nursing Education
One Dupont Circle, NW
Washington, DC 20036-1120
(202) 887-6794

www.aacn.nche.edu

Council for Accreditation of Counseling and Related Educational Programs
5999 Stevenson Ave
Alexandria, VA 22304
(703) 823-9800 Ext. 301
<http://www.cacrep.org/>

Teacher Education Accreditation Council
One Dupont Circle, Suite 520
Washington, DC 20036-0110
www.teac.org/

Transcript Policies

Transcripts are issued only with authorization from the student unless requested by a judicial order or legally issued subpoena.

Credit and Calendar

All credits awarded are semester credits. The University of Phoenix offers concentrated courses on a continuous year-round basis.

Certification of Official Transcripts

All official transcripts carry the Registrar's signature in white with a blue background and include the college name printed across the face of the document. A raised seal is not required.

Course Numbering System

100-299 Freshman and Sophomore level
300-499 Junior and Senior level
500-599 Graduate level
600-699 Professional Courses; applicable to undergraduate or graduate degree programs.
700-799 Doctorate level

Courses identified by numbers 299 and 399 indicate Prior Learning Assessment credit as represented by specific national accrediting bodies' transcripts, diplomas, certificates, standardized credit recommended by National College Credit Recommendation Service, and evaluation of professional training courses and experiential learning essays.

Spanish MBA students must be proficient in Spanish in order to participate in class and complete required assignments.

Grading System

September 1, 2007-Present:

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	.67
C+	2.33	F	.00

Prior to September 1, 2007:

A	4.00	C-	1.66
A-	3.66	D+	1.33
B+	3.33	D	1.00
B	3.00	D-	.66
B-	2.66	F	.00
C+	2.33	I	.00
C	2.00	I/F	.00

Grade point average is calculated by dividing the number of quality points by the number of units attempted.

Grades Not Calculated in GPA

I - Incomplete: Student granted extension to complete assignments.

IP-In Progress: Student is in the process of completing a course. (Limited use.)

IX - In Progress: Student granted extension. (Limited use)

NC-No Credit: Student withdrew from the course; no grade was issued. Grades issued prior to May 1991.

P-Passing: Student satisfactorily completed the course.

W-Withdrawal: Student withdrew from the course.

WC-Waived with Credit: University of Phoenix required course waived with credit.

WF-Withdrawal/Failing: Student withdrew from the course and was failing the course at the time of the withdrawal.

QC-No grade was issued. No credits awarded.

AU-Audit: Student audited the course. Audit grades do not apply toward degree requirements.

Certain courses require minimum grades to earn academic credit. Grades not meeting this standard are reflected as 0 credits earned on transcript.

Academic Standing

AD-Academic Disqualification: Student failed to achieve minimum grade point average.

SD-Scholastic Disqualification: Student did not meet minimum grade requirement for a course in their program.

SS-Scholastic Suspension: Student is suspended for a period of time.

EX-Expulsion: Student is expelled and not allowed to return to the University.

Repeats (R)

The course was repeated or an equivalent course has been completed. (Only the repeated course is calculated in the GPA.)

Release of Information

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[\(http://dsps.wi.gov/\)](http://dsps.wi.gov/)

Wisconsin Department of Safety and Professional Services

Credential/Licensing Search

Individual Search Results - Detail

Credential/License Summary for 87892

Name: KANE, COLLEEN A

Profession: REGISTERED NURSE (30)

Credential/License Number: 87892-30

Location: ARKDALE WI

Credential/License Type: regular

Status: License is current (Active)

Eligible To Practice: credential license is current

Credential/License current through: 2/29/2020

Granted date: 8/21/1984

Multi-state: Y

Orders: NONE

Specialties: NONE

Other Names: Colleen A Biddle

Wis. Stat. § 227.51(2) When a licensee has made timely and sufficient application for the renewal of a license or a new license with reference to any activity of a continuing nature, the existing license does not expire until the application has been finally acted upon by the agency, and, if the application is denied or the terms of the new license are limited, until the last day for seeking review of the agency decision or a later date fixed by order of the reviewing court.

Requirement Code Description

<https://dsps.wi.gov/Documents/LicenseRequirementAcronyms.pdf>

[Return to Search Results \(/IndividualLicense/SearchResults\)](#)

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Send questions or comments to dsps@wisconsin.gov (<mailto:dsps@wisconsin.gov>).

Wisconsin Department of Safety and Professional Services

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

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

4822 Madison Yards Way
Madison, WI 53705

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

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

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

Faculty/EA Name (*Last, First*): Frazier, Sharon WI RN License #: _____

School of Nursing Employed By: UWSP - School of Health Professions

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

Position: Educational Administrator Faculty (retired 2018)

Appointment Effective Date: 2016 - 2018 (the years as EA)

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
Spalding College	Louisville, Ky	Dec 1976	BSN/60	Nursing	
University of Kentucky	Lexington, Ky	Aug 1982	MSN 30+	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** two years experience as an instructor in a nursing education program within the last 5 years, **or** one year experience as an instructor in a nursing education program within the last 5 years and the graduate degree included education preparation.

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE

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

Lorraine Zoromski
Educational Administrator
Lorraine Zoromski
Signature
715-551-2661
Telephone Number

Assistant Professor / Nursing faculty /
Title
Program Director
12/23/19
Date
Lorraine.Zoromski@UWSP.edu
Email Address

Wisconsin Department of Safety and Professional Services

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

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

4822 Madison Yards Way
Madison, WI 53705

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

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

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

Faculty/EA Name (*Last, First*): Paulson, Carole WI RN License #: 81029-30

School of Nursing Employed By: UWSP - School of Healthcare Professions

Type of Nursing Program(s) (ADN, PN, BSN, etc.): RN to BSW (post-licensure)

Position: Educational Administrator Faculty

Appointment Effective Date: 1/1/2010 (retired 2014)

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Univ. of Phoenix	Phoenix, AZ	2009	EDD	Education	Leadership
UW-Oshkosh	Oshkosh, WI	1991	MSN	Nursing	
St. Olaf College	Northfield, MN	1976	BSN	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** two years experience as an instructor in a nursing education program within the last 5 years, **or** one year experience as an instructor in a nursing education program within the last 5 years and the graduate degree included education preparation.

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE

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

Lorraine Zoramski
Educational Administrator

Lorraine Zoramski
Signature

(715) 551-2661
Telephone Number

Assistant Prof. / Nsg faculty / Nsg Program Director
Title

12/23/19
Date

Lorraine.Zoramski@uwsps.edu
Email Address

Carole Paulson

**5860 Regent Street
Stevens Point, WI 54481
Ph. 715-346-4740**

Education

St. Olaf College, Northfield, Minnesota: Bachelor of Science-Nursing - 1976
University of Wisconsin, Oshkosh: Master of Science-Nursing - 1991
University of Phoenix: Doctorate-Education Leadership - Curriculum & Instruction - 2009

Certification

RN License #81029, State of Wisconsin
Certified Wound Care Nurse-2000
Provider, Basic Life Support
Hospice Education Program, 1990
Wisconsin Technical College System (WTCS):

- Instructor in Nursing, Basic Nursing Assistant, and Anatomy & Physiology: 5 year certificate
- Instructional supervisor: Provisional certification

Research Interests

Interdisciplinary health care education
Innovative nursing curriculum design
Instructional methodologies

Academic Experience

Faculty, UW-Stevens Point from 2008 – 2014

-Responsible for development of new RN to BSN Completion Program

Academic Staff and Consultant, UW-Stevens Point from 2005-2008

-Responsible for overall curriculum design, including course selection and new course design for new health science major implemented fall, 2007

-Courses taught or under development:

- HS 390 Human Pathophysiology
- HS 350 Leadership and Management
- HS 310 Communication in Health Care
- HS 410 Issues in Aging
- HS 490 Interdisciplinary Perspectives in Health Care
- HS 499 Selected Topics in Health Care

- Designed preliminary curriculum framework for prospective Bachelor of Science in Nursing Completion Program
- Advisor for prospective and newly enrolled Health Science majors

Assistant Dean-Nursing Programs, Northcentral Technical College (NTC), Wausau, WI, August 1, 2004 to July 1, 2005

- Adjunct faculty, Associate Degree Nursing, NTC, Wausau, WI, 2005
- Adjunct faculty, Science Department, Midstate Technical College (MSTC), Wisconsin Rapids, WI: Teaching responsibilities:
 - Anatomy and Physiology
 - Health Academy
 - Certified Nursing Assistant
 - Associate Degree Nursing, 2003- present

Faculty, Associate Degree Nursing, MSTC, Wisconsin Rapids, WI, January 1992 - June 1997

Professional Experience

- Clinical Nurse Specialist, Saint Michael's Hospital (SMH), February 1998 - December 2003
- Home Health Nurse, Interim Health Services, Wausau, and Ministry Home Health, 1996-1997
- Perinatal Nurse Educator, Portage County Human Services, Stevens Point, 1987
- Staff nurse, Neonatal Intensive Care-Level III, December 1981-July 1982, St. Joseph's Hospital, Marshfield, WI
- Staff nurse, NICU-III, July 1980-June 1981, Sioux Valley Hosp, Sioux Falls, SD
- Staff nurse, NICU-III, July 1978-June 1980, Hennepin County Medical Center, Minneapolis, MN
- Staff nurse, pediatrics, April 1977-July 1978, St. Mary's Hosp., Duluth, MN

Professional Responsibilities

Educational Administrator and faculty:

- Lead faculty implementation of new statewide technical college nursing curriculum fall, 2005 while leading writing of second semester of new curriculum at NTC
- Curriculum committee chairperson at NTC and MSTC nursing programs
- Management of increasing nursing enrollments
- Clinical site development
- College wide committee representation
- Advisory Board development
- Nursing accreditation preparation
- Academic policy and procedure development for Health Science areas
- Student Handbook revision
- Faculty hiring, workloads, and evaluation

- Student and faculty mediation

Clinical Nurse Specialist:

- Lead research and development of self-learning programs, protocols, policies, and procedures related to over 10 major clinical foci, including falls, alcohol/opioid detoxification, pain management, wound and skin, bariatrics, patient safety and IV complications, documentation practices, and support surfaces
- Design/implementation team of Electronic Medication Record at SMH
- SMH representative to Ministry Corporation JCAHO-driven Pain Management Initiative
- Developer of C.N.A. Competency Program for SMH in 2000
- Committee chair for Pain Management and Wound and Skin Committees at SMH
- Lead revision of closed-circuit housewide patient education channel
- Regular presenter of clinical education programs at SMH
- Physician recruitment

Awards

- Three-time Circle of Excellence nominee for clinical accomplishments-SMH

Memberships

- National League of Nursing
- Wisconsin League of Nursing
- National Medical Society Alliance
- State Medical Society of Wisconsin Alliance

Original Papers and Presentations

- "Legalities of Documentation", Nursing Education Session, 9/16 and 9/30/02
- "Review of JCAHO Standards for Health Care Workers", Nursing Education Session, 5/01
- "Detoxification and Severity Assessment Scale", Nursing Education Session, 2/12 and 3/1/01
- "Saint Michael's Big and Tall: Care of the Bariatric Patient", Nursing Education Session
- "Pressure Ulcer Prevalence Study" Nursing Education Session, 2/12 and 3/1/01
- "Documentation Update", 11/27/00 and 12/18/00
- "New IV Therapy Safety Policies" Nursing Education Sessions, 11/27/00 and 12/18/00
- "Epidurals for Labor and Delivery", Women and Infants Center, 10/00

- “Don’t Pressure Me! Management of the Bariatric Patient”, Nursing Education Sessions, 2/14 and 2/24/00
- “Physiology of Stress and Pain Management for O.R. Personnel”, 12/15/99
- “Documentation Guidelines for UAP”, Nursing Education Session, 11/19 and 11/30/99
- “Pressure Ulcer Prevalence Study Results” Nursing Education Sessions, 5/13 and 5/27/99
- “New Wound and Skin Product Lines and Protocols”, Nursing Education Sessions, 5/5/99
- “Pain Documentation Update”, Unit-based, 3/22-3/26/99
- Preceptor Development Classes- annually 1998-2003. Content areas of responsibility include: “The Adult Learner”, “Teams at Work”, “Fundamentals of Evaluation”, “Giving and Receiving Feedback”, “Coaching for Success”
- Preceptor Update Classes- 6/98, 8/20/01, and 9/23/02
- Partners Class (Nurse Technicians)- annually 1998-2003
- “Preparing for JCAHO Survey: Documentation Update”-May 20 and 22, 2003

Outside Presentations

- Presenter: Ministry Nursing Student Conference at SentryWorld, 1/19/02
- “Adult Learning and Assessing Competency: An Introduction to New Pain Competencies”-Pain Resource Nurse Training Course, May 7-9, 2002, Marshfield
- “JCAHO Pain Standards and Analgesic Pharmacology”, Annual Nightingale Symposium, MSTC, Wisconsin Rapids, 9/13/00
- “Understanding Pain”, a Healthwatch Community Access Television program presentation taped/televised in 2/01
- “No need to suffer in silence”- article-Stevens Point Journal, 5/2/01
- “No Pain, Big Gain” – interview with Stevens Point Journal, 1/5/01
- “Therapy Helps Patients Manage Pain”-interview –Central Wisconsin Sunday Paper 6/20/01

Program Planner and Facilitator

- “Geriatrics Update” with Lois Taft, DNSc, RN- Nursing Education, 1/28 and 1/29/03
- “Poisoning,”, with Robert Stremski, M.D. 5/15/02
- PRN Training Course, 5/7-9/01, Marshfield
- “Ethics in Pain Management” and “Acute Pain Management” by Jean Dunegan, M.D.-marketed to housewide and subsidiary staff, and community education programming
- “PCA Plus II Infusor”, 5/01
- “Pain Management” by Brad Johnson, M.D. Nursing Education Session, 9/99
- “Wound Care Products Fair”, Smith & Nephew, 5/99
- “Specialty Bed Inservice” by Hill Rom for all staff, 3/25/99

Community Service

- Church volunteer
- Associate Degree and Certified Nursing Assistant Advisory Boards, 1999-2006
- Meals on Wheels volunteer
- Highway beautification projects
- Community Outreach Task Force, Community Health Initiatives Committee, LaClinica migrant camp summer volunteer

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

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Joan Gage, Program Manager		2) Date When Request Submitted: 2/5/2020 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>																
3) Name of Board, Committee, Council, Sections: BON																		
4) Meeting Date: 2/13/2020	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? NCLEX 2019 Pass Rates 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? Yes (<u>Fill out Board Appearance Request</u>) x No	9) Name of Case Advisor(s), if required:																
10) Describe the issue and action that should be addressed: 2019 NCLEX Pass Rates Report by School																		
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">11)</td> <td style="width: 20%; text-align: center;">Authorization</td> <td style="width: 20%;"></td> </tr> <tr> <td>Signature of person making this request</td> <td></td> <td style="text-align: right;">Date</td> </tr> <tr> <td>Joan Gage</td> <td></td> <td style="text-align: right;">2/5/2020</td> </tr> <tr> <td>Supervisor (if required)</td> <td></td> <td style="text-align: right;">Date</td> </tr> <tr> <td colspan="3" style="border-top: 1px solid black; padding-top: 5px;"> Executive Director signature (indicates approval to add post agenda deadline item to agenda) Date </td> </tr> </table>				11)	Authorization		Signature of person making this request		Date	Joan Gage		2/5/2020	Supervisor (if required)		Date	Executive Director signature (indicates approval to add post agenda deadline item to agenda) Date		
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Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.																		

NCLEX Pass Rates - Board Approved RN Schools

School	All RN Takers (Including Repeaters)	All PN Takers (Including Repeaters)	1 Percentage of all RN candidates who passed the NCLEX regardless of times taking the test. 2 Percentage of all PN candidates who passed the NCLEX regardless of times taking the test.
	2019 % Passed (1)	2019 % Passed (2)	
Alverno College			
US50509100	94%		
Bellin College			
US50502200	100%		
Blackhawk Tech College			
US50407700	97%		
US50100000		100%	
Bryant and Stratton College (COMBINED)			
US50510500 / US50400200	94%		
Cardinal Stritch University (COMBINED)			
US50502700 / US50408300	89%		
Carroll University			
US50500000	99%		
Carthage College of Nursing			
US50510400	85%		
Chippewa Valley Tech College			
US50408100	97%		
US50109700		99%	
Col. of Menominee Nation			
US50402500	50%		
Columbia-Mt. Mary			
US50502000	100%		
Concordia University			
US50509400	93%		
Edgewood College			
US50507500	99%		
Fox Valley Tech College			
US50407000	99%		

NCLEX Pass Rates - Board Approved RN Schools

School	All RN Takers (Including Repeaters) 2019 % Passed (1)	All PN Takers (Including Repeaters) 2019 % Passed (2)	1 Percentage of all RN candidates who passed the NCLEX regardless of times taking the test. 2 Percentage of all PN candidates who passed the NCLEX regardless of times taking the test.
US50105700		100%	
Gateway Tech College			
US50407800	92%		
US50105900		99%	
George Williams College of Aurora			
US50510600	100%		
Herzing College - Madison (COMBINED)			
US50405500 / US50510300	88%		
Herzing University - Brookfield			
US50500200	88%		
Herzing University - Kenosha			
US50509900	86%		
Lakeshore Tech College			
US50407600	100%		
US50109800		100%	
Madison Area Tech College			
US50407900	97%		
US50105600		100%	
Maranatha Baptist Bible Col.			
US50500100	100%		
Marian University			
US50503900	95%		
Marquette University (COMBINED)			
US50509700 / US50509000	98%		
Mid State Tech College			
US50400000	100%		
US50101000		100%	
Milwaukee Area Tech College			

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	2019 % Passed (1)	2019 % Passed (2)	
US50408000	100%		
US50105800		97%	
Milw School of Engineering			
US50504400	97%		
Moraine Park Tech College			
US50408200	98%		
US50105300		100%	
Nicolet Area Tech College			
US50400100	97%		
US50100100		100%	
North Central Tech College			
US50407500	98%		
US50100500		96%	
Northeast WI Tech College			
US50407300	97%		
US50105200		96%	
Rasmussen - Green Bay (COMBINED)			
US50510000 / US50408500	88%		
Rasmussen - Wausau (COMBINED)			
US50510100 / US50400400	95%		
Silver Lake College			
US50510200	94%		
Southwest WI Tech College			
US50407100	93%		
US50109600		100%	
UW-Eau Claire			
US50508400	100%		
UW-Milwaukee			

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	2019 % Passed (1)	2019 % Passed (2)	
US50508300	89%		
UW-Madison			
US50509500	99%		
UW-Oshkosh			
US50508100	98%		
Viterbo College			
US50508200	94%		
Waukesha County Tech			
US50407400	100%		
US50109900		100%	
Western Tech College			
US50408400	95%		
US50109500		100%	
WI Indianhead Tech College			
US50407200	95%		
US50100300		100%	
WI Lutheran College			
US50500500	100%		

NCLEX Pass Rates - Board Approved PN Schools

School	All PN Takers (Including Repeaters) 2019 % Passed (1)	1 Percentage of all PN candidates who passed the NCLEX regardless of times taking the test.
Bryant and Stratton College		
US50110000	87%	
Fox Valley Tech College		
US50101200	100%	
Herzing University - Brookfield		
US50110400	100%	
Herzing University - Kenosha		
US50110300	89%	
Lakeshore Tech Stand Alone		
US50110200	100%	
MATC - Milw		
US50101400	94%	
Northeast WI Tech		
US50100600	91%	