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VIRTUAL/TELECONFERENCE
BOARD OF NURSING
Virtual, 4822 Madison Yards Way, Madison
Contact: Brad Wojciechowski (608) 266-2112
May 8, 2025

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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.

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AGENDA

8:00 A.M.

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OPEN SESSION – CALL TO ORDER – ROLL CALL

A.   Adoption of Agenda (1-5)

B.   Approval of Minutes of April 10, 2025 (6-10)

C.   Reminders: Conflicts of Interests, Scheduling Concerns

D.   Introductions, Announcements and Recognition – Discussion and Consideration
1.   Recognition: Nurses Month

E.   Administrative Matters – Discussion and Consideration
1.   Department, Staff and Board Updates
2.   Election of Officers, Appointments of Liaisons and Alternates, Delegation of Authorities
3.   Board Members – Term Expiration Dates
   a.   Anderson, John G.– 7/1/2025
   b.   Guyton, Vera L. – 7/1/2025
   c.   Kane, Amanda K. – 7/1/2027
   d.   Malak, Jennifer L. – 7/1/2026
   e.   McNally, Patrick J. – 7/1/2026
   f.   Sabourin, Shelly R. – 7/1/2027
   g.   Saldivar Frias, Christian – 7/1/2023
   h.   Weinman, Robert W. – 7/1/2027

F.   Administrative Rule Matters – Discussion and Consideration (11-13)
1.   Pending and Possible Rulemaking Projects **(12-13)**

G.   Education and Examination Matters – Discussion and Consideration
1.   Carroll University – 2024 NCLEX Performance Assessment and Improvement Plan **(14-17)**
2.   University of Wisconsin-Superior Request for Approval to Admit – Phase 2 of Nursing School Approval **(18-363)**

H.   Credentialing Matters – Discussion and Consideration

I.   Legislative and Policy Matters – Discussion and Consideration

J.   Newsletter Matters – Discussion and Consideration (364)

K.   Interdisciplinary Advisory Committee – Discussion and Consideration

L.   Speaking Engagements, Travel, or Public Relation Requests, and Reports – Discussion and Consideration (365)
1.   Travel Report: 2025 Discipline Case Management Conference, April 29-30, 2025, Santa Rosa, CA – Weinman

M.   Nurse Licensure Compact (NLC) Update – Discussion and Consideration

N.   Liaison Reports – Discussion and Consideration

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

P.   Public Comments

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

Q. Credentialing
    1. Full Board Review (366-403)
        a. K.P. – Registered Nurse Applicant (IA-480602)

R. Deliberation on Division of Legal Services and Compliance Matters
    1. Administrative Warnings
        a. 23 NUR 840 – J.M.T. **(404-405)**
        b. 24 NUR 0703 – M.L.M. **(406-407)**
    2. Case Closings
        a. 23 NUR 459 – J.E.G. **(408-413)**
        b. 23 NUR 584 – U. **(414-416)**
        c. 23 NUR 684 – T.T.H. **(417-430)**
        d. 23 NUR 860 – F.F.P. **(431-434)**
        e. 24 NUR 002 – U. **(435-437)**
        f. 24 NUR 010 – J.E.L. **(438-441)**
        g. 24 NUR 0222 – K.S. **(442-448)**
        h. 24 NUR 0230 – N.M.K. **(449-453)**
        i. 24 NUR 0453 – L.A.S. **(454-459)**
        j. 24 NUR 0469 – A.C.M. **(460-463)**
        k. 24 NUR 0575 – T.C. **(464-468)**
        l. 24 NUR 0801 – A.A.V. **(469-476)**
        m. 25 NUR 0122 – J.A.G. **(477-482)**
    3. Proposed Stipulations, Final Decisions, and Orders
        a. 23 NUR 131 – Jolene M. Kamp **(483-492)**
        b. 23 NUR 280 – Sabryna L. Pal **(493-499)**
        c. 23 NUR 332 – Kimberly L. Willis **(500-505)**
        d. 23 NUR 363 – Samantha M. Kucharski **(506-517)**
        e. 23 NUR 422 – Adrian Nieves **(518-524)**
        f. 23 NUR 556 – Attiyya D. Evans **(525-531)**
        g. 23 NUR 651 – Amanda R. Swenty **(532-537)**
        h. 23 NUR 706 – Ciarra J. Lorge **(538-545)**
        i. 23 NUR 745 – Heather E.J. Haskins **(546-553)**
        j. 24 NUR 0254 – Suzette R. Knowles **(554-560)**
        k. 24 NUR 0255 – Christina E. Riel **(561-567)**
        l. 24 NUR 0464 – Chrystal L. Damian **(568-573)**
        m. 24 NUR 0558 – Sara L. Goodhue **(574-579)**
        n. 24 NUR 0579 – Lori L. Stelloh **(580-586)**
        o. 24 NUR 0583 – Logan B. Boyum **(587-593)**
        p. 24 NUR 0630 – Emily L. Streske **(594-601)**
        q. 24 NUR 0654 – Cordell J. Powless **(602-607)**
        r. 24 NUR 0655 – Kathy E. Monkevich **(608-614)**
        s. 24 NUR 0669 – Mary C. Tetzlaff **(615-620)**
        t. 24 NUR 0691 – Erin M. Gurlusky **(621-632)**
        u. 24 NUR 0841 – Angela L. Farris **(633-639)**
        v. 24 NUR 0847 – Vanessa M. Witkowski **(640-645)**

S. Deliberation on Proposed Final Decision and Orders
1. Moriah Grahl, Respondent (DHA Case Number SPS-24-0061/ DLSC Case Number 22 NUR 552) **(646-654)**
2. Corie J. Allen, Respondent (DHA Case Number SPS-24-0058/ DLSC Case Number 23 NUR 856) **(655-666)**
3. Amy S. Boedigheimer, Respondent (DHA Case Number SPS-25-0016/ DLSC Case Number 23 NUR 883) **(667-678)**
4. Amy M. Hibbs, Respondent (DHA Case Number SPS-24-0059/ DLSC Case Number 24 NUR 005) **(679-693)**

T. Proposed Stipulations and Interim Orders
1. 22 NUR 753 – Melissa R. Knutson **(694-699)**

U. 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

V. Consulting with Legal Counsel

RECONVENE TO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION

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

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

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

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

ADJOURNMENT

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NEXT MEETING: JUNE 12, 2025

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

Times listed for meeting items are approximate and depend on the length of discussion and voting. All meetings are held virtually unless otherwise indicated. In-person meetings are typically conducted at 4822 Madison Yards Way, Madison, Wisconsin, unless an alternative location is listed on the meeting notice. In order to confirm a meeting or to request a complete copy of the board's agenda, please visit the Department website at https:\\dsps.wi.gov. The board may also consider materials or items filed after the transmission of this notice. Times listed for the commencement of any agenda item may be changed by the board for the convenience of the parties. The person credentialed by the board has the right to demand that the meeting at which final action may be taken against the credential be held in open session. Requests for interpreters for the hard of hearing, or other accommodations, are considered upon request by contacting the Affirmative Action Officer or reach the Meeting Staff by calling 608-267-7213.

VIRTUAL/TELECONFERENCE
BOARD OF NURSING
MEETING MINUTES
APRIL 10, 2025

PRESENT: John Anderson, Vera Guyton, Amanda Kane, Jennifer Malak, Patrick McNally, Robert Weinman

ABSENT: Christian Saldivar Frias, Shelly Sabourin

STAFF: Brad Wojciechowski, Executive Director; Whitney DeVoe, Legal Counsel; Sofia Anderson, Administrative Rules Coordinator; Brenda Taylor, Board Services Supervisor; and other Department Staff

CALL TO ORDER

Robert Weinman, Chairperson, called the meeting to order at 8:00 a.m. A quorum was confirmed with six (6) members present.

ADOPTION OF THE AGENDA

MOTION: Jennifer Malak moved, seconded by Patrick McNally, to adopt the Agenda as published. Motion carried unanimously.

APPROVAL OF MINUTES MARCH 20, 2025

MOTION: Amanda Kane moved, seconded by Vera Guyton, to approve the Minutes of March 20, 2025, as published. Motion carried unanimously.

ADMINISTRATIVE MATTERS

Liaison Appointments

LIAISON APPOINTMENTS	
Credentialing Liaison	Vera Guyton *(LPN Reviews),* Robert Weinman, Amanda Kane, Jennifer Malak *Alternate:* Vera Guyton
Monitoring Liaison	John Anderson *Alternate:* Patrick McNally
Professional Assistance Procedure (PAP) Liaison	~~Shelly Sabourin~~ Patrick McNally Jennifer Malak

Legislative Liaison	John Anderson*,* Robert Weinman *Alternate:* Patrick McNally
Newsletter Liaison	Jennifer Malak *Alternate:* Vera Guyton
Communication Liaison	Robert Weinman
Education and Examination Liaison	Amanda Kane *Alternate:* Jennifer Malak
Controlled Substances Board Liaison as per Wis. Stats. §15.405(5g)	Amanda Kane *Alternate:* Robert Weinman (Primary)
Wisconsin Coalition for Prescription Drug Abuse Reduction Liaison	Amanda Kane
Interdisciplinary Advisory Council Liaison	Amanda Kane *Alternate:* ~~Shelly Sabourin~~ Jennifer Malak
Travel Authorization Liaison	Robert Weinman (Chair) *Alternate:* Vera Guyton
COMMITTEE MEMBER APPOINTMENTS	
Legislation and Rules Committee	Robert Weinman (Chair), John Anderson
BOARD APPOINTMENT TO THE INTERSTATE NURSE LICENSURE COMPACT COMMISSION	
Administrator of the Nurse Licensure Compact	Robert Weinman *Alternate:* Patrick McNally
SCREENING PANEL APPOINTMENTS	
Alternates	Robert Weinman
Screening Panel Rotation	
January – March (2025 & 2026)	Vera Guyton, Amanda Kane
April – June	John Anderson, ~~Shelly Sabourin~~ Robert Weinman

July – September	Robert Weinman, Patrick McNally
October – December	Patrick McNally, Jennifer Malak

PUBLIC HEARING ON CR 25-012 REVISING N 8, RELATING TO ADVANCED PRACTICE NURSE PRESCRIBERS

MOTION: Robert Weinman moved, seconded by John Anderson, to accept all Clearinghouse comments for Clearinghouse Rule 25-012 (N 8), relating to Advanced Practice Nurse Prescribers. Motion carried unanimously.

MOTION: Robert Weinman moved, seconded by Patrick McNally, to authorize the Chairperson (or in absence of the Chairperson, the highest-ranking officer or longest serving board member in that succession) to approve the Legislative Report and Final Rule Draft for Clearinghouse Rule 25-012 (N 8), relating to Advanced Practice Nurse Prescribers, for submission to the Governor's Office and Legislature. Motion carried unanimously.

OPIOID ABUSE GOAL SETTING AND REPORT PURSUANT TO WIS STAT. 440.35 (2m)(c)

MOTION: Patrick McNally moved, seconded by Jennifer Malak, to designate Amanda Kane to work with DSPS staff to develop and approve the 2025 Opioid Report to the legislature and Governor and to delegate authority to the Chairperson to approve the final report for submission. Motion carried unanimously.

CLOSED SESSION

MOTION: John Anderson moved, seconded by Patrick McNally, 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.). Robert Weinman, Chairperson, read the language of the motion. The vote of each member was ascertained by voice vote. Roll Call Vote: John Anderson-yes; Vera Guyton-yes; Amanda Kane -yes; Jennifer Malak-yes; Patrick McNally-yes; and Robert Weinman-yes. Motion carried unanimously.

The Board convened into Closed Session at 8:29 a.m.

DELIBERATION ON DIVISION OF LEGAL SERVICES AND COMPLIANCE MATTERS

Administrative Warnings

MOTION: Amanda Kane moved, seconded by Vera Guyton, to issue Administrative Warnings in the following DLSC Cases:
22 NUR 037 – D.O.P.
23 NUR 163 – M.B.
24 NUR 0267 – S.T.M.
24 NUR 0287 – E.M.
24 NUR 0528 – H.R.B.
Motion carried unanimously.

Case Closings

MOTION: Patrick McNally moved, seconded by Jennifer Malak, to close the following DLSC Cases for the reasons outlined below:
22 NUR 129 & 23 NUR 436 – J.A. – Lack of Jurisdiction (L2)
22 NUR 174 – C.M.J. – Prosecutorial Discretion (P7)
22 NUR 174 – G.T. – Insufficient Evidence
23 NUR 709 – J.C.F. – No Violation
24 NUR 136 – W.J.B. – No Violation
24 NUR 0541 – G.A.B. – Insufficient Evidence
24 NUR 0563 – R.J.C.– No Violation
24 NUR 0565 – G.F. – Insufficient Evidence
24 NUR 0659 – D.E.G. – No Violation
24 NUR 0704 – A.L.T. – Insufficient Evidence
25 NUR 0064 – K.L.H. – Prosecutorial Discretion (P1)
Motion carried unanimously.

Proposed Stipulations and Final Decisions and Orders

MOTION: Jennifer Malak moved, seconded by John Anderson, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of the following cases:
22 NUR 665 – Wade M. Koch
23 NUR 166 – Kimberly L. Willis
23 NUR 439 – Amber L. Lewis
23 NUR 503 – Dale E. Spaulding
23 NUR 733 – Cynthia A. Chiappori
23 NUR 881 – Theodore T. Thevenot
24 NUR 0164 – Meghan E. Keyes
24 NUR 0211 – Laura A. Wood
24 NUR 0743 – Stacey L. Glover
25 NUR 0049 – Sara D. Smith
Motion carried unanimously.

Monitoring Matters

Lukus Malzahn, R.N. – Requesting Full Licensure or Modification of Monitoring Order

MOTION: Robert Weinman moved, seconded by Amanda Kane, to deny the request of Lukus Malzahn, R.N., for full licensure and termination of direct supervision, but to grant access to controlled substances. Reason for Denial: Insufficient time under the Board Order 5123.to demonstrate adequate compliance. Motion carried unanimously.

DELIBERATION ON PROPOSED FINAL DECISION AND ORDERS

Sarah L. Schmidt, Respondent (DHA Case Number SPS-24-0034/ DLSC Case Nos. 23 NUR 147 and 23 NUR 450)

MOTION: Amanda Kane moved, seconded by Jennifer Malak, to delegate to DSPS Chief Legal Counsel the Board's authority to preside over and resolve the matter of Sarah L. Schmidt, Respondent – DHA Case Number SPS-24-0034/ DLSC Case Nos. 23 NUR 147 and 23 NUR 450. Motion carried unanimously.

(Robert Weinman recused himself and left the room for deliberation and voting in the matter concerning Sarah L. Schmidt, Respondent – DHA Case Number SPS-24-0034/ DLSC Case Nos. 23 NUR 147 and 23 NUR 450.)

RECONVENE TO OPEN SESSION

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

The Board reconvened into Open Session at 8:52 a.m.

VOTING ON ITEMS CONSIDERED OR DELIBERATED UPON IN CLOSED SESSION

MOTION: Amanda Kane moved, seconded by Jennifer McNally, 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.)
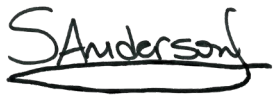
ADJOURNMENT

MOTION: John Anderson moved, seconded by Jennifer Malak, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 8:53 a.m.

State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and title of person submitting the request:	2) Date when request submitted:
Sofia Anderson, Administrative Rules Coordinator	04/28/2025
	Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting

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

Board of Nursing

4) Meeting Date:	5) Attachments:	6) How should the item be titled on the agenda page?
May 8, 2025	☒ Yes ☐ No	Administrative Rules Matters – Discussion and Consideration 1. Pending and Possible rulemaking projects.

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

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

Attachments:

    1.   Nursing rule projects chart.

11)   **Authorization**

SAnderson   04/28/2025

Signature of person making this request	**Date**
Supervisor (if required)	**Date**
Executive Director signature (indicates approval to add post agenda deadline item to agenda)	**Date**

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

Revised 03/2021

Board of Nursing
Rule Projects (Updated 04/28/2025)

Permanent Rules

Clearinghouse Rule Number	Scope #	Scope Expiration	Date Scope Requested by Board	Rules Affected	Relating Clause	Synopsis	Stage of Rule Process	Next step
24-031	030-23	11/15/2025	2/9/2023	N 6	Delegated Acts	Review and update chapter N 6 to clarify and further define delegated acts.	Legislative Review	If there are no objections after the legislative review, the rule can be adopted.
25-012	106-24	05/04/2027	04/11/2024	N 8	Advanced Practice Nurse Prescribers	The Board will conduct a review of the educational and renewal requirements for APNPs licensure.	Submitted to the Governor's Office for review on April 18, 2025.	Once the Governor approves, the rule can be submitted for legislative review.

Scope Statements

Clearinghouse Rule Number	Scope #	Scope Expiration	Date Scope Requested by Board	Rules Affected	Relating Clause	Synopsis	Stage of Rule Process	Next step
			10/8/2020	N 8	APNP prescribing limitations	Review of limitations in N8 regarding APNPs prescribing certain drugs.	Scope submitted to Governor's Office, 11/24/20.	

Board of Nursing

			7/30/2020	N 8	Collaboration with other health care providers	Review of the collaboration requirements in N8 and other changes throughout the chapter.	Scope submitted to Governor's Office, 10/15/20.	
			6/11/2020	N 2	Temporary permits	Requirements for temporary permits to respond to a future emergency and may promulgate a permanent rule to allow the Board to grant a waiver of or variance to the requirements in emergency situations.	Scope submitted to Governor's Office on 10/15/20	

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State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Joan Gage	2) Date when request submitted: 04/21/2025
	Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting

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

4) Meeting Date: 05/08/2025	5) Attachments: ☒ Yes ☐ No	6) How should the item be titled on the agenda page? Carroll University 2024 NCLEX Performance Assessment and Improvement Plan

7) Place Item in: ☒ Open Session ☐ Closed Session	8) Is an appearance before the Board being scheduled? *(If yes, please complete Appearance Request for Non-DSPS Staff)* ☐ Yes <Appearance Name(s)> ☒ No	9) Name of Case Advisor(s), if applicable: <Click Here to Add Case Advisor Name or N/A>

10) Describe the issue and action that should be addressed: Dr.Teri Kaul PhD, APRN-BC Presenter BON Approval for the plan is required by July 15, 2025

11)	Authorization

Signature of person making this request	Date
Joan Gage	04/21/2025

Supervisor (Only required for post agenda deadline items)	Date

Executive Director signature (Indicates approval for post agenda deadline items)	Date

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

Revised 03/2021

April 17, 2025

Department of Safety and Professional Services
WI Board of Nursing
Hill Farms State Office Building
4822 Madison Yards Way,
Madison, WI 53705

RE: response to Annual Pass Rate Standard - Warning Letter

Dear Board of Nursing,

The Carroll University Department of Nursing is responding to the warning letter received on April 11, 2025, regarding the Associate Degree Nursing Program (US50408700) not meeting the NCLEX pass rate standards outlined in Wis. Admin. Code § N 1.09(2) for the 2024 calendar year.

In 2024, the ADN program reported a first-time NCLEX pass rate of 75%, falling below the program's internal benchmark, the NLN CNEA accreditation standard, and the state-required minimum of 80% as outlined in Wis. Admin. Code § N 1.09(2). This represents a significant decrease from the program's 100% pass rate in 2023. While the NLN CNEA allows programs to report a three-year average pass rate—currently 87.5% for this program, the 2024 results remain a concern.

It is also important to note the program has identified and reported discrepancies in the data reported by DSPS, including one student who was incorrectly attributed to the ADN program (and should be listed under BSN) and two students who should have been counted in the ADN program instead of BSN. The corrections could impact the final calculated pass rate for 2024.

In response, to the lower pass rates nursing faculty have been actively examining the root causes and are committed to implementing evidence-based strategies aimed at improving student outcomes. The program's immediate goal is to meet or exceed the 80% NCLEX pass rate benchmark with the next graduating cohort in August 2025.

Background and Problem Identification

The ADN program celebrated the graduation of its inaugural class in 2023, with all 10 graduates (100%) successfully passing the NCLEX exam. The second cohort, graduating in August 2024 (n=15), included two graduates who faced health issues, delaying their NCLEX examination until a later date. Of the remaining 13 graduates, 7 passed the NCLEX on their first attempt, and 3 succeeded on their second attempt. The other three graduates who did not pass on their first attempt in 2024 retook the exam in 2025. As of today, two of these graduates have passed on their second attempt, while the third graduate passed on their third attempt. One of the graduates with health issues was able to take the exam in 2025 but did not pass on the first attempt and is currently waiting out the 45-day waiting period before retaking the exam. The final graduate from the 2024 cohort has not yet applied to sit for the exam due to ongoing health concerns.

The NCLEX results of students who did not pass on their first attempt were consistent with their ATI Comprehensive Predictor Exam scores. Although faculty advised these graduates to complete additional remediation before taking the NCLEX, some chose not to follow this guidance. All students were provided with access to 12 weeks of virtual ATI tutoring after graduation and had the option for one-on-one NCLEX coaching with faculty. However, some opted to schedule their exams without waiting for the ATI "green light"

and instead used alternative prep resources like UWorld, which is not officially supported by the University. Faculty were unaware of these decisions until students reached out after receiving unsuccessful results. In response, ADN faculty have been offering personalized NCLEX coaching and targeted tutoring based on ATI-identified areas of weakness.

Many students in the ADN program have self-reported challenges such as poor test-taking skills, heightened anxiety, and numerous life responsibilities, all of which affect their academic performance. Recognizing these social determinants, faculty and the student support specialist have prioritized addressing these barriers. As a result, the program has developed an evidence-based student support model centered around six dimensions of success (see Image 1.0 below). This initiative remains ongoing and continues to evolve.

Image 1.0 CU Dimensions of Success.

Goals and Objectives, and Action Plan and Strategies:
The primary objective is to increase the NCLEX pass rate to meet or exceed the 80% benchmark with the 2025 graduating cohort. To achieve this goal, the following strategies have been implemented:

- **Curriculum Review and Revision**: Faculty have conducted a comprehensive review and revised the curriculum to ensure stronger alignment with the NCLEX test plan.
- **Faculty Development**: Ongoing faculty development efforts focus on effective integration of ATI instructional tools, including practice assessments, within course instruction. Faculty have begun implementing the ATI Engage, a resource that aligns course readings, lectures, classroom activities, and exams with the NCLEX test plan and emphasizes the development of clinical judgment.
- **Student Support and Remediation**: A dedicated student support specialist is available to all ADN students throughout the program. Faculty and the support specialist, using the Dimensions of Success as the framework, consistently work with students to help them be successful in the program. They reinforce the importance of the ATI practice and proctored exams throughout the program and the Comprehensive Predictor as a key indicator of NCLEX readiness. They encourage students to take these exams seriously, participate in tutoring, and engage in regular practice prior to taking the examination.
- **University academic support**: faculty meet every two weeks with the University's Senior Director of Academic Resources to assure students' needs were being met. An annual report is provided regarding student usage.
- **Faculty Advising**: Prior to graduation, students will meet with their academic faculty advisor to review and refine their individualized NCLEX study plan.
- **ATI Review Course**: A two-day, on-campus ATI NCLEX review course is provided and will continue to be offered to all students as part of their preparation.
- **ATI Virtual Tutoring**: Students are strongly encouraged to utilize ATI virtual tutoring services after graduation to further support their readiness before taking the NCLEX.

Evaluation and Data Monitoring
Timeline: Ongoing
- Track student performance in coursework and predictive exams to identify trends early.
- Tracking students use of academic support and student support specialist.
- ATI pulse report -Monitor NCLEX readiness indicators-comprehensive predictor.

- Maintain the internal shared excel file for continuous data tracking and reporting of NCLEX pass rates.

Evaluation Plan

Key Performance Indicators (KPIs)
- NCLEX pass rates (annual)
- Mountain Measurement report
- Performance on proctor and predictor exams
- Student satisfaction and engagement in support services
- Faculty compliance with action items

Reporting and Accountability
- Monthly progress reports to administration
- Updates to Board of Nursing as required
- End-of-year assessment with revisions if necessary

Conclusion

The leadership and faculty of the Carroll University Department of Nursing remain fully committed to supporting the success of ADN students and their preparation for licensure. We are dedicated to equipping students for both clinical practice and the NCLEX examination by delivering a high-quality, evidence-based curriculum. This includes full integration of the ATI suite of products, which has consistently proven to be a strong predictor of student success across all our nursing programs. Our approach is guided by a continuous quality improvement process, grounded in the program's systematic evaluation plan. We will continue working closely with students to ensure they feel supported and understand the importance of following recommendations regarding their readiness to take the NCLEX exam. A substantive change report has been submitted to NLN CNEA regarding 2024 NCLEX pass rates.

Dr. Teri Kaul PhD, APRN-BC
Gladys McKay Richter Endowed Chair
Chairperson Department of Nursing
College of Health Sciences
South Bergstrom 151 S. East Ave-311
Connectedness-Achiever-Learner-Input-Context
Office: 262-650-4924
Cell: 414-690-9012

Respect l Integrity l Stewardship.
100 N. East Avenue l Waukesha, WI 53186 l 1.800.CARROLL
carrollu.edu l

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State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and title of person submitting the request:	2) Date when request submitted:
Joan Gage	04/21/2025
	Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting

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

4) Meeting Date:	5) Attachments:	6) How should the item be titled on the agenda page?
05/08/2025	☒ Yes ☐ No	University of Wisconsin-Superior

7) Place Item in: ☒ Open Session ☐ Closed Session	8) Is an appearance before the Board being scheduled? *(If yes, please complete Appearance Request for Non-DSPS Staff)* ☐ Yes <Appearance Name(s)> ☒ No	9) Name of Case Advisor(s), if applicable: <Click Here to Add Case Advisor Name or N/A>

10) Describe the issue and action that should be addressed:
Request for Approval to Admit – Phase 2 of Nursing School Approval   Dr. Lorraine Smith, Nursing Program Director

11)	Authorization

Signature of person making this request	Date
Joan Gage	04/21/2025

Supervisor (Only required for post agenda deadline items)	Date

Executive Director signature (Indicates approval for post agenda deadline items)	Date

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

Revised 03/2021

Application by the University of Wisconsin-Superior for
authorization to plan a school in nursing
from the Wisconsin Board of Nursing
Prepared by Provost Maria Stalzer Wyant Cuzzo and Dr. Lorraine Smith, Nursing Program Director
March 31, 2025

The University of Wisconsin-Superior requests Authorization to Admit Students (Step 2) to the first class under Wis. Admin. Code Chapter N 1.04. The application consists of Form 3027 (See Appendix 1AA) and answers to the following nine areas:

(1)   Verification of employment of an educational administrator meeting the following requirements.
(Appendix 1)
  a)   Employed educational administrator: Dr. Lorraine Smith was hired in a national search. Employment began as the UW-Superior nursing program director and educational administrator on January 9, 2025. She is a half-time Associate Professor on the tenure track and will be full-time in Fall 2025. (Appendix1a-UWS Contract, Appendix 1b Form 1114 Nursing Admin)
  b)   Holds a current, active, unencumbered Wisconsin RN license: Lorraine M. Smith #112861-30 (Expires 3/1/26). (Appendix 1c RN license)
  c)   Holds a graduate degree in nursing: Lorraine Smith holds doctoral (May 2016), master's (August 2003), and bachelor (December 1993) degrees in nursing from the University of Wisconsin-Eau Claire (UWEC). (Appendix 1d CV)
  d)   Has knowledge in learning principles for adult education: Dr. Smith is an Associate Professor at UWEC in the Department of Nursing and has taught nursing classes in the Graduate and Undergraduate Nursing programs for the past nine years. She is currently teaching in the undergraduate nursing program at UWEC. Dr. Smith has extensive experience in curriculum design, learning principles and best practices in teaching of nursing, has engaged in many professional development trainings about pedagogy and has worked effectively with adults in learning and learning environment in nursing throughout her extensive career. (Appendix 1d CV)
  e)   Has current knowledge of nursing practice: Dr. Smith has over 25 years of nursing practice experience. She also has presented and published scholarship in practice and health issues in nursing. She maintains active membership in professional nursing organizations and is currently updating the American Nurses Association *Scope and Standards of Practice in Correctional Nursing* through the American Correctional Nurses Association. (Appendix 1d CV)
(2)   Evidence of employment of sufficient number of faculty to teach the courses offered for the first six months. UW-Superior is a partner in the Universities of Wisconsin BSN@Home collaborative program that has been in existence since 1996 and employs over thirty faculty/instructors across all of the UW membership institutions. As a member of this collaborative, UW-Superior students will be taking courses from the full array of instructors/faculty across the UW partner schools and thus will have direct access to over thirty instructors in the first six months of the program. BSN@HOME faculty and credentials are located at https://bsnathome.com/facultyadvisor-contacts/ and https://bsnathome.com/meet-our-faculty/. In addition, UW-Superior will be hiring a second Nursing Instructor within the next 9 months to strengthen the university's teaching faculty within the BSN@Home collaborative. Within one year, the university BSN program will be fully staffed. (See the timeline below in item #9 for the ordering of hiring and Appendix 2 instructor course leads for Spring 2025 BSN@HOME Core courses).
(3)   The school of nursing's philosophy and objectives. (See Appendix 3 Catalog copy)
  a.   Philosophy of nursing at UW-Superior: The nursing program is dedicated to academic excellence by providing a rigorous and supportive learning environment that fosters intellectual and personal growth to enhance nursing knowledge within a liberal education foundation emphasizing holistic and compassionate person-centered care, population health through advocacy and collaboration, evidence-based knowledge, and improving health outcomes regionally and globally with a special emphasis on Indigenous health practices.

b. Objectives of the nursing program: Graduates of the Bachelor of Science in Nursing (RN to BSN) program at UW-Superior will:
   1. Integrate and apply nursing knowledge that is built on a foundation of liberal education, cultural competence, and community-enhanced learning.
   2. Provide just, high-quality, holistic, patient-centered care that is evidence-based, at an appropriate developmental level, and delivered in a respectful, compassionate, coordinated manner across diverse healthcare settings.
   3. Analyze public health issues and policies, and identify strategies for health promotion through advocacy, interdisciplinary collaboration, and the implementation of culturally congruent interventions and policies that improve health, health equity, and crisis preparedness with an emphasis on rural and indigenous populations.
   4. Integrate evidence-based knowledge and research into clinical decision-making to promote quality improvement practices recognizing the importance of nursing scholarship to improve health outcomes for communities and patients.
   5. Demonstrate advanced leadership skills in nursing practice, including effectively collaborating with interdisciplinary teams, initiating change, advocating for quality patient care, and applying safety, risk management, and quality improvement into nursing practice.
   Intentionally and effectively collaborate in an interdisciplinary manner with healthcare professionals from diverse disciplines to improve patient outcomes and promote interdisciplinary teamwork with care team members including patients, facilities, and communities to optimize care, enhance the healthcare experience, and strengthen health outcomes with an emphasis on respecting indigenous health beliefs and practices.
   6. Coordinate resources across complex healthcare systems to provide safe, quality, and equitable care to diverse populations.
   7. Proficiently utilize healthcare technology, informatics processes, and data to guide, manage, and enhance patient care, documentation, and communication within healthcare teams, and improve healthcare delivery.
   8. Demonstrate the formation and cultivation of professional nursing identity, ethical conduct, and exhibit integrity adhering to professional nursing standards of practice and code of ethics.
   9. Participate in activities that foster personal health, resilience, and well-being, career-long learning, and develop nursing expertise through ongoing professional development and education.
   The Essentials: Core Competencies for Professional Nursing

(4)   An overview of the Curriculum (Appendix 3-Catalog copy)

   a) **Content:** This curriculum will consist of 60 credits of nursing and 60 credits of general education or university studies. In this RN to BSN program, most students will transfer in about 30 credits of general education and will also be awarded 30 nursing credits from previous coursework following admission to the nursing program. The remaining 30 nursing credits will consist of a transitions course (NURS 301-2 credits), seven core nursing courses (21 credits), one upper division nursing elective course (3 credits) and a capstone/clinical course (NURS 497-4 credits, including 90 clinical hours). Most of these nursing courses will be accessed through the collaborative Universities of Wisconsin BSN@HOME program. Required non-nursing courses include statistics, developmental psychology, chemistry, anatomy and physiology (general and advanced), and microbiology with most of these courses transferring from associate degree nursing programs. (Appendix 3 Catalog copy)
   b) Course sequence: Students will take the transitions course (NURS 301) during their first semester in the nursing program and take the capstone clinical course NURS 497 during their final semester of the nursing program. The remaining nursing core and elective courses can be taken in any order with the caveat of statistics as a prerequisite for NURS 446 Nursing Research and Evidence-based Practice. (Appendix 4a Course sequence)
   c) Course descriptions and syllabi for the program. (Appendix 4b Course descriptions and syllabi).
   d) The full curriculum, philosophy, objectives, and other content were formally reviewed by the Department of Health and Human Performance at UW-Superior and approved on February 6,

2025. Following this, a second level of review occurred within the Joint Instructional Senate structure in the Undergraduate Academic Affairs Committee (UAAC), and the materials were once again approved on March 4, 2025. (Appendix 4c New course proposals, 4b Course descriptions and syllabi) The nursing curriculum is now formally approved at the university level. NURS 302 is ready to proceed through BSN@HOME partner institutional review processes before getting added as a nursing elective course in the collaborative program.

(5)   Documentation of a school evaluation plan

The program evaluation will be done using data from student feedback on courses, program, and instructors, BSN@HOME course reviews (Appendix 5a Evaluation BSN Program), time to graduation, alumni/ employer program surveys, and recruitment/retention data. This program will also be evaluated through the CCNE accreditation process, which we are currently preparing to begin (Appendix 5b UWS Nursing Master Eval). The university evaluation plan will be used for Higher Learning Commission accreditation. (Appendix 5c UWS program review flowchart)

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

 From the student's entry into the program to graduation, they work with a specific academic advisor in the BSN program to obtain direct 1:1 advice about course enrollment and any student policies that may be relevant. UW-Superior has a referral system to help students connect with key support staff at https://www.uwsuper.edu/student-life/support-and-services/student-resource-hub/ and both of these strategies lead to student retention and graduation. Student policies on admission and progression are listed in the Course Catalog (Appendix 3). There will also be an online nursing student handbook with student policies for both academic and clinical requirements that is in progress-please see attached outline. (Appendix 6)

(7)   Documentation of a plan for student or prospective student access to student policies

Students will be assured of access to student policies using three methods: (1) upon admission to UW-Superior's program, students will receive an individualized onboarding experience that will explain the critical student policies; (2) All relevant policies will be included in course syllabi and in a handbook (Appendix 7); (3) student policieshttps://www.uwsuper.edu/student-life/support-and-services/student-resource-hub/ will be reinforced in 1:1 advising sessions each semester; and (4) students will have 24/7 access to student policies online at https://www.uwsuper.edu/academics/registrars-office/policies/ and through the Center for Academic Advising at https://www.uwsuper.edu/academics/academic-support/academic-advising/.

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

Written agreements from clinical facilities securing clinical opportunities and documentation of facility type signed after the date the school of nursing was granted authorization to plan by the board (January 9, 2025):

In this RN to BSN program, the emphasis will be on providing population-based nursing care. The nursing students in this program will have already completed many hours of acute care nursing care and are current practicing Registered Nurses when they take this course. Therefore, clinical opportunities include the community as a client but could also encompass populations within acute care settings, with the goal of RN students doing clinical in their home communities in a management or leadership role to enhance the health of the community they live in, likely the Twin Ports Superior/Duluth area. UW-Superior has many contracts with community partners currently working

with students through Health and Human Performance, Education, and Social Work departments, and many more departments across campus that we plan to work with in the future (Appendix 8). We are in communication with many of these community partners and have contracts in progress with Douglas County Health Department, Duluth Area YMCA and many more, We expect to increase the number of contracts as our program gains more visibility. We view contracts as an ever-growing and ongoing process. See attached signed contracts and Form # 1008 (Appendix 8a and 8b))

(9) **An updated timeline for implementing the program and the intended date of entry of the first class (Spring 2026)**

The UW-Superior implementation includes:

January 9, 2025-February 20, 2025	Internal course development and syllabi for UW-Superior offered courses: NURS 301 (Transitions), NURS 497 (Synthesis/Capstone), and NURS 302 (Indigenous Practices in Health and Healing -BSN@HOME nursing elective contribution (core class for UW-Superior)
January 10, 2025-April 1, 2025	Prepare and submit Step 2: *Authorization to Admit Students* application to Board of Nursing
February 20, 2025-March 18, 2025	Seek approval of all nursing curricula through UW-Superior shared governance review and process
March 1, 2025-June 1, 2025	Internal planning with marketing, admissions, registrar, student advising, and IT for nursing program including a homepage at UW-Superior. Integration into BSN@HOME/OPLR website at www.bsnathome.com for marketing and future recruitment.
March 24, 2025	Prepare and launch second search for nursing instructor
April 1-July 1, 2025	Continue to prepare application for initiating CCNE accreditation of a new nursing program, followed by submitting the application and progressing through the phased process for final accreditation approval-In Progress
May 1, 2025	Prepare recruitment plan for admission of students in Summer/Fall 2025 for a Spring 2026 start
May 15, 2025	Provide BSN@HOME program with course syllabus for NURS 302 Indigenous Practices in Health and Healing course
June 1, 2025	Complete Board of Nursing faculty report
August 1, 2025	Welcome second nursing faculty to the program
September 1, 2025	Complete Board of Nursing faculty report
October 1, 2025-January 20, 2026	Student registration for spring 2026 nursing courses
December 1, 2025	September 1
January 20, 2026	Welcome first student to the RN to BSN program for Soring 2026 classes
Spring 2026-completion	Continue process of CCNE accreditation approval

March 1, 2026; June1, 2026; September 1, 2026; December 1, 2026	Ongoing Board of Nursing quarterly faculty reporting
March 1, 2027	Ongoing Board of Nursing quarterly faculty reporting
May 2027-December 2027	First BSN graduates: Prepare nursing school self-evaluation for Step 3 Board of Nursing program approval (no later than Spring 2029 graduation of third group of students)
Spring 2027 -Fall 2027	Complete CCNE visit for final accreditation

Wisconsin Department of Safety and Professional Services
Appendix AA

Mail To: **P.O. Box 8366**
Madison, WI 53705-8366
FAX #: (608) 251-3018
Phone #: (608) 266-2112

4822 Madison Yards Way
Madison, WI 53705
E-Mail: dspsbon@Wisconsin.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

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(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 DSPSBON@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:

University of Wisconsin-Superior

Name of School:

Address: PO Box 2000 Belknap, Superior, WI   54880-4500

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

Dr. Lorraine M Smith
Director
Educational Administrator

Associate Professor, Nursing Program

Title

Lorraine Smith

Signature

01/09/2025
Date

715-395-4673
Telephone Number

lsmith52@uwsuper.edu
Email Address

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UNIVERSITY *of* WISCONSIN

Superior

January 8, 2025

Lorraine Smith
13026 115th Ave
Chippewa Falls, WI 54729

Dear Lorraine,

Congratulations! On the recommendation of the Dean of Academic Affairs and the Chairperson of the Department of Health and Human Performance, I am pleased to offer you a faculty appointment as Associate Professor of Nursing and BSN Program Director in the Department of Health and Huaman Performance at the University of Wisconsin-Superior. We are excited to welcome you to the UW-Superior faculty community. This letter will summarize the terms of our agreement with each other as we begin this long-term working relationship. It covers legal matters as well as expectations for performance as a tenure track faculty member at UW Superior.

This is a 12-month probationary appointment with a minimum of 50% appointment beginning on January 9, 2025, for spring semester, 25-50% appointment effective May 26, 2025, for summer session and a 100% appointment effective August 27, 2025, thereafter for the academic year. Summer duties will be a minimum of 50%. The 2025-26 academic year begins August 27, 2025, and ends May 26, 2026. We do expect all members of our faculty and staff to attend Opening Week events and be available on campus during this important window of preparation.

Under the University of Wisconsin System personnel rules, a full-time probationary faculty appointment may not exceed seven (7) consecutive years by which time either you will be granted tenure by the Board of Regents, or your appointment will not be renewed. After you serve two or more years of continuous service in a full-time probationary faculty position at the University, if the University elects not to renew any subsequent probationary appointment, you will be entitled to at least 12 months notice of non-renewal.

You will receive one credit year towards promotion to Full Professor. You will also receive three credit years towards tenure; thus, your probationary period is 4 years. To comply with the 12-month notice requirement, a tenure recommendation will be made no later than the end of 3 years of full-time continuous service as a probationary faculty member. Assuming annual renewals of your full-time probationary faculty appointment, a tenure recommendation will be made no later than the end of the 2027-2028 academic year. Aside from evaluations of your performance, renewal of your appointment and the possible granting of tenure depends upon several factors including programmatic need, tenure density within your program area, fiscal considerations, and other factors not enumerated here that might affect your program area, department, or the University. The current impact of these factors on your appointment will be reviewed with you during the annual rank, salary, and tenure process.

Your gross annual salary will be $106,000. Payment, less taxes, and other deductions required of university employees, will be made on a bi-weekly basis. The bi-weekly calendar can be found here. Additional J-Term and Summer College opportunities may be available but are not guaranteed. You will also receive professional development funds in the amount of $3,000 from the Office of the Dean of Academic Affairs to be used over your first two years ($3,000 total). In addition, we will offer $3,500 to be paid to offset the costs of relocation if you opt relocate to the Superior, WI area **(must notify UW-Superior HR of confirmed relocation and processing of the relocation payment).** This payment, less taxes and other deductions required of university employees will be in the form of a lump sum payment. The UW System policy that covers moving costs can be found here.

Your immediate supervisor for UW System purposes will be the Chair of the Department of Health and Human Performance who will work with you in assigning teaching and advising duties. There will be a one course reassignment of time for the professional development series at UW-Superior known as Teaching and Learning Cohort (TLC) during the Fall semester. The Chair of the Department of Health and Human Performance will help guide your onboarding process within the department and its programs.

The primary duties and responsibilities of this position will be:

1.   Provide leadership and administrative oversight for the nursing program, including teaching as needed.

PROVOST/VICE CHANCELLOR FOR ACADEMIC AFFAIRS
Old Main, Room 324 * Belknap & Catlin * PO Box 2000 * Superior, WI 54880-4500 * Phone: (715) 394-8449 * Fax: (715) 394-8324

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Smith, Lorraine
Page 2
January 8, 2025

2.   Providing high-quality academic advisement to students

3.   Undertaking a program of service that includes participation in your program and department to continually administer and strengthen program curriculum, enrollment, and student success, as well as providing service to the University, and the region.

4.   Engaging in an ongoing program scholarship.

5.   Successfully completing the series Teaching and Learning Cohort in your first year

6.   Maintaining a sufficient on-campus presence to serve students and to collaborate with colleagues in the department and the University to fulfill service roles.

7.   Engaging in regular documented professional development related to teaching, advising, scholarship, and service to keep current in these areas.

8.   Completing the duties and responsibilities listed above in a manner consistent with policies of the Universities of Wisconsin, UW-Superior, and the bylaws of the Department of Health and Human Performance
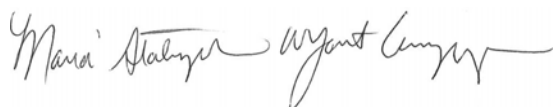
This offer is contingent upon verification of identity and work authorization as required by the Immigration Control and Reform Act of 1986 and will be withdrawn if your status is not in compliance with the provisions of the Act. I-9 verification is required within three (3) days of your start date, no later than **January 14, 2025,** as well as a successful criminal background check and misconduct reference check.

Please contact Human Resources, recruiting@uwusper.edu, to discuss benefit options you may be eligible for. Contact should be made at your earliest convenience to ensure that, if applicable, proper enrollment deadlines are met.

Please submit official copies of your transcripts showing the awarding of all degrees earned to the Office of Human Resources by **February 9, 2025.**

I look forward to working with you in the years to come. Thank you for choosing UW Superior for your future pathway to success.

Sincerely,

Dr. Maria Stalzer Wyant Cuzzo
Provost and Vice Chancellor of Academic Affairs

INITIAL

c: Department Chair
       Budget Office
       Personnel

- -

ACKNOWLEDGMENT: I accept the terms of this appointment as specified above.

Signed: Lorraine Smith

Date: 1/10/2025 | 6:34 AM PST

Funding: 131-056012-0 (100%)

PROVOST/VICE CHANCELLOR FOR ACADEMIC AFFAIRS
Old Main, Room 324 * Belknap & Catlin * PO Box 2000 * Superior, WI 54880-4500 * Phone: (715) 394-8449 * Fax: (715) 394-8324

Wisconsin Department of Safety and Professional Services

Office Location: 4822 Madison Yards Way	LicensE Portal: LicensE.wi.gov
Madison, WI 53705	Email: dspsbon@wisconsin.gov
Phone Number: (608) 266-2112	Website: dsps.wi.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 of a vacancy in the educational administrator position and designation of an interim or permanent educational administrator within five (5) business days of the vacancy. If an interim educational administrator is designated, the institution shall notify the Board of Nursing within five (5) business days of hiring a permanent educational administrator. Completion and submission of this form is required as part of the notification process.

Faculty/EA Name (Last, First):	Smith, Lorraine		
RN License Number(s):	State(s) in which license(s) held:		Multistate?:
112861-30	WI		☒ Yes ☐ No
School of Nursing Employed By:	UW-Superior		
Type of Nursing Program(s) (ADN, PN, BSN, etc.):	BSN (RN to BSN)		
Position:	☒ Faculty ☐ Seeking Faculty Exception		
Appointment Effective Dates:	01/09/2025		
Position:	☒ Educational Administrator ☐ Interim		
Appointment Effective Dates:	01/09/2025		

FACULTY APPOINTMENTS (Complete Section A below. Attach additional pages as needed.)

- Fully qualified professional nursing 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. *See Form 2262 for faculty exceptions.*

- Fully qualified practical nursing faculty must have a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered and a baccalaureate with a major in nursing.

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
UW-Eau Claire	Eau Claire. WI	5/2016	DNP	Nurse Executive	N/A
UW-Eau Claire	Eau Claire. WI	8/2003	MSN	Nursing Admin	N/A
UW-Eau Claire	Eau Claire. WI	12/1992	BSN	Nursing	N/A

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Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

A qualified educational administrator must have a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered, a graduate degree with a major in nursing (a doctoral degree if the school offers a graduate degree in nursing program), knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation, current knowledge of nursing practice, and at least two (2) years' experience as an instructor in a nursing education program within the last five (5) years or one year experience as an instructor in a nursing education program with the last five (5) years and the graduate degree included education preparation.

List most recent education preparation and instruction experience first. **Include** a current curriculum vitae for Board review. (Attach additional pages as needed.)

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
UW-Eau Claire	Eau Claire, WI	5/2016	DNP	Nurse Executive	N/A
UW-Eau Claire	Eau Claire, WI	8/2003	MSN	Nursing Admin	N/A
UW-Eau Claire	Eau Claire, WI	12/1992	BSN	Nursing	N/A

B. NURSING INSTRUCTION EXPERIENCE

From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title
8/2024	7/2025	FT	UW-Eau Claire	Eau Claire, WI	Associate Professor
8/2020	8/2024	FT	UW-Eau Claire	Eau Claire, WI	Assistant Professor
8/2018	8/2020	PT	UW-Eau Claire	Eau Claire, WI	Clinical Assistant Instructor
8/2016	8/2018	PT	UW-Eau Claire	Eau Claire, WI	Clinical Instructor
8/1996	5/2013	PT	CVTC	Eau Claire, WI	Adjunct Instructor
8/2008	8/2013	PT	WITC	Rice Lake, WI	Adjunct Instructor

C. CURRENT KNOWLEDGE OF NURSING PRACTICE (Detail below. Attach additional pages as needed.)

(See Appendix 1)

Educational Administrator:	Title:
Dr. Lorraine M Smith	Nursing Program Director
Signature: (Provide a digital signature or print and sign form.)	Date:
Lorraine Smith	3/11/2025
Telephone Number (with area code):	Email Address:
715-395-4673	lsmith52@uwsuper.edu

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Wisconsin Department of Safety and Professional Services

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Committed to Equal Opportunity in Employment and Licensing

State of Wisconsin

DEPARTMENT OF SAFETY AND PROFESSIONAL SERVICES

COMMITTED TO EQUAL OPPORTUNITY IN EMPLOYMENT AND LICENSING

REGISTERED NURSE

NO. 112861 - 30

Expires: 03/01/2026

LORRAINE M SMITH
13026 115TH AVE,
CHIPPEWA FALLS, WISCONSIN 54729
UNITED STATES

MULTISTATE

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Signature: Lorraine M Smith

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Curriculum Vitae

Lorraine M. Smith, DNP, MSN, RN, CCHP

Associate Professor

Department of Health & Human Performance

University of Wisconsin-Superior

Lsmith52@uwsuper.edu

Associate Professor

Department of Nursing, College of Nursing

University of Wisconsin-Eau Claire

smithlm@uwec.edu

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Education

2016	DNP Nurse Executive, University of Wisconsin - Eau Claire, Eau Claire, WI
	DNP Scholarly Project: *Development of an Online Inservice Module to Enhance Understanding of Moral Distress Dynamics in Prison Nurses*
2003	MSN Nursing Administration-Adult Focus, University of Wisconsin - Eau Claire, Eau Claire, WI; MSN Scholarly Project: *Exploring the Sexuality of University of Wisconsin-Eau Claire Students: Results from a College Student Health Survey*
1992	BS, Nursing University of Wisconsin – Eau Claire, Eau Claire, WI Magna Cum Laude

Academic Experience

2025-Present	**Associate Professor,** Health & Human Performance Department, University of Wisconsin-Superior, Superior, WI
2024-Present	**Associate Professor-Tenure,** College of Nursing, University of Wisconsin-Eau Claire (UWEC), Eau Claire, WI
2020-2024	**Assistant Professor,** College of Nursing and Health Sciences (CONHS), University of Wisconsin-Eau Claire (UWEC), Eau Claire, WI
2018-2020	**Clinical Assistant Professor,** CONHS, UWEC, Eau Claire, WI
2016-2018	**Clinical Instructor**
2007	**Co-Instructor** (CND Capstone), UWEC, Eau Claire, WI
1996-2013	**Adjunct Instructor** Chippewa Valley Technical College (CVTC), Eau Claire, WI Jail Officer Certification and Re-certification courses-Health care content for law enforcement and jail officers
2008-2013	**Adjunct Instructor** Wisconsin Indianhead Technical College Rice Lake, WI Jail Officer Re-certification courses-Health care content for law enforcement and jail officers

Administrative Experience

2025-Present	**Nursing Program (RN to BSN) Director,** Department of Health and Human Performance, UW-Superior, Superior, WI
2024-2025	**BSN Completion Program Director,** UWEC. College of Nursing, Eau Claire, WI
2024-2025	**Consultant -**Legal Nurse Expert in a Correctional Health Care litigation case (Contracted)
2008-2012	**BSN@Home Statewide Program Director**, University of Wisconsin System, Madison, WI **Senior Student Services Coordinator,** UWEC College of Nursing and Health Sciences (CONHS)
2004-2009	**Assistant to the Associate Dean-Student Services Coordinator,** UWEC, CONHS, Eau Claire, WI
1995-2004	**Assistant to the Associate Dean-Student Services Coordinator,** UWEC, College of Professional Studies-School of Nursing (SON)
1993-1995	**Assistant to the Associate Dean-Student Services Coordinator,** UWEC, SON

Clinical Nursing Practice Experience

2015-2020	**Nurse Clinician II/Prison Charge Nurse**, Stanley Correctional Institution, Stanley, WI
2001-2011	**Jail Nurse**, Chippewa County Sheriff's Department, Chippewa Falls, WI
1999-2001	**Jail Nurse Consultant,** Private Contract with Chippewa County Sheriff's Department and Chippewa County Public Health Department, Chippewa Falls, WI
1993-1999	**Jail Nurse**, Private Contract with Chippewa County Sheriff's Department, Chippewa Falls, WI
1993-1999	**Clinic Nurse-Mental Health Professional**, Private Contract with Chippewa County Guidance Clinic Nurse Chippewa Falls, WI (Obtained initial state certification of Community Support Program (CSP) Interdisciplinary Team member)
1993-1999	**Occupational Health Nurse Consultant** Private Contract with Chippewa County Clerk's Office, Chippewa Falls, WI

| 1998 | **Triage and Clinic Nurse** Private Contract with Family Health Associates, Chippewa Falls, WI |
| 1993-1994 | **Staff Nurse/Nursing Home Charge Nurse**, Chippewa Manor Nursing Home, Chippewa Falls, WI |

Professional Licenses and Certifications

1993	Registered Nurse State of Wisconsin, Exp. 2/28/2026
1993	CPR for Health Care Professionals with AED, American Heart Association: Exp. 8/2026
1999	Legal Nurse Consultant Certificate, CVTC, Eau Claire, WI
2018	Certified Correctional Health Professional (CCHP)-National Commission on Correctional He Care (NCCHC); 2000-2010; Current
2021	Medical and Safety Professionals Certificate, University of Nebraska Medical Center Agriculture Health and Safety

Fellowships, Awards, and Recognition

2025	Blugold Women's Basketball Staff Appreciation Recognition, Nursing student, UWEC Sonnentag Center
2024	
2023	Blugold Men's Wrestling Staff Appreciation Recognition, Nursing student, UWEC Sonnentag Center
	Marshfield Clinic Health System Outstanding Partner in Community Health Award, Substance Misuse Action Committee (Co-chair), Eau Claire. WI
2022	Excellence in Scholarship Recognition. UWEC Office of Research and Sponsored Programs (ORSP) 17th Annual Celebration of Scholarship, Eau Claire. WI
	Suzanne Van Ort Award for Faculty Creativity and Scholarliness, UWEC-CONHS
	Blugold Women's Basketball Staff Appreciation Recognition, Nursing student, UWEC Zorn Arena
2021	Sue Peck Holism and Integrative Therapies Award, UWEC-CONHS
2016	Secretary's Lifesaving Award-State of Wisconsin, Department of Corrections
2014	Nurses for Wisconsin Fellowship (DNP), 2014-2016
2010	Ihle Family Award for Caring, UWEC CONHS

PUBLICATIONS
Peer-Reviewed

Smith, L.M., Boehm, L., Strang, L. V., DeMarre, C., & Marcyjanik, D. (post humous). (2021). Targeted   Education for School Staff on Electronic Nicotine Delivery Systems: A Nurse Led Intervention. *The Journal of School Nursing*. DOI: https://doi.org/10.1177/10598405211043127

Invited

American Nurses Association (ANA) Professional Issues Panel on Moral Resilience. (2017 *). A call to action: Exploring moral resilience toward a culture of ethical practice*. (Co-author)
https://www.nursingworld.org/~4907b6/globalassets/docs/ana/ana   -call-to-action--exploring-moral-resilience-final.pdf

Jail Interdisciplinary Task Force. (May 1998). *Medication administration manual for Jail Officers*. Wisconsin Bureau of Training and Standards, Wisconsin Department of Justice (Co-author)

Jail Interdisciplinary Task Force. (May 1996). Wisconsin Bureau of Training and Standards, Wisconsin Department of Justice *Jail health issues training manual*. (Co-author)

PRESENTATIONS
Peer reviewed-National

Smith, L.M. (2024, May 22). *An online in-service module to enhance understanding of moral distress dynamics in Prison nurses* [Conference plenary session, recorded]. Spring Online 2024 National Conference on Correctional Health Care

Smith, L.M. (2024, April 30). *An online in-service module to enhance understanding of moral distress dynamics in Prison nurses* [Conference plenary session, podium]. Spring 2024 National Conference on Correctional Health Care, St. Louis, MO.

Smith, L.M. & Stephens, S. (2023, July 15). *Fostering Organizational Moral Resilience: Strive to Thrive* [Conference plenary session, podium]. Summer 2023 National Conference on Correctional Mental Health Care, Washington DC.

Smith, L. M., Stephens, S., & Muse, M. (2022, October 25). *Strengthening Moral Resilience in the Face of Ethical Dilemmas* [Conference roundtable session]. Fall 2022 National Conference on Correctional Health Care. Las Vegas, NV

Smith, L. M. & Boehm, L. (2021, April 27-28). *Reaching Youth Through Adult Role Models by Providing Education on Electronic Cigarettes and Vaping* [Conference presentation, podium]. Spring 2021 National Conference on Correctional Health

Care (NCCHC), Virtual

Bates, D.E., Casey, E.E., Jiménez Frei, C., Gladden, S.N., Leiserson, E., Schiller, L., & **Smith, L.M**., May (2021, March 8-13). *Addressing Silences in the Archive: Documenting Pandemic Experiences from Latinx, Black, -and Indigenous Communities* [Conference presentation, panel]. National Council on Public History (NCPH): The Presence and Persistence of Stories. Virtual.

Schiller, L., **Smith, L.M.** (2021, October). *Voces del campo / Rural Voices: A community effort to vaccinate and document pandemic experiences in rural Wisconsin* [Poster Presentation]. American Public Health Association (APHA) Annual Meeting and Expo, Denver, CO, United States.

Smith, L.M. (2020, Oct 31-Nov 4). *Walking a Tightrope: Moral Distress in Prison Nurses* [Conference Presentation, podium]. NCCHC National Conference on Correctional Health Care Fall Conference, Virtual.

Smith, L.M. (2018, March 7-9). *Understanding, Recognizing, and Managing Moral Distress in Correctional Health Nursing* [Poster Presentation]. Ethics of Caring 2018 National Nursing Ethics Conference. Los Angeles, CA.

Smith, L.M., Johnson, D., Brand, G. & Morris, K. (2009, April). *Clinical Assessment Guidelines for Jail Nurses* [Conference presentation, Podium]. NCCHC National Conference on Correctional Health Care Clinical Updates Conference. Las Vegas, NV.

Peer-reviewed-State
Smith, LM. & Carlson, E. (2024, Feb 15-16). *Walkin' a Mile in Teen Shoes: WRAP Map Findings* [Symposium, podium]. Adolescent Health Symposium. Virtual.

Peer-reviewed-Regional, Local

Smith, L. M. & Boehm, L. (2022, May 6). *Targeted education for school staff on electronic nicotine delivery systems: A nurse-led intervention* [Poster presentation]. 2022 Sigma Kaleidoscope of Nursing Scholarship Day, Eau Claire, WI

Smith, L.M., Neugebauer, G., Wolfe, N. & Carlson, E. (2022, April 29). *It's a Wrap: Exploring Environmental Influences that Impact Youth Access to Commercial Tobacco Products* [Conference Presentation, podium]. 2022 Sigma Kaleidoscope of Nursing Scholarship Day, Eau Claire, WI.

Invited-State
Smith, L.M. (2023, May 4). *Moving to Moral Resilience: The Lived Experience* [Conference Presentation, [**Keynote**]. 28th Annual Correctional Health Care Conference, Green Bay, WI

Smith, L.M. (2014, May) . *History of Jail Health Care in Wisconsin and evolution of the Jail Health Care Conference* [Conference Plenary, podium]. 20th Annual Jail Health Care Conference, Wisconsin Dells, WI

Smith, L.M..(2013, May) . *Correctional Nursing Practice: Applying the New Scope and Standards 2013* [Conference Presentation, podium]. 19th Annual Jail Health Care Conference, Wisconsin Dells, WI

Smith, L.M. (2012, May). *Development of Health Care Policies and Procedures.* [Conference Presentation, podium]. 18th Annual Jail Heath Care Conference, Wisconsin Dells, WI

Smith, L.M. (2010, May). *Teamwork: The Key to a Successful Corrections Medical Program* [Conference Presentation, podium]. 16th Annual Jail Health Care Conference, Wisconsin Dells, WI

Smith, L.M. (2010, May) *Statewide RN to BSN Online Program: Get Connected* [Conference Presentation, podium]. 16th Annual Jail Health Care Conference, Wisconsin Dells, WI

Smith, L.M. (2010 May). *Jail Nurse Guidelines for Practice.* [Conference Presentation, podium]. 16th Annual Jail Health Care Conference, Wisconsin Dells, WI

Smith, L.M. (2009 September). *The Future is Now: Nursing in a Digital Age* [Conference Presentation, podium]. Nursing Matters Expo 2009, Milwaukee, WI

Smith, L.M. (2000, December). *Correctional Health: A Jail Nursing Perspective* [Conference Presentation, podium]. Nurse Summit on Correctional Health, Madison, WI

Smith, L.M. (1996, May). *Building Partnerships and Fostering Collaboration Among Health Care Providers and Jail Command/Line Staff* [Conference Presentation, podium]. Annual Jail Health Care Conference, Wisconsin Rapids, WI

Smith, L.M. (1995, May). *Health Care Issues in Jails and Prisons* [Conference Presentation, panel member]. Wisconsin Annual Jail Health Care Conference, Wisconsin Rapids, WI

Smith, L.M. (1995, May). *Standards for Health Care Services: Policies and Procedures* [Conference Presentation, podium]. Wisconsin Annual Jail Health Care Conference, Wisconsin Rapids, WI

Invited-Regional/Local
Smith, L.M. & Schiller, L.K. (2021, Sept 15). *Partners in Health and Safety Nursing Clinical*. National Farm Medicine Center Noon Lunch and Learn [Podium]. Virtual

Smith, L.M. (2016 November).
Moral Distress in Health Care Providers [Podium]. Mayo Clinic Ethics Committee. Eau Claire, WI

Faculty-Mentored Undergraduate Student Collaboration Peer-
   reviewed-National
Anderson, C. Glenna, L., Alm, A., Lu, D. & **Smith, L. M**. (2025, March 26-29). *Mindfulness interventions for vaping management.* [Poster presentation]. Midwest Nursing Research Society (MNRS). Indianapolis, IN

Hinden, J., Urbanski, A., & **Smith, L.M.** (2023, May 2-5). *WRAPping our heads around the impact of signage around schools* [poster presentation]. 2023 National Conference on Undergraduate Research (NCUR), Eau Claire, WI

Forman, C., Stanislawski, H., Pierce, R. & **Smith, L.M.** (2023, May 2-5). *Preventing NicoTEEN Addiction Through Nurse-Led Education on Vaping* [poster presentation]. 2023 NCUR, Eau Claire, WI

Forman, C., Stanislawski, H., Pierce, R. & **Smith, L.M**. (2023, May 2-5). *Preventing Nicotine Addiction: Educating Adults Serving Youth* [Conference session, roundtable]. 2023 NCUR, Wau Claire, WI

Wolfe, N., Neugebauer, G., & **Smith, L.M**. (2022, April 4-8). *It's a WRAP: Environmental influences that impact adolescent's access to commercial tobacco products* [poster presentation]. 2022 NCUR, Virtual

Boehm, L. & **Smith, L.M**. (2021, April 21). *Targeted Education for School Staff on Electronic Nicotine Delivery Systems: A Nurse-Led Intervention* [Poster presentation]. Midwest Nursing Research Society (MNRS). Virtual

   Peer-reviewed-State
Forman, C., Stanislawski, H., **Smith, L.M.,** & Pierce, R. (2024, March 5). Preventing NicoTEEN Addiction Through Nurse- Led Education on Vaping: Targeting Youth-Serving Adults. (poster, co-presenter). Research in the Rotunda. Madison, WI. ORSP funded

Neugebauer, G. & Wolfe, N., & **Smith, L.M**. (2022, March). *It's a WRAP: Environmental Influences that Impact Adolescent's Access to Commercial Tobacco Products* (poster, co-presenter). Research in the Rotunda. Madison, WI. ORSP funded

Jaeb, M., Marcyjanik, D., **Smith, L.M** & Guthman, P. (2019, May 21 -23). *Academic- community partnerships: Improving Native American Health.* Wisconsin Public Health Association 2019 Annual Public Health Conference. Wisconsin Dells, WI

   Peer-reviewed-Regional, Local
Glenna B., Alm, A., Anderson, C., Lu, D. & **Smith, L.M.** (2025 April 24). *Mindfulness Interventions for Vaping Management* [poster presentation]. Celebration of Excellence in Research And Creative Activity (CERCA). Eau Claire, WI

Glenna B., Alm, A., Anderson, C., Lu, D. & **Smith, L.M.** (2025 April 24). *Mindfulness Interventions for Vaping Management* [poster presentation]. Celebration of Excellence in Research And Creative Activity (CERCA). Eau Claire, WI

Forman, C., Stanislawski, H., **Smith, L.M.** & Pierce, R. (2024, April 24). *Preventing NicoTEEN Addiction Through Nurse-Led Education on Vaping* [Symposium, podium].Provost's Honor Symposium for Research, Scholarship, and Creative Activity. Eau Claire, WI

Glenna B., Alm, A., Cosgriff, B., Anderson, C., Kaiser, P., Brosious, T., Lu, D. & **Smith, L.M.** (2024 April 24). *Mindfulness Interventions for Vaping Management* [poster presentation]. Celebration of Excellence in Research And Creative Activity (CERCA). Eau Claire, WI

Hinden, J., Urbanski, A., & **Smith, L.M.** (2023, May 5). *WRAPping our heads around the impact of signage around schools* [poster presentation]. 2023 Sigma Kaleidoscope of Nursing Scholarship, Eau Claire, WI

Forman, C., Stanislawski, H., **Smith, L.M.** & Pierce, R. (2023, May 5). *Preventing NicoTEEN Addiction Through Nurse-Led Education on Vaping* [poster presentation]. 2023 Sigma Kaleidoscope of Nursing Scholarship Day, Eau Claire, WI

Wolfe, N. & **Smith, L.M**. (2022, September 29). *Environmental influences that impact youth access to commercial tobacco products: It's a WRAP* [poster presentation]. UW-System Board of Regents Meeting. Eau Claire, WI

Johnson, T., Schiller, L. & **Smith, L. M.** (2022, April 29). 12 [th] Annual Provost's Honor Symposium for Research, Scholarship, and Creative Activity [Symposium, podium]. Eau Claire, WI

Neugebauer, G., Wolfe, N., Stombaugh, A. & **Smith, L.M.** (2022, April 29). It's a Wrap: Exploring Environmental Influences that Impact Youth Access to Commercial Tobacco Products. 12 [th] Annual Provost's Honor Symposium for Research, Scholarship, and Creative Activity [Symposium, podium]. Eau Claire, WI

Pardon, H., Boehm, L., Marcyjanik, D., Strang, L. & **Smith, L.M.** (2020, May 1). *Implementing an educational initiative on electronic cigarettes and vaping.* 10th Annual Provost's Honor Symposium for Research, Scholarship, and Creative Activity [Symposium, podium]. Eau Claire, WI

Forman, C., Stanislawski, H., Pierce, R. & **Smith, L.M.** (2023, March 8). *Preventing NicoTEEN Addiction: Educating Adults Serving Youth.* [Podium]. UWEC Athletic department staff development. Eau Claire, WI

Forman, C., Stanislawski, H., Pierce, R. & **Smith, L.M.** (2023, March 8). *Preventing NicoTEEN Addiction: Educating Adults Serving Youth.* [Podium]. At the Roots staff development. Eau Claire, WI

Hinden, J., Urbanski, A., Carlson, E. & **Smith, L.M.** (2022 March 16). *Wrapping Our Heads Around Signage Near Schools.* Alliance for Prevention of Substance Misuse Coalition. Eau Claire, WI

Neugebauer, G. & Wolfe, N., & **Smith, L.M.** (2022, January). *It's WRAP: Environmental Influences that Impact Adolescent's Access to Commercial Tobacco Products* (podium, co-presenter). Alliance for Prevention of Substance Misuse Coalition Meeting. January 2022. Virtual

Grants and Funding

2024 Lu, D. & **Smith, L.M.** (2023-2024). Mindful Interventions for Vaping Management. Faculty Student Collaboration, UWEC ORSP. ($6,197). Funded

Smith, L.M. Rosebud Faculty and Clinical Partnership Grant Award (June 25-29) UWEC Provost Office ($3783). Funded

2023 Lu, D. & **Smith, L.M.** (2023-2024). Mindful Interventions for Vaping Management. ORSP. ($6,000). Funded

Schiller, L.F. & **Smith, L.M.** (2024-2026). *Compañeros en salud y seguridad / Partners in health and safety*. UWEC, Domestic Intercultural Immersion (DII) Grant ($13,775.80). Funded

Smith, L.M. & Forman, C. (2023-2024). Collecting, analyzing, and disseminating undergraduate research findings through publication. College of Nursing and Health Sciences. 2023-2024 James R. and Vicki Lord Larson Undergraduate Research Fellowship (Mentor). ORSP ($7700). Funded

Pierce, R. & **Smith, L.M**. (Summer 2023). Preventing NicoTEEN Addiction: Educating adults serving youth. James R. Larson & Vicki Lord Larson Fellowship CETL Scholarship of Teaching and Learning Summer Research Experiences for Undergraduates Program ($7490). Funded

Smith, L.M. (2023-2024). *Creating a Moral Resilience Toolkit for Corrections*. ORSP Vicki Lord Larson and James Larson Tenure-Track Reassignment Collaborative Research Program. Not funded

2022 **Smith, L.M.** Mary C. and Fred Bliss Endowment for Nursing Faculty Professional Development Continue vaping prevention program of research development, UWEC- CONHS ($8000). Funded

Schiller, L.F. & **Smith, L.M.** (2022-2024) *Compañeros en salud y seguridad / Partners in health and safety.* UWEC, Domestic Intercultural Immersion (DII) Grant ($26,693). Funded

2021 **Smith, L.M.** *Faculty mentoring* in Rosebud, South Dakota. UWEC CONHS Office of the Dean and UWEC Office of the Provost ($2840), PI Funded

Smith. L.M. *Educating adults working with adolescents on electronic nicotine device systems to inform adolescents.* UWEC-CONHS. Mary C. and Fred Bliss Award ($7,500). Funded

Smith, L.M. (2021-2022) *Exploring environmental influences that impact youth access to tobacco products: It's a WRAP!* ORSP Community-based research ($8700), PI, Funded

2020 **Smith, L.M** *Moral Distress in Prison Nurses,* Colleen and Thomas Nevins Faculty Development Award, UWEC-CONHS ($700). Funded

Smith, L.M *Exploring environmental influences that impact youth access to tobacco products: It's a WRAP!* University of Wisconsin-Eau Claire Office of Research and Sponsored Programs (ORSP), Community-Based research for undergraduates ($8232), PI Funded

Smith, L.M. *Teen education on e-cigarettes and vaping.* UWEC College of Arts and Sciences. Gritzmacher Science Education Fellowship ($1500), PI, Funded

Smith, L.M *Implementing an educational initiative on electronic cigarettes and vaping.* UWEC ORSP James R and Vicki Lord Larson Undergraduate Research Fellowship (Mentor), ($6050), PI, Funded

Smith, L.M *Teen Education on E-Cigarettes and Vaping.* UWEC College of Arts and Sciences. Gritzmacher Science Education Fellowship ($1500), PI Funded

Smith, L.M., Boehm, L. & Marcyjanik, D. *Implementing an educational initiative on electronic cigarettes and vaping.* UWEC ORSP James R and Vicki Lord Larson Undergraduate Research Fellowship ($6050) Funded

Service

Academic

2025 **Advising** 43 students including:
First Reader for 1-DNP student, 2024-2025
Adviser for 3-DNP students, 2024-2025
Second Reader for 1-DNP student, 2024-2025
Chair of Faculty Council, 2024-2026 (Elected)
Project Adviser for 1-MSN student, 2024-2025
Adviser for 18 BSNC students
Taiwan International Immersion for 6 students, Su 2025

2024 **Advising** 29 students including:
First Reader for DNP student, 2024-2025
Second Reader for DNP student, 2024-2025
Chair of Faculty Council 2024-2026 (Elected)
Project Adviser for MSN student 2024-2025

2023 **Chair** of Faculty Council, 2023-2024 (Elected)
Member of Undergraduate Curriculum Committee (Elected)
Second Reader for DNP student, 2023-2024
Course Coordinator NRSG 428: Practicum Nursing Leadership 1
` **Advising** 29 students including:
Nursing advisor-27 Undergraduate Nursing students
Nursing advisor-1-Master's student-Nursing Administration Nursing
advisor-1-DNP Gero Nurse Practitioner student
Active member of Student Affairs and Undergraduate Admissions Committee (SAUAC), 2020-2023

2022 Second Reader for DNP student, 2022-2023
Advising 21 students including:
Second Reader for DNP student

Nursing advisor-21 Undergraduate Nursing students

Active member of Student Affairs and Undergraduate Admissions Committee (SAUAC) 2021-2023

2021 Second Reader for DNP student

Advising: 12 students

Nursing advisor-12 Undergraduate Nursing students

Active member of Student Affairs and Undergraduate Admissions Committee (SAUAC)

College of Nursing and Health Sciences

2023 **Spearheaded** a collaboration to prepare a demonstration video between Drylock, an international personal care product company and CONHS

2022 College AACN Taskforce of Champions member-Domain expert in Systems (2022-Present) Summer Workgroup WEDC- Undergraduate Grant

Workgroup member for Summer WEDC Graduate Grant

Room Moderator for DNP Scholarly Project Day, NUR114

March Co-Captain of Shamrock Shuffle CONHS Team RNners

Member of CONHS Dean Search and Screen Committee

2021 Active member of Student Affairs and Undergraduate Admissions Committee (SAUAC)

Badger Nurses Collaborating on Covid-19 Vaccine Education and Delivery (BNCoVED) Project supervising at FEMA and Community Covid-19 Immunization clinics

2020 Provided testimony for $5 Million ASK funding UWEC-CONHS and ANEW-UW- Stout Governor's budget hearings

Present Member (current co-chair) of the Alliance for Substance Abuse Prevention (Eau Claire City/County Health Department)

Nursing Panel member UWEC Blugold Beginnings

University

2023 Present-Council on Internationalization and Global Engagement (CIGE)

Present-Member of Domestic Intercultural Immersion (DII) Proposal Review Committee

CETL Peer Mentor to Library Staff member -meet monthly

CETL Teaching Academy for Peer Mentor program

CETL table for Volunteer at Blugold Experience Freshman Orientation

NCUR Volunteer UWEC, Eau Claire, WI

2022 Member of Domestic Intercultural Immersion (DII) Proposal Review Committee University

Faculty Personnel Committee, At-Large member

Fall Interview for English class assignment for YouTube Vaping Health Concerns by pre-nursing student

March English 312 *Science writing* assignment interview. *Case study: Effects of Vaping during a pandemic*

2021 University Faculty Personnel Committee At-Large Member (to present)

2020 Spring Volunteer screener and tester at UWEC COVID-19 Drive Up Testing sites (for employees and community members), Memorial and North High Schools, Eau Claire, WI and Augusta, WI, Eau Claire City/County Health Department

Professional

2023 Manuscript Reviewed for *The Journal of School Nursing*, May

Moderator and Emcee for the Wisconsin Annual Correctional Health Care Conference. Green Bay, WI

Current Planning Committee member for, 2023-2024 Manuscript Reviewed for *The Journal of School Nursing*, March Wisconsin Nurses Association (WNA) Annual Wisconsin Correctional Health Care Conference

2022 Moderator for four breakouts at the NCCHC Fall Conference. Las Vegas, NV

Manuscript Reviewed for *The Journal of School Nursing* (Two manuscripts)

UWEC Faculty Support person/facilitator for UW-Milwaukee faculty researcher

Session Moderator and emcee for Annual Wisconsin Correctional Health Care Conference Manuscript Reviewer for *The Journal of School Nursing*, March

Planning Committee member for Wisconsin Nurses Association (WNA) Annual Wisconsin Correctional Health Care Conference, 2022-Present

2021 Moderator and Emcee for Wisconsin Annual Correctional Health Care Conference. Oshkosh, WI

Planning Committee member for Wisconsin Nurses Association (WNA) Annual Wisconsin Correctional Health Care Conference, 2021-Present

2020 Current Planning Committee member for the Wisconsin Nurses Association (WNA) Annual Wisconsin Correctional Health Care Conference, 2020-Present

1995 State-Wide Interdisciplinary Wisconsin Jail Health Care Conference planning committee member, 1995- 2020

2017 American Nurses Association (ANA) Steering committee member selected by peer-review for *Professional Issues on Moral Resilience: A Call to Action,* ANA, 2017-2018

1995 Planning Committee chairperson for the Wisconsin Annual Jail Health Care Conference, WNAWPHA, UWEC Continuing Education (Initiated first correctional health care/jail conference) 1995-1997, 2002-2005

2000 Co-chair of WNA Task Force on Critical Issues in Correctional Health Nursing, 2000-2001

2001 WNA *Reference Addressing the Critical Issues Impacting Nursing Practice in Jails, Prisons, and Juvenile Detention Centers (*Co-sponsor)

2000 Co-Chair *Critical Issues in Correctional Health Nursing Summit* - Madison, Wisconsin

1993 Chairperson of Western Regional Jail Nurses Group, 1993-1999 & 2001-2002

1992 Co-founder of Western Regional Jail Nurses Group (initiated State-wide regional groups)

Community

2024 Volunteer, Walk to Defeat ALS. Chippewa Falls, WI
Co-Chair Substance Misuse Action Team for Eau Claire Health Alliance

2023 Volunteer, Walk to Defeat ALS. Chippewa Falls
Co-Chair, Substance Misuse Action Team for Eau Claire Health Alliance
Member, Eau Claire Health Alliance Steering Committee

2022 Co-Chair, Eau Claire Alliance for Substance Misuse Coalition
Volunteer and Student Supervisor, UW-Eau Claire COVID-19 Immunization Clinics for students, employees, and community members

2021 **Co-Chair of the Eau Claire Alliance for Substance Misuse Coalition**
Volunteer and Student Supervisor, Eau Claire COVID-19 Immunization Clinic

2020 Screener and Assistant/Supervisor, Drive Up Influenza Clinic Eau Claire City-County Health Department
Supervisor, COVID-19 Call Center, Eau Claire City-County Health Department

Professional Memberships

American Correctional Nurses Association, 2022 -2025
Academic Consortium on Criminal Justice Health, 2022 -2023 American Academy
of Correctional Health Professionals, 2020 -Present
National Commission of Correctional Healthcare Professionals, 2018
District Nurses Association District 10, 1993-Present
Wisconsin Nurses Association 1993-Present
American Nurses Association, 1993-Present
Oncology Nurses Association, 2005-2021
American Academy of Correctional Health Professionals 1999 -2010 Sigma Theta Tau
International Nursing Honor Society 1991 -2007 Wisconsin Jail Association 1996-1998
American Correctional Health Services Association 1999 -2002

PROFESSIONAL DEVELOPMENT

Equity, Diversity, and Inclusivity (EDI) Activities

Tier 3 Certification

June 2021-Received EDI Tier 3 completion certificate for post-conference activity *Using Body Parts Prompts to Promote Discussion on Equity, Diversity, and Inclusivity in Vulnerable, Ethnically Diverse Populations in Nursing Post-Clinical*.

I continue to teach in three Domestic Intercultural Immersion community clinical courses (N428.311- rural farms, N428.312 and N480.311 at Rosebud). These courses focus on vulnerable populations with low socioeconomic and ethnic minority status, and students share assumptions about each of these populations (Native Americans in Rosebud immersion and Immigrant workers at rural farms). I teach students about vulnerable populations, provide Indigenous guest speakers, and incorporate EDI into each class session. I utilize the Body Parts Reflection Tier 3 activity at the end of the semester in each of these clinical courses and students reflect on their own EDI experiences; other instructors have used this tier three activity in their courses.

Tier 2 Workshops

2023 Classism in Higher Education
Directions Forward: Indigenous Education and the Academy-Dr. Brian McInnes

2022 EDI Independent Film Viewing Series: Young Lakota
Milked: How an American Crisis Brought Together Midwestern Dairy Farmers and Mexican Workers Reception and panel presentation

2021 Racing Toward Justice: In Conversation with Stephanie Autumn Recording Viewing and Reflection A
Place to Breathe: Culturally Responsive Community Healing Documentary Viewing and Panel
Diversity Mentoring Community of Practice
Cultural Competency to Cultural Proficiency in Health Care Professions: An Interprofessional approach

2020 Wind River screening and discussion
Having Difficult Conversations in the Classroom or Your Office Recognizing
and Responding to Microaggressions in the Classroom
Identifying and Responding to the Mental Health Needs of UWEC Students: A Comprehensive Guide for
Faculty and Staff
Implement Inclusive Pedagogy Using Universal Design

2019 Equity in the Classroom Conference
Trans 101
Refugees & Immigrants in Barron County: The Voices of Despair and Hope (Somalia population) The
Hate You Give reading group series
Indigenous People's Day (Keynote: Regent Edmund Manydeeds)
Teachers, Equity, Academic Excellence, Community, and Hope: A Message for Those Who Dare to Teach
Burn the House Down & Fabulous
One Taxi Ride documentary
Awake: A Dream from Standing Rock (video and discussion)
Stereotype Threat and Implications for the Classroom reading group series (Whistling Vivaldi-Claude M Steele)
Learning about Interfaith Worldview of Pluralism and Engagement reading group series (Out of Many
Faiths: Religious Diversity and American Promise-Eboo Patel) The 57 Bus reading group series Developing Students'
Civic Agency

Professional Inservice and CETL Training
2023 NCCHC Webinar: Racism and the Need for Anti-Racism in Correctional Health Care

2022 CETL Teaching Academy 2 CETL
Learn. Connect. Relax
CETL Course Redesign: Revisions to Enhance Learning
Community Anti-Drug Coalitions of America (CADCA) Training Workshop, Orlando, FL CETL
Certificate Program

2021 COVID-19 Vaccines: *A National Learning Session from the Frontlines of Refugee, Migrant, and Immigrant
Health* Webinar. Migrant Clinicians Network
Racing Toward Justice: In Conversation with Stephanie Autumn Recording Viewing and Reflection

2020 CETL Faculty Fridays Open Writing
CETL Teaching Academy
CETL Create/Edit Assignments using Transparent Design
CETL Canvas Quizzes
CETL I-clickers, Not Just for In-class Use Anymore
CETL Small Teaching: Everyday Lessons from the Science of Learning (Author James Lang)

2019 CETL Anxiety in The Classroom

2018 CETL Teaching Academy

Courses Taught: University of Wisconsin-Eau Claire (All courses)

Course Number	Title	General Focus	Dates	Title
NRSG 750	Nursing Administration I	MSN Graduate Program: Focus on theory and Administrator Role functions as applied to the organization and delivery of nursing care services	**Fall 2023**	Assistant Professor

NRSG 751	Nursing Administration 2	MSN Graduate Program: Focus on theory and Administrator Role functions as applied to the organization and delivery of nursing care services	**Spring 2024**	Assistant Professor
NRSG 802	Philosophical, theoretical, and ethical foundations for advanced nursing practice	MSN Graduate Program: Focus on inquiry into the philosophical, ethical, and theoretical perspectives and foundations of the discipline	**Spring 2022**	Assistant Professor
NRSG 820	DNP Seminar and Practicum I	DNP Graduate Program: Focus on inter-professional teams and the role of the advanced nurse within these collaborations	**Summer 2024 Summer 2021**	Assistant Professor
NRSG 428	Practicum Nursing Leadership 1	Undergraduate Program Rosebud Clinical Immersion	**Spring 2017-Present**	Associate Professor, Assistant Professor, Clinical Assistant Professor, Clinical Instructor

A high-impact community health clinical in Rosebud, South Dakota with an underserved, vulnerable population of a Native American community with funding through the Domestic Intercultural Immersion program.

NRSG 428	Practicum Nursing Leadership 1	Undergraduate Program Rural Farms Clinical Immersion	**Fall 2019-Spring 2023**	Assistant Professor, Clinical Assistant Professor

A high-impact community clinical in rural Buffalo and Pepin Counties with an underserved, vulnerable population of Hispanic immigrant farm workers. Funding Domestic Intercultural immersion program.

CND 480	Nursing Within Systems: Analysis and Application	Undergraduate Program BSN Completion Program	**Fall 2016-Fall 2022**	Assistant Professor, Clinical Assistant Professor, Clinical Instructor

A high-impact community health clinical in Rosebud, South Dakota with an underserved, vulnerable population of a Native American community with funding through the Domestic Intercultural Immersion program.

NRSG 719 and 722	Human Responses to Health and Illness: Adults and Older Adults Individual, Family and Community Responses	MSN Graduate Program	**Fall 2024 Fall 2023 Fall 2022**	Guest Lecturer
NRSG 220	The Language of Healthcare	Undergraduate Program All majors	**Fall 2018-Fall 2020**	Assistant Professor, Clinical Assistant Professor

CND 476	Transition to Professional Practice/RN	BSN Completion Program	**Spring 1996**	Instructor (Co-teacher)
CND 480	Nursing Within Systems: Analysis and Application	BSN Completion Program	**Spring 2010- Fall 2020**	Guest Lecturer

Walking a Tightrope: Moral Distress in Prison Nurses November 2020 (Virtual) Health Care to Incarcerated Population in Jails and Prisons- Fall 2016

Health Status of Inmates in a Local County Jail- Mar 2010

HNRS 306	Empathy class	Undergraduate Program	**Spring 2017- Spring 2021**	Guest Lecturer

Moral Distress and Resilience in Prison Nursing and Other Health Careers April 2021

Moral Distress and Resilience in Prison Nursing and Other Health Careers April 2020 (Virtual)

Moral Distress and Resilience in Prison Nursing and Other Health Careers April 2019

Moral Distress and Resilience in Prison Nursing and Other Health Careers April 2018

Moral Distress in Prison Nursing and Other Health Careers April 12, 2017

WMNS 301	Examining Women's Studies	Undergraduate Program	**Fall 2009- Spring 2012**	Guest Lecturer

Women, Crime, and Criminalization *Caring for Moms Behind Bars* 2012 Women, Crime, and Criminalization *Caring for Incarcerated Females* 2010 *Health Status of Incarcerated Females in a Local County Jail* 2009

ADTN 285	Men's Health Issues	Undergraduate Program *Caring for Incarcerated Men*	**Spring1997- Spring 1998**	Guest Lecturer
FMHN 310	Societal Dimensions	Undergraduate Program	**Spring 1996**	Guest Lecturer
NSYS 215	Professional Dimensions of Nursing	Undergraduate Program	**Spring 1996**	Guest Lecturer
NSYS 230	Introduction to the Profession	Undergraduate Program	**Fall 1997**	Guest Lecturer
NSYS 475	Transition to Professional	Undergraduate Program	**Fall 1997**	Guest Lecturer

BSN@Home

Spring 2025 Courses

14-week courses start 01/27/2025 through 05/09/2025

7-week courses session 1 start 01/27/2025 and end 03/14/2025

7-week courses session 2 start 03/24/20254 and end 05/09/2025

Course	*Max Enrollment*	*Instructor*
N407 Foundations of Professional Nursing Practice (3 cr)	**66**	**UW-Green Bay**
Lead Instructor: Myunghee Jun (junm@uwgb.edu)		
14 Week Session	*33*	Myunghee Jun (junm@uwgb.edu)
Cancelled		
2nd - 7 Week Session	*33*	Tamara Wang (wangt@uwgb.edu)
N441 Chronic Care Management (3 cr)	**99**	**UW-Stevens Point**
Lead Instructor: Elizabeth Lamb (elamb@uwsp.edu)		
14 Week Session	*33*	Jess Modjewski (jmodjews@uwsp.edu)
1st - 7 Week Session	*33*	Elizabeth Lamb (elamb@uwsp.edu)
Cancelled		
N446 Research and Evidence-Based Practice (3 cr)	**99**	**UW-Madison**
Lead Instructor: Dave Dwyer (dedwyer@wisc.edu)		
14 Week Session (1)	*33*	Dave Dwyer (dedwyer@wisc.edu)
14 Week Session (2)	*33*	Lacey Alexander (lalexander2@wisc.edu)
2nd - 7 Week Session	*33*	**TBD**
N447 Leadership and Management (3 cr)	**99**	**UW-Eau Claire**
Lead Instructor:		
14 Week Section (1)	*33*	Catherine Kenney (kromricc@uwec.edu)
Cancelled		
1st - 7 Week Session	*33*	Jodie O'Donnell (odonnejr@uwec.edu)
N453 Information Management and Healthcare Technology (3 cr)	**99**	**UW-Milwaukee**
Lead Instructor: Amy Driscoll (adriscol@uwm.edu)		
14 Week Session	*33*	Vicki Swaney (swaney@uwm.edu)
Cancelled		
2nd - 7 Week Session	*33*	Kristen Giera (giera@uwm.edu)
N454 Community Health Nursing (3 cr)	**99**	**UW-Oshkosh**
Lead Instructor: Shelley Strojny (strojny@uwosh.edu)		
14 Week Session	*33*	Donna Hawley (hawleydj@uwosh.edu)
1st - 7 Week Session	*33*	Tracey Froiland (froilant@uwosh.edu)
Cancelled		
N492 Clinical Pharamacology (3 cr)	**33**	**UW- Green Bay**
Lead Instructor: Jackie Holm (holmj@uwgb.edu)		
		Jackie Holm (holmj@uwgb.edu)
UWEX supported Courses: 1 4 sections for 6 core courses and Clinical Pharm		
No EVALS Not UWEX supported		
N470 School Nursing in the Context of Community Health (3 cr)	**20**	**UW-Madison**
Lead Instructor: Jenn Drake (jdrake2@wisc.edu)		
		Jenn Drake (jdrake2@wisc.edu)
N490 Aging and Health (3 cr)	**33**	**UW-Stevens Point**

Lead Instructor: Lorraine Zoromski (lzoromsk@uwsp.edu)		
		Lorraine Zoromski (lzoromsk@uwsp.edu)
N490 Interdisciplinary Care of Children with Special Healthcare Needs (3 cr)	**20**	UW-Madison
Lead Instructor: Jenny Athanas (athanas@wisc.edu)		
		Jenny Athanas (athanas@wisc.edu)
N490 Global Health: Ethics and Human Rights (3 cr)	**33**	UW-Milwaukee
Lead Instructor: Kristen Giera (giera@uwm.edu)		
		Amy Driscoll (adriscol@uwm.edu)
N490 Nursing Care End of Life (3 cr)	**33**	UW Oshkosh
Lead Instructor: Donna Hawley (hawleydj@uwosh.edu)		
		Donna Hawley (hawleydj@uwosh.edu)
Total BSN@Home couses: 21 sections		

NURSING (RN TO BSN)

Philosophy

The nursing program is dedicated to academic excellence by providing a rigorous and supportive learning environment that fosters intellectual and personal growth to enhance nursing knowledge within a liberal education foundation emphasizing holistic and compassionate person-centered care, population health through advocacy and collaboration, evidence-based knowledge, and improving health outcomes regionally and globally with a special emphasis on Indigenous health practices.

Mission

The nursing program at the University of Wisconsin-Superior is dedicated to inspiring Registered Nurse students to reach their fullest academic, personal, and professional potential through a nursing program that builds on a foundation of liberal education, academic excellence, cultural competence, and community-enhanced learning.

Program Description

The Bachelor of Science in Nursing (BSN) program expands on the prior knowledge and experience of registered nurses by engaging students in a contemporary nursing curriculum and well-rounded University Studies program. The BSN program of study advances the health of communities, through new knowledge in research, evidence-based practice, chronic illness management, community health, leadership and management, and information technologies. The nursing program is offered in partnership with the BSN@HOME Statewide collaborative nursing program with six partners universities: UW-Eau Claire, UW-Green Bay, UW-Madison, UW-Milwaukee, UW-Oshkosh, and UW-Stevens Point. It is based in the UW-Superior Department of Health and Human Performance and is supported by the Universities of Wisconsin Office of Online and Professional Learning (OPLR).

Program Outcomes

Graduates of the Bachelor of Science in Nursing (RN to BSN) program at UW-Superior will:

1. Integrate and apply nursing knowledge that is built on a foundation of liberal education, cultural competence, and community-enhanced learning.
2. Provide just, high-quality, holistic, patient-centered care that is evidence-based, at an appropriate developmental level, and delivered in a respectful, compassionate, coordinated manner across diverse healthcare settings.
3. Analyze public health issues and policies, and identify strategies for health promotion through advocacy, interdisciplinary collaboration, and the implementation of culturally congruent interventions and policies that improve health, health equity, and crisis preparedness with an emphasis on rural and indigenous populations.
4. Integrate evidence-based knowledge and research into clinical decision-making to promote quality improvement practices recognizing the importance of nursing scholarship to improve health outcomes for communities and patients.
5. Demonstrate advance leadership skills in nursing practice, including effectively collaborating with interdisciplinary teams, initiating change, advocating for quality patient care, and applying safety, risk management, and quality improvement into nursing practice.
6. Intentionally and effectively collaborate in an interdisciplinary manner with healthcare professionals from diverse disciplines to improve patient outcomes and promote interdisciplinary teamwork with care team members including patients, facilities, and communities to optimize care, enhance the healthcare experience, and strengthen health outcomes with an emphasis on respecting indigenous health beliefs and practices.
7. Coordinate resources across complex healthcare systems to provide safe, quality, and equitable care to diverse populations.
8. Proficiently utilize healthcare technology, informatic processes, and data to guide, manage, and enhance patient care, documentation, and communication within healthcare teams, and improve healthcare delivery.
9. Demonstrate the formation and cultivation or professional nursing identity, ethical conduct, and exhibit integrity adhering to professional nursing standards or practice and code of ethics.
10. Participate in activities that foster personal health, resilience, and well-being, career-long learning, and develop nursing expertise through ongoing professional development and education.

The Essentials: Core Competencies for Professional Nursing Education, AACN 2021

Nursing (RN to BSN) Program Admission Requirements

Admission to the program requires an Associate Degree in Nursing (ADN) or a Diploma in Nursing from an accredited nursing program. Institutions outside the United States must be recognized by the Ministry of Education of the home country.

Full admission requirements include:

1. Admission to UW-Superior
2. Unencumbered Registered Nurse License
3. Transfer GPA of at least 2.5 on a 4.0 scale.

Prerequisites

Instructor permission is required for all nursing courses.

Faculty and Instructional Staff

Lorraine M. Smith, Associate Professor

Nursing Director and Educational Administrator

Curriculum and Courses

The UW-Superior Bachelor of Science in Nursing (RN to BSN) offers and contemporary curriculum grounded in leadership, community-enhanced learning, evidence-based practice, and healthcare technologies. In the program, students take each of the nine core courses and one nursing elective course.

Education Requirements

60 total credits

A grade of C or higher is required in all NURS prefix courses.

Code	Title	Hours
Core Courses (27 Credits)		
NURS 301	Transition to BSN	2.00
NURS 302	Indigenous Practices in Health and Healing	3.00
NURS 407	Foundations of Professional Nursing Practice	3.00
NURS 441	Chronic Care Management	3.00
NURS 446	Research & Evidence-Based Practice	3.00

NURS 447	Leadership & Management	3.00
NURS 453	Information Management & Healthcare Technology	3.00
NURS 454	Community Health Nursing	3.00
NURS 497	Nursing Synthesis & Application: Capstone and Clinical	4.00
Elective Courses (3 Credits)		*3.00*
NURS 422	Cross Cultural Health	
NURS 423	Aging and Health	
NURS 424	Global Health: Ethics and Human Rights	
NURS 425	Health Assessment	
NURS 426	Interdisciplinary Care of Children with Special Healthcare Needs	
NURS 427	Mental Health Nursing Across the Care Continuum	
NURS 428	Nursing Care at the End of Life	
NURS 429	School Nursing in the Context of Community Health	
NURS 430	Clinical Pharmacology	
NURS 431	Pathophysiology	

Total Hours 30.00

Nursing Prior Learning Credits *
30.00

* Nursing prior learning credits: Students receive a 30-credit block of Nursing coursework from the *Systemwide Agreement Between the Wisconsin Technical College (WTCS) Associate Degree in Nursing Program and the University of Wisconsin System Collaborative Nursing Program/ BSN@HOME* and other UW-Superior nursing program articulation agreements.

Required Non-Nursing Courses (20-23 credits)
- Human Anatomy and Physiology I*   4
- Human Anatomy and Physiology II*   4
- Microbiology*   3-4
- Developmental Psychology*   3
- Statistics*   3-4
- Chemistry*   3-4

* May be satisfied through Associate Degree in Nursing (ADN) coursework.

NURS 301 Transition to BSN   2.00
Introductory online asynchronous course for transitioning Nurisng students to the BSN major. Students will apply nursing theory to the evolving sense of self in various nursing roles for academic or career advancement. They will gain an in-depth understanding of the nursing discipline, professional organizations, team-building, effective communication, program management, advocacy, and skill-building in health and information literacy.
Typically Offered:
- Online: Fall, Spring, & Summer

NURS 302 Indigenous Practices in Health and Healing   3.00
This course explores traditional healing practices among Indigenous populations in the region and nationally. Students will develop an understanding of social justice, the impact of social determinants of health on tribal nations, and the influence of historical trauma and colonization on health outcomes. The course aims to foster cultural competence and enhance population health through an interdisciplinary lens. Students will incorporate traditional healing practices into patient-centered care plans and optimize the potential for improved health outcomes.
Prerequisites:
Must complete or be currently enrolled in NURS 301 to enroll in this course.

Typically Offered:
- Online: Fall, Spring, & Summer

NURS 407 Foundations of Professional Nursing Practice   3.00
Philosophical perspectives, theories, and standards are applied to the practice of professional nursing. Factors influencing nursing/health care delivery are analyzed. Professional communication skills are enhanced. This is a writing emphasis course.
Prerequisites:
Must complete or be currently enrolled in NURS 301 to enroll in this course.

Typically Offered:
- Online: Fall, Spring, & Summer

NURS 422 Cross Cultural Health   3.00
Enhances insight and understanding of the impact of culture on health, illness, and wellness within the Black/African American, Hispanic/Latino, Asian/ Hmong, and American Indian cultures. Analyze and synthesize information to develop culturally congruent health care.
Prerequisites:
Must complete or be currently enrolled in NURS 301 to enroll in this course.

Typically Offered:
- Online: Fall, Spring, & Summer

NURS 423 Aging and Health   3.00
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. Shifting Perspectives About Aging Populations.
Prerequisites:
Must complete or be currently enrolled in NURS 301 to enroll in this course.

Typically Offered:
- Online: Fall, Spring, & Summer

NURS 424 Global Health: Ethics and Human Rights   3.00
This course will explore the ethics and human rights issues related to disparities in financial, educational, technological, environmental, and political resources available to support healthy populations across the globe.
Prerequisites:
Must complete or be currently enrolled in NURS 301 to enroll in this course.

Typically Offered:
• Online: Fall, Spring, & Summer

NURS 425 Health Assessment   3.00
This course emphasizes essential nursing skills in the assessment process, introducing health history and physical examination techniques across the lifespan. Students conduct a health appraisal and collect, record, and analyze data. Current models of health, including cultural and developmental variations are examined. This course has no on-campus hands-on lab. To substitute for the lab, you will be expected to view short videos of the assessment skill to be practiced. These short videos are embedded in the online course.
Prerequisites:
Must complete or be currently enrolled in NURS 301 to enroll in this course.

Typically Offered:
• Online: Fall, Spring, & Summer

NURS 426 Interdisciplinary Care of Children with Special Healthcare Needs   3.00
Interdisciplinary team care of children with special health care needs across the trajectory of illness presented within the context of family, culture, social determinants of health, community, and healthcare policy. Students will be introduced to the interdisciplinary, collaborative, family-centered team care.
Prerequisites:
Must complete or be currently enrolled in NURS 301 to enroll in this course.

Typically Offered:
• Online: Fall, Spring, & Summer

NURS 427 Mental Health Nursing Across the Care Continuum   3.00
This course focuses on nursing care of individuals, groups, and families experiencing acute and chronic mental health conditions across the lifespan and the continuum of care.
Prerequisites:
Must complete or be currently enrolled in NURS 301 to enroll in this course.

Typically Offered:
• Online: Fall, Spring, & Summer

NURS 428 Nursing Care at the End of Life   3.00
This course will focus on the nurse's role in end-of-life care. Content related to pain management, symptom management, ethical/legal issues, cultural considerations, communication, grief, loss, and bereavement, achieving quality care, preparation, and care for the moment of death are included. Care of the individual, and family and support of the professional caregiver are emphasized.
Prerequisites:
Must complete or be currently enrolled in NURS 301 to enroll in this course.

Typically Offered:
• Online: Fall, Spring, & Summer

NURS 429 School Nursing in the Context of Community Health   3.00
This course provides a theoretical foundation for community health nursing (CHN) applied to school nurse settings. Students acquire the theoretical and practical foundations for establishing and maintaining school health nursing services. Content is drawn from nursing and public health sciences and includes topics of health promotion, disease prevention, epidemiology, evidence-based practice, ethics, and the role of the CHN. The nursing process is applied with a focus of providing care at the individual through the population level. The ecological model is used to analyze the influence of socioeconomic, environmental, political, and cultural health determinants. ADN nurses who have not had a community health nursing course enroll for 3 credits.
Prerequisites:
Must complete or be currently enrolled in NURS 301 to enroll in this course.

Typically Offered:
• Online: Fall, Spring, & Summer

NURS 430 Clinical Pharmacology   3.00
This course builds on the student's current knowledge of pharmacological concepts, including legal ethical implications, pharmaco-kinetics, -dynamics, and -therapeutics, and pharmacogenomics. Major categories of pharmacological agents and associated alternative/complementary and nutritional therapies are examined.
Prerequisites:
Must complete or be currently enrolled in NURS 301 to enroll in this course.

Typically Offered:
• Online: Fall, Spring, & Summer

NURS 431 Pathophysiology   3.00
Pathophysiology is a three-credit course for registered nurses. The purpose of the course is to broaden the student's knowledge base and increase the student's understanding of the pathophysiology of diseases that students encounter on a daily basis. The knowledge from this course is immediately applicable to everyday patient care.
Prerequisites:
Must complete or be currently enrolled in NURS 301 to enroll in this course.

Typically Offered:
  • Online: Fall, Spring, & Summer

NURS 441 Chronic Care Management   3.00
This is a three-credit course that explores the interaction of biological, psychological, social, and environmental factors important to understanding the 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 the management of chronic conditions within the context of a patient's individual situation.
Prerequisites:
Must complete or be currently enrolled in NURS 301 to enroll in this course.

Typically Offered:
  • Online: Fall, Spring, & Summer

NURS 446 Research & Evidence-Based Practice   3.00
This course introduces the concept of evidence-based practice, the importance of evidence to improve clinical practice, strategies to evaluate the quality of evidence, and how to design an evidence-based project.
Prerequisites:
Must complete or be currently enrolled in NURS 301 and successfully complete a statistics course to enroll in this course.

Typically Offered:
  • Online: Fall, Spring, & Summer

NURS 447 Leadership & Management   3.00
This three-credit course examines nursing leadership and management using relevant theories and concepts. Students in this course analyze decision-making in relation to communication, delegation, supervision and group process.
Prerequisites:
Must complete or be currently enrolled in NURS 301 to enroll in this course.

Typically Offered:
  • Online: Fall, Spring, & Summer

NURS 453 Information Management & Healthcare Technology 3.00
This 3-credit course teaches how to utilize computers and information/ decision science to support quality and safety in health care. It explores informatics issues and examines nursing's role in healthcare technology, and it provides opportunities to use and master various healthcare technologies and health care.
Prerequisites:
Must complete or be currently enrolled in NURS 301 to enroll in this course.

Typically Offered:
  • Online: Fall, Spring, & Summer

NURS 454 Community Health Nursing   3.00
This 3-credit course provides an overview of community nursing theory, roles, tools, and skills needed to promote the health of individuals, families, and populations in communities.
Prerequisites:
Must complete or be currently enrolled in NURS 301 to enroll in this course.

Typically Offered:
  • Online: Fall, Spring, & Summer

NURS 497 Nursing Synthesis & Application: Capstone and Clinical   4.00
This final semester capstone course for RN to BSN students integrates clinical and didactic learning. Students will develop leadership and management skills, apply evidence-based practice, and engage in interprofessional collaboration. Through community-engaged learning and a practicum focused on chronic disease and care for vulnerable populations such as Indigenous communities, students will design and implement evidence-based interventions to improve health outcomes. The course culminates with a formal presentation of their capstone project, demonstrating readiness for roles as baccalaureate-prepared nurse leaders in diverse settings.
Prerequisites:
NURS 301 is a prerequisite for taking this course.

Typically Offered:
  • Online: Fall, Spring, & Summer

RN to BSN Program Concentration (2025-2028)

Health & Human Performance Department
60 credits (Comprehensive)
Student's Name _____ SID_____

Prefix	Nbr	Course Title	Prerequisite and recommended sequencing (flexible)	Cr	Typically Offered	Completed/Grade
NURS	301	Transition to BSN	1St semester	2	Online: Summer, F & Sp	
NURS	407	Foundations of Professional Nursing Practice	1st semester-Core	3	BSN@HOME Online: F, Sp, & Summer	
NURS	441	Chronic Care Management	Core 2nd semester	3	BSN@HOME Online: F, Sp, & Summer	
NURS	446	Research & Evidence-Based Practice	Statistics or concurrent Core 3rd semester	3	BSN@HOME Online: F, Sp, & Summer	
NURS	447	Leadership & Management	Core 4th semester	3	BSN@HOME Online: F, Sp, & Summer	
NURS	453	Information Management & Healthcare Technology	Core 3rd semester	3	BSN@HOME Online: F, Sp, & Summer	
NURS	454	Community Health Nursing	Core 4th semester	3	BSN@HOME Online: F, Sp, & Summer	
NURS	302	Indigenous Practices in Health & Healing	Core 2nd semester	3	BSN@HOME Online: F, Sp, & Summer	
NURS	497	Nursing Synthesis & Application Capstone Clinical (90 hours)	NURS 301 4th semester	4	Online: F & Sp	
NURS	422	Cross Cultural Health	Nursing Elective	3	BSN@HOME elective Online: F, & Su	
NURS	423	Aging & Health	Nursing Elective	3	BSN@HOME elective Online: Sp	
NURS	424	Global Health & Human Rights	Nursing Elective	3	BSN@HOME elective Online: Sp. Su	
NURS	425	Health Assessment	Nursing Elective	3	BSN@HOME elective Online: F	
NURS	426	Interdisciplinary Care of Children with Special Needs	Nursing Elective	3	BSN@HOME elective Online: F, Sp	
NURS	427	Mental Health Nursing Across the Care Continuum	Nursing Elective	3	BSN@HOME elective Online: F	
NURS	428	Nursing Care at End of Life	Nursing Elective	3	BSN@HOME elective Online: Sp	
NURS	429	School Nursing in the Context of Community Health	Nursing Elective	3	BSN@HOME elective Online: Sp	

RN to BSN Program Concentration (2025-2028)

Health & Human Performance Department
60 credits (Comprehensive)

NURS	430	Clinical Pharmacology	Nursing Elective	3	BSN@HOME elective Online: Sp, Su (even years)	
NURS	431	Pathophysiology	Nursing Elective	3	BSN@HOME elective Online: F, Su (Odd years)	

Students will take University Studies Courses to meet graduation requirements but will likely transfer in about 27-30 credits from the Wisconsin Technical College program or other institutions with articulation agreements.

Students will be granted 30 credits of Nursing with 9 designated as Upper Division Nursing credits and 21credits as Lower Division Nursing credits after admission to the RN to BSN program in accordance with the *Systemwide Agreement Between Wisconsin Technical College (WTCS) Associate Degree in Nursing Program and the University of Wisconsin System Collaborative Nursing Program/BSN@HOME.*

NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) __Health and Human Performance__

1. Term this course begins (effective date): __Spring 2026__

2. Abbreviated Title of course (field of 30 spaces)
__Transition to BSN__

3. Long Course Title (field of 50 spaces)
__Transition to BSN__

4. Full Title of course :
~~TransitiontoBSN~~

5. Course Description
Introductory online asynchronous course for transitioning Nurisng students to the BSN major. Students will apply nursing theory to the evolving sense of self in various nursing roles for academic or career advancement. They will gain an in-depth understanding of the nursing discipline, professional organizations, team-building, effective communication, program management, advocacy, and skill-building in health and information literacy.

6. Variable Credit? ○Yes ◉No 8.   7. Number (or range) of Credits: __2__

Grading Basis: ◉ Letter Graded ○Pass/Fail   9. Repeat for Credit ○Yes ◉No

10. Number of times can repeat the course for credit: __N/A__   11. Total credits that can be earned for this course __2__

12. Course requires instructor Consent? ◉Yes ○No   13. Course requires department consent? ○Yes ◉No

14. Course Attributes: ------- (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)

15. Course Topic (if applicable): -__N/A__

16. Proposed for University Studies? ○ Yes ◉No   17. If yes, what area: __N/A__

18. Subject Area: __NURS__   Catalog No. __301__   Must be approved by the Registrar's Office Prior to submitting this form.

19.

	Typically Offered On-Campus (OC)			Typically Offered Online (OL)	
☐ Fall	☐ Fallll or Spring	☐ Fallll	☐ Fallll or Spring		
☐ Spring	☐ Spring & Summer	☐ Spring	☐ Spring & Summer		
☐ Fall & Spring	☐ Fallll, Even Years	☐ Fall & Spring	☐ Fallll, Even Years		
☐ Fall or Spring, Summer	☐ Fallll, Odd Years	☐ Fall or Spring, Summer	☐ Fallll, Odd Years		
☐ Summer	☐ Spring, Even Years	☐ Summer	☐ Spring, Even Years		
☐ Fall & Summer	☐ Spring, Odd Years	☐ Fall & Summer	☐ Spring, Odd Years		
☐ Fall, Spring & Summer	☐ Summer, Even Years	☑ Fall, Spring & Summer	☐ Summer, Even Years		
☐ Spring & Every Other Summer	☐ Summer, Odd Years	☐ Spring & Every Other Summer	☐ Summer, Odd Years		
	☐ Sellect Semesters		☐ Sellect Semesters		

20. Prerequisites/Corequisites:

None

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Lecture

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: *Created 6/2ρ/202†*

Date Rec'd: _____   Course ID No. _____
Entered by: _____   Date Entered _____

NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) Health and Human Performance

1. Term this course begins (effective date): Spring 2026
2. Abbreviated Title of course (field of 30 spaces)
Indigenous Health
3. Long Course Title (field of 50 spaces)
Indigenous Health
4. Full Title of course :
Indigenous Practices in Health and Healing
5. Course Description

This course explores traditional healing practices among Indigenous populations in the region and nationally. Students will develop an understanding of social justice, the impact of social determinants of health on tribal nations, and the influence of historical trauma and colonization on health outcomes. The course aims to foster cultural competence and enhance population health through an interdisciplinary lens. Students will incorporate traditional healing practices into patient-centered care plans and optimize the potential for improved health outcomes. ⊞

6. Variable Credit? ○Yes ◉No 8.   7. Number (or range) of Credits: 3
Grading Basis: ◉ Letter Graded ○Pass/Fail   9. Repeat for Credit ○Yes ◉No
10. Number of times can repeat the course for credit: N/A 11. Total credits that can be earned for this course 3
12. Course requires instructor Consent? ◉Yes ○No   13. Course requires department consent? ○Yes ◉No
14. Course Attributes: _____ (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)
15. Course Topic (if applicable): N/A
16. Proposed for University Studies? ○Yes ◉No   17. If yes, what area: N/A

18. Subject Area: NURS   Catalog No. 302   Must be approved by the Registrar's Office Prior to submitting this form.

19.

	Typically Offered On-Campus (OC)			Typically Offered Online (OL)	
☐ Fall	☐ Fallll or Spring	☐ Fallll	☐ Fallll or Spring
☐ Spring	☐ Spring & Summer	☐ Spring	☐ Spring & Summer
☐ Fall & Spring	☐ Fallll, Even Years	☐ Fall & Spring	☐ Fallll, Even Years
☐ Fall or Spring, Summer	☐ Fallll, Odd Years	☐ Fall or Spring, Summer	☐ Fallll, Odd Years
☐ Summer	☐ Spring, Even Years	☐ Summer	☐ Spring, Even Years
☐ Fall & Summer	☐ Spring, Odd Years	☐ Fall & Summer	☐ Spring, Odd Years
☐ Fall, Spring & Summer	☐ Summer, Even Years	☑ Fall, Spring & Summer	☐ Summer, Even Years
☐ Spring & Every Other Summer	☐ Summer, Odd Years	☐ Spring & Every Other Summer	☐ Summer, Odd Years
	☐ Sellect Semesters		☐ Sellect Semesters

20. Prerequisites/Corequisites:

NURS 301 Prerequisite/Corequisite

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Lecture

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: Created 6/2ǫ/202†

Date Rec'd: _____   Course ID No. _____
Entered by: _____   Date Entered _____

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NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) Health and Human Performance

1. Term this course begins (effective date): Spring 2026
2. Abbreviated Title of course (field of 30 spaces)
 Found of Prof Nurs Practice
3. Long Course Title (field of 50 spaces)
 Foundations of Professional Nursing Practice
4. Full Title of course :
 ~~Foundations of Professional Nursing Practice~~
5. Course Description
 Philosophical perspectives, theories, and standards are applied to the practice of professional nursing. Factors influencing nursing/health care delivery are analyzed. Professional communication skills are enhanced. This is a writing emphasis course.

6. Variable Credit? ○Yes ⦿No 8.   7. Number (or range) of Credits: 3
Grading Basis: ⦿ Letter Graded   ○Pass/Fail   9. Repeat for Credit ○Yes ⦿No
10. Number of times can repeat the course for credit: N/A   11. Total credits that can be earned for this course 3
12. Course requires instructor Consent?⦿Yes ○No   13. Course requires department consent? ○Yes ⦿No
14. Course Attributes: ------- (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)
15. Course Topic (if applicable): -N/A
16. Proposed for University Studies? ○ Yes ⦿No   17. If yes, what area: N/A

18. Subject Area: NURS   Catalog No. 407   Must be approved by the Registrar's Office Prior to submitting this form.

19.

	Typically Offered On-Campus (OC)			Typically Offered Online (OL)	
☐ Fall	☐ Fallll or Spring		☐ Fallll	☐ Fallll or Spring	
☐ Spring	☐ Spring & Summer		☐ Spring	☐ Spring & Summer	
☐ Fall & Spring	☐ Fallll, Even Years		☐ Fall & Spring	☐ Fallll, Even Years	
☐ Fall or Spring, Summer	☐ Fallll, Odd Years		☐ Fall or Spring, Summer	☐ Fallll, Odd Years	
☐ Summer	☐ Spring, Even Years		☐ Summer	☐ Spring, Even Years	
☐ Fall & Summer	☐ Spring, Odd Years		☐ Fall & Summer	☐ Spring, Odd Years	
☐ Fall, Spring & Summer	☐ Summer, Even Years		☑ Fall, Spring & Summer	☐ Summer, Even Years	
☐ Spring & Every Other Summer	☐ Summer, Odd Years		☐ Spring & Every Other Summer	☐ Summer, Odd Years	
	☐ Sellect Semesters			☐ Sellect Semesters	

20. Prerequisites/Corequisites:

NURS 301 Prerequisite/Corequisite

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Lecture

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: *Created 6/2ρ/202†*

Date Rec'd: _____   Course ID No. _____
Entered by: _____   Date Entered _____

NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) Health and Human Performance

1. Term this course begins (effective date): Spring 2026
2. Abbreviated Title of course (field of 30 spaces)
Cross Cultural Health
3. Long Course Title (field of 50 spaces)
Cross Cultural Health
4. Full Title of course :
Cross Cultural Health   -----
5. Course Description
Enhances insight and understanding of the impact of culture on health, illness, and wellness within the Black/African American, Hispanic/Latino, Asian/ Hmong, and American Indian cultures. Analyze and synthesize information to develop culturally congruent health care.

6. Variable Credit? ○Yes ◉No 8.   7. Number (or range) of Credits: 3
Grading Basis: ◉ Letter Graded   ○Pass/Fail   9. Repeat for Credit ○Yes ◉No
10. Number of times can repeat the course for credit: N/A   11. Total credits that can be earned for this course 3
12. Course requires instructor Consent?◉Yes ○No   13. Course requires department consent? ○Yes ◉No
14. Course Attributes: ------- (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)
15. Course Topic (if applicable): -N/A
16. Proposed for University Studies? ○ Yes ◉No   17. If yes, what area: N/A

18. Subject Area: NURS   Catalog No. 422   Must be approved by the Registrar's Office Prior to submitting this form.

19.

	Typically Offered On-Campus (OC)				Typically Offered Online (OL)	
☐ Fall	☐ Fallll or Spring		☐ Fallll		☐ Fallll or Spring	
☐ Spring	☐ Spring & Summer		☐ Spring		☐ Spring & Summer	
☐ Fall & Spring	☐ Fallll, Even Years		☐ Fall & Spring		☐ Fallll, Even Years	
☐ Fall or Spring, Summer	☐ Fallll, Odd Years		☐ Fall or Spring, Summer		☐ Fallll, Odd Years	
☐ Summer	☐ Spring, Even Years		☐ Summer		☐ Spring, Even Years	
☐ Fall & Summer	☐ Spring, Odd Years		☑ Fall, Spring & Summer		☐ Spring, Odd Years	
☐ Fall, Spring & Summer	☐ Summer, Even Years				☐ Summer, Even Years	
☐ Spring & Every Other Summer	☐ Summer, Odd Years		☐ Spring & Every Other Summer		☐ Summer, Odd Years	
	☐ Sellect Semesters				☐ Sellect Semesters	

20. Prerequisites/Corequisites:

NURS 301 Prerequisite/Corequisite

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Lecture

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: *Created 6/2ǫ/202†*

Date Rec'd: _____   Course ID No. _____
Entered by: _____   Date Entered _____

NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) Health and Human Performance

1. Term this course begins (effective date): Spring 2026
2. Abbreviated Title of course (field of 30 spaces)
Aging & Health
3. Long Course Title (field of 50 spaces)
Aging & Health
4. Full Title of course :
Aging and Health
5. 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. Shifting Perspectives About Aging Populations.

6. Variable Credit? ○Yes ●No 8.   7. Number (or range) of Credits: 3
Grading Basis: ● Letter Graded ○Pass/Fail   9. Repeat for Credit ○Yes ●No
10. Number of times can repeat the course for credit: N/A 11. Total credits that can be earned for this course 3
12. Course requires instructor Consent? ●Yes ○No   13. Course requires department consent? ○Yes ●No
14. Course Attributes: _____ (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)
15. Course Topic (if applicable): N/A
16. Proposed for University Studies? ○Yes ●No   17. If yes, what area: N/A

18. Subject Area: NURS   Catalog No. 423   **Must be approved by the Registrar's Office Prior to submitting this form.**

19.

	Typically Offered On-Campus (OC)		**Typically Offered Online (OL)**	
☐ Fall	☐ Fallll or Spring	☐ Fallll	☐ Fallll or Spring
☐ Spring	☐ Spring & Summer	☐ Spring	☐ Spring & Summer
☐ Fall & Spring	☐ Fallll, Even Years	☐ Fall & Spring	☐ Fallll, Even Years
☐ Fall or Spring, Summer	☐ Fallll, Odd Years	☐ Fall or Spring, Summer	☐ Fallll, Odd Years
☐ Summer	☐ Spring, Even Years	☐ Summer	☐ Spring, Even Years
☐ Fall & Summer	☐ Spring, Odd Years	☐ Fall & Summer	☐ Spring, Odd Years
☐ Fall, Spring & Summer	☐ Summer, Even Years	☑ Fall, Spring & Summer	☐ Summer, Even Years
☐ Spring & Every Other Summer	☐ Summer, Odd Years	☐ Spring & Every Other Summer	☐ Summer, Odd Years
	☐ Sellect Semesters		☐ Sellect Semesters

20. Prerequisites/Corequisites:

NURS 301 Prerequisite/Corequisite

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Lecture

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: *Created 6/2ọ/202†*

Date Rec'd: _____   Course ID No. _____
Entered by: _____   Date Entered _____

NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) Health and Human Performance

1. Term this course begins (effective date): Spring 2026
2. Abbreviated Title of course (field of 30 spaces)
Global Health & Human Rights
3. Long Course Title (field of 50 spaces)
 Global Health & Human Rights
4. Full Title of course :
Global Health: Ethics and Human Rights
5. Course Description

This course will explore the ethics and human rights issues related to disparities in financial, educational, technological, environmental, and political resources available to support healthy populations across the globe.

6. Variable Credit? ( )Yes (●)No 8.   7. Number (or range) of Credits: 3
Grading Basis: (●) Letter Graded   ( )Pass/Fail   9. Repeat for Credit ( )Yes (●)No
10. Number of times can repeat the course for credit: N/A   11. Total credits that can be earned for this course 3
12. Course requires instructor Consent?(●)Yes ( )No   13. Course requires department consent? ( )Yes (●)No
14. Course Attributes: _____ (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)
15. Course Topic (if applicable): N/A
16. Proposed for University Studies? ( ) Yes (●)No   17. If yes, what area: N/A

18. Subject Area: NURS   Catalog No. 424   Must be approved by the Registrar's Office Prior to submitting this form.

19.

	Typically Offered On-Campus (OC)			Typically Offered Online (OL)	
☐ Fall	☐ Fallll or Spring	☐ Fallll	☐ Fallll or Spring
☐ Spring	☐ Spring & Summer	☐ Spring	☐ Spring & Summer
☐ Fall & Spring	☐ Fallll, Even Years	☐ Fall & Spring	☐ Fallll, Even Years
☐ Fall or Spring, Summer	☐ Fallll, Odd Years	☐ Fall or Spring, Summer	☐ Fallll, Odd Years
☐ Summer	☐ Spring, Even Years	☐ Summer	☐ Spring, Even Years
☐ Fall & Summer	☐ Spring, Odd Years	☐ Fall & Summer	☐ Spring, Odd Years
☐ Fall, Spring & Summer	☐ Summer, Even Years	☑ Fall, Spring & Summer	☐ Summer, Even Years
☐ Spring & Every Other Summer	☐ Summer, Odd Years	☐ Spring & Every Other Summer	☐ Summer, Odd Years
	☐ Sellect Semesters		☐ Sellect Semesters

20. Prerequisites/Corequisites:

NURS 301 Prerequisite/Corequisite

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Lecture

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: Created 6/2ρ/202†

Date Rec'd: _____   Course ID No. _____
Entered by: _____   Date Entered _____

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NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) __Health and Human Performance__

1. Term this course begins (effective date): __Spring 2026__
2. Abbreviated Title of course (field of 30 spaces)
__Health Assessment__
3. Long Course Title (field of 50 spaces)
__Health Assessment__
4. Full Title of course :
~~Health Assessment~~-------------------
5. Course Description

This course emphasizes essential nursing skills in the assessment process, introducing health history and physical examination techniques across the lifespan. Students conduct a health appraisal and collect, record, and analyze data. Current models of health, including cultural and developmental variations are examined. This course has no on-campus hands-on lab. To substitute for the lab, you will be expected to view short videos of the assessment skill to be practiced. These short videos are embedded in the online course. ⊞

6. Variable Credit? ○Yes ⦿No 8.   7. Number (or range) of Credits: __3__
Grading Basis: ⦿ Letter Graded   ○Pass/Fail   9. Repeat for Credit ○Yes ⦿No
10. Number of times can repeat the course for credit: __N/A__ 11. Total credits that can be earned for this course __3__
12. Course requires instructor Consent?⦿Yes ○No   13. Course requires department consent? ○Yes ⦿No
14. Course Attributes: ------- (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)
15. Course Topic (if applicable): __N/A__
16. Proposed for University Studies? ○ Yes ⦿No   17. If yes, what area: __N/A__

18. Subject Area: __NURS__   Catalog No. __425__   Must be approved by the Registrar's Office Prior to submitting this form.

19.

	Typically Offered On-Campus (OC)			Typically Offered Online (OL)	
☐ Fall	☐ Fallll or Spring	☐ Fallll	☐ Fallll or Spring		
☐ Spring	☐ Spring & Summer	☐ Spring	☐ Spring & Summer		
☐ Fall & Spring	☐ Fallll, Even Years	☐ Fall & Spring	☐ Fallll, Even Years		
☐ Fall or Spring, Summer	☐ Fallll, Odd Years	☐ Fall or Spring, Summer	☐ Fallll, Odd Years		
☐ Summer	☐ Spring, Even Years	☐ Summer	☐ Spring, Even Years		
☐ Fall & Summer	☐ Spring, Odd Years	☑ Fall, Spring & Summer	☐ Spring, Odd Years		
☐ Fall, Spring & Summer	☐ Summer, Even Years	☐ Spring & Every Other Summer	☐ Summer, Even Years		
☐ Spring & Every Other Summer	☐ Summer, Odd Years		☐ Summer, Odd Years		
	☐ Sellect Semesters		☐ Sellect Semesters		

20. Prerequisites/Corequisites:

NURS 301 Prerequisite/Corequisite

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Lecture

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: *Created 6/2ρ/202†*

Date Rec'd: _____	Course ID No. _____
Entered by: _____	Date Entered _____

NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) __Health and Human Performance__

1. Term this course begins (effective date): __Spring 2026__

2. Abbreviated Title of course (field of 30 spaces)
   __Children with Special Needs__

3. Long Course Title (field of 50 spaces)
   __Children with Special Needs__

4. Full Title of course :
   __Interdisciplinary Care of Children with Special Healthcare Needs__

5. Course Description
   Interdisciplinary team care of children with special health care needs across the trajectory of illness presented within the context of family, culture, social determinants of health, community, and healthcare policy. Students will be introduced to the interdisciplinary, collaborative, family-centered team care.

6. Variable Credit? ◯Yes ⦿No 8.　　　　　7. Number (or range) of Credits: __3__

Grading Basis: ⦿ Letter Graded ◯Pass/Fail　　9. Repeat for Credit ◯Yes ⦿No

10. Number of times can repeat the course for credit: __N/A__　11. Total credits that can be earned for this course __3__

12. Course requires instructor Consent?⦿Yes ◯No　　13. Course requires department consent? ◯Yes ⦿No

14. Course Attributes: _____ (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)

15. Course Topic (if applicable): __N/A__

16. Proposed for University Studies? ◯Yes ⦿No　　17. If yes, what area: __N/A__

18. Subject Area: __NURS__　　Catalog No. __426__　　Must be approved by the Registrar's Office Prior to submitting this form.

19.

	Typically Offered On-Campus (OC)		Typically Offered Online (OL)	
☐ Fall	☐ Fallll or Spring	☐ Fallll	☐ Fallll or Spring
☐ Spring	☐ Spring & Summer	☐ Spring	☐ Spring & Summer
☐ Fall & Spring	☐ Fallll, Even Years	☐ Fall & Spring	☐ Fallll, Even Years
☐ Fall or Spring, Summer	☐ Fallll, Odd Years	☐ Fall or Spring, Summer	☐ Fallll, Odd Years
☐ Summer	☐ Spring, Even Years	☐ Summer	☐ Spring, Even Years
☐ Fall & Summer	☐ Spring, Odd Years	☐ Fall & Summer	☐ Spring, Odd Years
☐ Fall, Spring & Summer	☐ Summer, Even Years	☑ Fall, Spring & Summer	☐ Summer, Even Years
☐ Spring & Every Other Summer	☐ Summer, Odd Years	☐ Spring & Every Other Summer	☐ Summer, Odd Years
	☐ Sellect Semesters		☐ Sellect Semesters

20. Prerequisites/Corequisites:

NURS 301 Prerequisite/Corequisite

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Lecture

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use:　　　　　　　　　　　　　　　　　　　　*Created 6/2ǫ/202†*

Date Rec'd: _____　　Course ID No. _____
Entered by: _____　　Date Entered _____

NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) Health and Human Performance

1. Term this course begins (effective date): Spring 2026

2. Abbreviated Title of course (field of 30 spaces)
Mental Health Nursing

3. Long Course Title (field of 50 spaces)
Mental Health Nursing

4. Full Title of course :
Mental Health Nursing Across the Care Continuum

5. Course Description
This course focuses on nursing care of individuals, groups, and families experiencing acute and chronic mental health conditions across the lifespan and the continuum of care.

6. Variable Credit? ○ Yes ⦿ No   8.

7. Number (or range) of Credits: 3

Grading Basis: ⦿ Letter Graded   ○ Pass/Fail   9. Repeat for Credit ○ Yes ⦿ No

10. Number of times can repeat the course for credit: N/A   11. Total credits that can be earned for this course 3

12. Course requires instructor Consent? ⦿ Yes ○ No   13. Course requires department consent? ○ Yes ⦿ No

14. Course Attributes: _____ (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)

15. Course Topic (if applicable): N/A

16. Proposed for University Studies? ○ Yes ⦿ No   17. If yes, what area: N/A

18. Subject Area: NURS   Catalog No. 427   Must be approved by the Registrar's Office Prior to submitting this form.

19.

	Typically Offered On-Campus (OC)			Typically Offered Online (OL)	
☐ Fall	☐ Fallll or Spring		☐ Fallll	☐ Fallll or Spring
☐ Spring	☐ Spring & Summer		☐ Spring	☐ Spring & Summer
☐ Fall & Spring	☐ Fallll, Even Years		☐ Fall & Spring	☐ Fallll, Even Years
☐ Fall or Spring, Summer	☐ Fallll, Odd Years		☐ Fall or Spring, Summer	☐ Fallll, Odd Years
☐ Summer	☐ Spring, Even Years		☐ Summer	☐ Spring, Even Years
☐ Fall & Summer	☐ Spring, Odd Years		☐ Fall & Summer	☐ Spring, Odd Years
☐ Fall, Spring & Summer	☐ Summer, Even Years		☑ Fall, Spring & Summer	☐ Summer, Even Years
☐ Spring & Every Other Summer	☐ Summer, Odd Years		☐ Spring & Every Other Summer	☐ Summer, Odd Years
	☐ Sellect Semesters			☐ Sellect Semesters

20. Prerequisites/Corequisites:

NURS 301 Prerequisite/Corequisite

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Lecture

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: *Created 6/2ρ/202†*

Date Rec'd: _____   Course ID No. _____
Entered by: _____   Date Entered _____

NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) __Health and Human Performance__

1. Term this course begins (effective date): __Spring 2026__
2. Abbreviated Title of course (field of 30 spaces)
   __Nursing Care at End of Life__
3. Long Course Title (field of 50 spaces)
   __Nursing Care at End of Life__
4. Full Title of course :
   __Nursing Care at the End of Life__
5. Course Description

   This course will focus on the nurse´s role in end-of-life care. Content related to pain management, symptom management, ethical/legal issues, cultural considerations, communication, grief, loss, and bereavement, achieving quality care, preparation, and care for the moment of death are included. Care of the individual, and family and support of the professional caregiver are emphasized.

6. Variable Credit? ○Yes ◉No   8. 7. Number (or range) of Credits: __3__
   Grading Basis: ◉ Letter Graded   ○Pass/Fail   9. Repeat for Credit ○Yes ◉No
10. Number of times can repeat the course for credit: __N/A__   11. Total credits that can be earned for this course __3__
12. Course requires instructor Consent? ◉Yes ○No   13. Course requires department consent? ○Yes ◉No
14. Course Attributes: _____ (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)
15. Course Topic (if applicable): __N/A__
16. Proposed for University Studies? ○Yes ◉No   17. If yes, what area: __N/A__

18. Subject Area: __NURS__   Catalog No. __428__   *Must be approved by the Registrar's Office Prior to submitting this form.*

19.

	Typically Offered On-Campus (OC)			Typically Offered Online (OL)	
☐ Fall	☐ Fallll or Spring	☐ Fallll	☐ Fallll or Spring
☐ Spring	☐ Spring & Summer	☐ Spring	☐ Spring & Summer
☐ Fall & Spring	☐ Fallll, Even Years	☐ Fall & Spring	☐ Fallll, Even Years
☐ Fall or Spring, Summer	☐ Fallll, Odd Years	☐ Fall or Spring, Summer	☐ Fallll, Odd Years
☐ Summer	☐ Spring, Even Years	☐ Summer	☐ Spring, Even Years
☐ Fall & Summer	☐ Spring, Odd Years	☐ Fall & Summer	☐ Spring, Odd Years
☐ Fall, Spring & Summer	☐ Summer, Even Years	☑ Fall, Spring & Summer	☐ Summer, Even Years
☐ Spring & Every Other Summer	☐ Summer, Odd Years	☐ Spring & Every Other Summer	☐ Summer, Odd Years
	☐ Sellect Semesters		☐ Sellect Semesters

20. Prerequisites/Corequisites:

    NURS 301 Prerequisite/Corequisite

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
    Lecture

22. Objective of Course:

    Please see attached course syllabus.

23. Evaluation procedures and techniques:

    Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

    Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
    N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: *Created 6/2ǫ/202†*

Date Rec'd: _____	Course ID No. _____
Entered by: _____	Date Entered _____

NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) __Health and Human Performance__

1. Term this course begins (effective date): __Spring 2026__

2. Abbreviated Title of course (field of 30 spaces)
__School Nursing__

3. Long Course Title (field of 50 spaces)
__School Nursing__

4. Full Title of course :
__School Nursing in the Context of Community Health__

5. Course Description
This course provides a theoretical foundation for community health nursing (CHN) applied to school nurse settings. Students acquire the theoretical and practical foundations for establishing and maintaining school health nursing services. Content is drawn from nursing and public health sciences and includes topics of health promotion, disease prevention, epidemiology, evidence-based practice, ethics, and the role of the CHN. The nursing process is applied with a focus of providing care at the individual through the population level. The ecological model is used to analyze the influence of socioeconomic, environmental, political, and cultural health determinants. ADN nurses who have not had a community health nursing course enroll for 3 credits.

6. Variable Credit? ○Yes ⦿No 8.
7. Number (or range) of Credits: __3__

Grading Basis: ⦿ Letter Graded ○Pass/Fail
9. Repeat for Credit ○Yes ⦿No

10. Number of times can repeat the course for credit: __N/A__ 11. Total credits that can be earned for this course __3__

12. Course requires instructor Consent? ⦿Yes ○No   13. Course requires department consent? ○Yes ⦿No

14. Course Attributes: _____ (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)

15. Course Topic (if applicable): __N/A__

16. Proposed for University Studies? ○Yes ⦿No   17. If yes, what area: __N/A__

18. Subject Area: __NURS__   Catalog No. __429__   Must be approved by the Registrar's Office Prior to submitting this form.

19.

	Typically Offered On-Campus (OC)			Typically Offered Online (OL)	
☐ Fallll	☐ Fallll or Spring		☐ Fallll	☐ Fallll or Spring
☐ Spring	☐ Spring & Summer		☐ Spring	☐ Spring & Summer
☐ Fall & Spring	☐ Fallll, Even Years		☐ Fall & Spring	☐ Fallll, Even Years
☐ Fall or Spring, Summer	☐ Fallll, Odd Years		☐ Fall or Spring, Summer	☐ Fallll, Odd Years
☐ Summer	☐ Spring, Even Years		☐ Summer	☐ Spring, Even Years
☐ Fall & Summer	☐ Spring, Odd Years		☐ Fall & Summer	☐ Spring, Odd Years
☐ Fall, Spring & Summer	☐ Summer, Even Years		☑ Fall, Spring & Summer	☐ Summer, Even Years
☐ Spring & Every Other Summer	☐ Summer, Odd Years		☐ Spring & Every Other Summer	☐ Summer, Odd Years
	☐ Sellect Semesters			☐ Sellect Semesters

20. Prerequisites/Corequisites:

NURS 301 Prerequisite/Corequisite

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Lecture

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: *Created 6/2ρ/202†*

Date Rec'd: _____   Course ID No. _____
Entered by: _____   Date Entered _____

NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) Health and Human Performance

1. Term this course begins (effective date): Spring 2026
2. Abbreviated Title of course (field of 30 spaces)
   Clinical Pharmacology
3. Long Course Title (field of 50 spaces)
   Clinical Pharmacology
4. Full Title of course :
   Clinical Pharmacology
5. Course Description

This course builds on the student's current knowledge of pharmacological concepts, including legal ethical implications, pharmaco-kinetics, -dynamics, and -therapeutics, and pharmacogenomics. Major categories of pharmacological agents and associated alternative/complementary and nutritional therapies are examined.

6. Variable Credit? ◯Yes ◉No 8.   7. Number (or range) of Credits: 3
Grading Basis: ◉ Letter Graded ◯Pass/Fail   9. Repeat for Credit ◯Yes ◉No
10. Number of times can repeat the course for credit: N/A 11. Total credits that can be earned for this course 3
12. Course requires instructor Consent? ◉Yes ◯No   13. Course requires department consent? ◯Yes ◉No
14. Course Attributes: _____ (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)
15. Course Topic (if applicable): N/A
16. Proposed for University Studies? ◯Yes ◉No   17. If yes, what area: N/A

18. Subject Area: NURS   Catalog No. 430   **Must be approved by the Registrar's Office Prior to submitting this form.**

19.

	Typically Offered On-Campus (OC)		**Typically Offered Online (OL)**	
☐ Fall	☐ Fallll or Spring	☐ Fallll	☐ Fallll or Spring
☐ Spring	☐ Spring & Summer	☐ Spring	☐ Spring & Summer
☐ Fall & Spring	☐ Fallll, Even Years	☐ Fall & Spring	☐ Fallll, Even Years
☐ Fall or Spring, Summer	☐ Fallll, Odd Years	☐ Fall or Spring, Summer	☐ Fallll, Odd Years
☐ Summer	☐ Spring, Even Years	☐ Summer	☐ Spring, Even Years
☐ Fall & Summer	☐ Spring, Odd Years	☐ Fall & Summer	☐ Spring, Odd Years
☐ Fall, Spring & Summer	☐ Summer, Even Years	☑ Fall, Spring & Summer	☐ Summer, Even Years
☐ Spring & Every Other Summer	☐ Summer, Odd Years	☐ Spring & Every Other Summer	☐ Summer, Odd Years
	☐ Sellect Semesters		☐ Sellect Semesters

20. Prerequisites/Corequisites:

NURS 301 Prerequisite/Corequisite

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Lecture

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: *Created 6/2ϱ/202†*

Date Rec'd: _____   Course ID No. _____
Entered by: _____   Date Entered _____

NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) __Health and Human Performance__

1. Term this course begins (effective date): __Spring 2026__

2. Abbreviated Title of course (field of 30 spaces)
__Pathophysiology__

3. Long Course Title (field of 50 spaces)
__Pathophysiology__

4. Full Title of course :
__Pathophysiology__

5. Course Description
Pathophysiology is a three-credit course for registered nurses. The purpose of the course is to broaden the student's knowledge base and increase the student's understanding of the pathophysiology of diseases that students encounter on a daily basis. The knowledge from this course is immediately applicable to everyday patient care.

6. Variable Credit? ◯Yes ⦿No 8.   7. Number (or range) of Credits: __3__
Grading Basis: ⦿ Letter Graded   ◯Pass/Fail   9. Repeat for Credit ◯Yes ⦿No
10. Number of times can repeat the course for credit: __N/A__   11. Total credits that can be earned for this course __3__
12. Course requires instructor Consent?⦿Yes ◯No   13. Course requires department consent? ◯Yes ⦿No
14. Course Attributes: _____ (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)
15. Course Topic (if applicable): __N/A__
16. Proposed for University Studies? ◯Yes ⦿No   17. If yes, what area: __N/A__

18. Subject Area: __NURS__   Catalog No. __431__   Must be approved by the Registrar's Office Prior to submitting this form.

19.

	Typically Offered On-Campus (OC)				**Typically Offered Online (OL)**	
☐ Fall	☐ Fallll or Spring		☐ Fallll		☐ Fallll or Spring	
☐ Spring	☐ Spring & Summer		☐ Spring		☐ Spring & Summer	
☐ Fall & Spring	☐ Fallll, Even Years		☐ Fall & Spring		☐ Fallll, Even Years	
☐ Fall or Spring, Summer	☐ Fallll, Odd Years		☐ Fall or Spring, Summer		☐ Fallll, Odd Years	
☐ Summer	☐ Spring, Even Years		☐ Summer		☐ Spring, Even Years	
☐ Fall & Summer	☐ Spring, Odd Years		☐ Fall & Summer		☐ Spring, Odd Years	
☐ Fall, Spring & Summer	☐ Summer, Even Years		☑ Fall, Spring & Summer		☐ Summer, Even Years	
☐ Spring & Every Other Summer	☐ Summer, Odd Years		☐ Spring & Every Other Summer		☐ Summer, Odd Years	
	☐ Sellect Semesters				☐ Sellect Semesters	

20. Prerequisites/Corequisites:

NURS 301 Prerequisite/Corequisite

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Lecture

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: *Created 6/2ọ/202†*

Date Rec'd: _____   Course ID No. _____
Entered by: _____   Date Entered _____

NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) Health and Human Performance

1. Term this course begins (effective date): Spring 2026

2. Abbreviated Title of course (field of 30 spaces)
 Chronic Care Management

3. Long Course Title (field of 50 spaces)
 Chronic Care Management

4. Full Title of course :
 Chronic Care Management

5. Course Description
 This is a three-credit course that explores the interaction of biological, psychological, social, and environmental factors important to understanding the 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 the management of chronic conditions within the context of a patient's individual situation.

6. Variable Credit? ○ Yes ◉ No 8.   7. Number (or range) of Credits: 3
Grading Basis: ◉ Letter Graded   ○ Pass/Fail   9. Repeat for Credit ○ Yes ◉ No
10. Number of times can repeat the course for credit: N/A   11. Total credits that can be earned for this course 3
12. Course requires instructor Consent? ◉ Yes ○ No   13. Course requires department consent? ○ Yes ◉ No
14. Course Attributes: _____ (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)
15. Course Topic (if applicable): N/A
16. Proposed for University Studies? ○ Yes ◉ No   17. If yes, what area: N/A

18. Subject Area: NURS   Catalog No. 441   Must be approved by the Registrar's Office Prior to submitting this form.

19.

	Typically Offered On-Campus (OC)			Typically Offered Online (OL)	
☐ Fallll	☐ Fallll or Spring	☐ Fallll	☐ Fallll or Spring		
☐ Spring	☐ Spring & Summer	☐ Spring	☐ Spring & Summer		
☐ Fall & Spring	☐ Fallll, Even Years	☐ Fall & Spring	☐ Fallll, Even Years		
☐ Fall or Spring, Summer	☐ Fallll, Odd Years	☐ Fall or Spring, Summer	☐ Fallll, Odd Years		
☐ Summer	☐ Spring, Even Years	☐ Summer	☐ Spring, Even Years		
☐ Fall & Summer	☐ Spring, Odd Years	☐ Fall & Summer	☐ Spring, Odd Years		
☐ Fall, Spring & Summer	☐ Summer, Even Years	☑ Fall, Spring & Summer	☐ Summer, Even Years		
☐ Spring & Every Other Summer	☐ Summer, Odd Years	☐ Spring & Every Other Summer	☐ Summer, Odd Years		
	☐ Sellect Semesters		☐ Sellect Semesters		

20. Prerequisites/Corequisites:

NURS 301 Prerequisite/Corequisite

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Lecture

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: *Created 6/2ρ/202†*

Date Rec'd: _____   Course ID No. _____
Entered by: _____   Date Entered _____

NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) Health and Human Performance

1. Term this course begins (effective date): Spring 2026

2. Abbreviated Title of course (field of 30 spaces)
Research & Evi-Based Practice

3. Long Course Title (field of 50 spaces)
Research & Evidence-Based Practice

4. Full Title of course :
Research and Evidence-Based Practice

5. Course Description
This course introduces the concept of evidence-based practice, the importance of evidence to improve clinical practice, strategies to evaluate the quality of evidence, and how to design an evidence-based project.

6. Variable Credit? ○Yes ⦿No 8.   7. Number (or range) of Credits: 3

Grading Basis: ⦿ Letter Graded   ○Pass/Fail   9. Repeat for Credit ○Yes ⦿No

10. Number of times can repeat the course for credit: N/A   11. Total credits that can be earned for this course 3

12. Course requires instructor Consent? ⦿Yes ○No   13. Course requires department consent? ○Yes ⦿No

14. Course Attributes: ------- (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)

15. Course Topic (if applicable): -N/A

16. Proposed for University Studies? ○ Yes ⦿No   17. If yes, what area: N/A

18. Subject Area: NURS   Catalog No. 446   *Must be approved by the Registrar's Office Prior to submitting this form.*

19.

	Typically Offered On-Campus (OC)			Typically Offered Online (OL)	
☐ Fall	☐ Fallll or Spring	☐ Fallll	☐ Fallll or Spring
☐ Spring	☐ Spring & Summer	☐ Spring	☐ Spring & Summer
☐ Fall & Spring	☐ Fallll, Even Years	☐ Fall & Spring	☐ Fallll, Even Years
☐ Fall or Spring, Summer	☐ Fallll, Odd Years	☐ Fall or Spring, Summer	☐ Fallll, Odd Years
☐ Summer	☐ Spring, Even Years	☐ Summer	☐ Spring, Even Years
☐ Fall & Summer	☐ Spring, Odd Years	☐ Fall & Summer	☐ Spring, Odd Years
☐ Fall, Spring & Summer	☐ Summer, Even Years	☑ Fall, Spring & Summer	☐ Summer, Even Years
☐ Spring & Every Other Summer	☐ Summer, Odd Years	☐ Spring & Every Other Summer	☐ Summer, Odd Years
	☐ Sellect Semesters		☐ Sellect Semesters

20. Prerequisites/Corequisites:

NURS 301 Prerequisite/Corequisite and Statistics

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Lecture

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: *Created 6/2ρ/202†*

Date Rec'd: _____   Course ID No. _____
Entered by: _____   Date Entered _____

NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) Health and Human Performance

1. Term this course begins (effective date): Spring 2026
2. Abbreviated Title of course (field of 30 spaces)
 Leadership & Management
3. Long Course Title (field of 50 spaces)
 Leadership & Management
4. Full Title of course :
 Leadership & Management
5. Course Description
 This three-credit course examines nursing leadership and management using relevant theories and concepts. Students in this course analyze decision-making in relation to communication, delegation, supervision and group process.

6. Variable Credit? ○Yes ◉No 8.   7. Number (or range) of Credits: 3
Grading Basis: ◉ Letter Graded ○Pass/Fail   9. Repeat for Credit ○Yes ◉No
10. Number of times can repeat the course for credit: N/A   11. Total credits that can be earned for this course 3
12. Course requires instructor Consent?◉Yes ○No   13. Course requires department consent? ○Yes ◉No
14. Course Attributes: _____ (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)
15. Course Topic (if applicable): N/A
16. Proposed for University Studies? ○Yes ◉No   17. If yes, what area: N/A

18. Subject Area: NURS   Catalog No. 447   *Must be approved by the Registrar's Office Prior to submitting this form.*

19.

	Typically Offered On-Campus (OC)			Typically Offered Online (OL)	
☐ Fall	☐ Fallll or Spring		☐ Fallll	☐ Fallll or Spring
☐ Spring	☐ Spring & Summer		☐ Spring	☐ Spring & Summer
☐ Fall & Spring	☐ Fallll, Even Years		☐ Fall & Spring	☐ Fallll, Even Years
☐ Fall or Spring, Summer	☐ Fallll, Odd Years		☐ Fall or Spring, Summer	☐ Fallll, Odd Years
☐ Summer	☐ Spring, Even Years		☐ Summer	☐ Spring, Even Years
☐ Fall & Summer	☐ Spring, Odd Years		☐ Fall & Summer	☐ Spring, Odd Years
☐ Fall, Spring & Summer	☐ Summer, Even Years		☑ Fall, Spring & Summer	☐ Summer, Even Years
☐ Spring & Every Other Summer	☐ Summer, Odd Years		☐ Spring & Every Other Summer	☐ Summer, Odd Years
	☐ Sellect Semesters			☐ Sellect Semesters

20. Prerequisites/Corequisites:

NURS 301 Prerequisite/Corequisite

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Lecture

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: *Created 6/2ρ/202†*

Date Rec'd: _____	Course ID No. _____
Entered by: _____	Date Entered _____

NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) Health and Human Performance

1. Term this course begins (effective date): Spring 2026
2. Abbreviated Title of course (field of 30 spaces)
 Info Mgmt & Hlth Technology
3. Long Course Title (field of 50 spaces)
 Information Management & Healthcare Technology
4. Full Title of course :
Information Management and Healthcare Technology
5. Course Description
 This 3-credit course teaches how to utilize computers and information/decision science to support quality and safety in health care. It explores informatics issues and examines nursing's role in healthcare technology, and it provides opportunities to use and master various healthcare technologies and health care.

6. Variable Credit? ◯Yes ⦿No 8.   7. Number (or range) of Credits: 3
Grading Basis: ⦿ Letter Graded ◯Pass/Fail   9. Repeat for Credit ◯Yes ⦿No
10. Number of times can repeat the course for credit: N/A   11. Total credits that can be earned for this course 3
12. Course requires instructor Consent?⦿Yes ◯No   13. Course requires department consent? ◯Yes ⦿No
14. Course Attributes: _____ (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)
15. Course Topic (if applicable): N/A
16. Proposed for University Studies? ◯Yes ⦿No   17. If yes, what area: N/A

18. Subject Area: NURS   Catalog No. 453   **Must be approved by the Registrar's Office Prior to submitting this form.**

19.

	Typically Offered On-Campus (OC)			Typically Offered Online (OL)	
☐ Fall	☐ Fallll or Spring		☐ Fallll	☐ Fallll or Spring
☐ Spring	☐ Spring & Summer		☐ Spring	☐ Spring & Summer
☐ Fall & Spring	☐ Fallll, Even Years		☐ Fall & Spring	☐ Fallll, Even Years
☐ Fall or Spring, Summer	☐ Fallll, Odd Years		☐ Fall or Spring, Summer	☐ Fallll, Odd Years
☐ Summer	☐ Spring, Even Years		☐ Summer	☐ Spring, Even Years
☐ Fall & Summer	☐ Spring, Odd Years		☐ Fall & Summer	☐ Spring, Odd Years
☐ Fall, Spring & Summer	☐ Summer, Even Years		☑ Fall, Spring & Summer	☐ Summer, Even Years
☐ Spring & Every Other Summer	☐ Summer, Odd Years		☐ Spring & Every Other Summer	☐ Summer, Odd Years
	☐ Sellect Semesters			☐ Sellect Semesters

20. Prerequisites/Corequisites:

NURS 301 Prerequisite/Corequisite

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Lecture

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: *Created 6/2ϙ/202†*

Date Rec'd: _____   Course ID No. _____
Entered by: _____   Date Entered _____

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NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) __Health and Human Performance__

1. Term this course begins (effective date): __Spring 2026__

2. Abbreviated Title of course (field of 30 spaces)
__Community Health Nursing__

3. Long Course Title (field of 50 spaces)
__Community Health Nursing__

4. Full Title of course :
__Community Health Nursing__

5. Course Description
This 3-credit course provides an overview of community nursing theory, roles, tools, and skills needed to promote the health of individuals, families, and populations in communities.

6. Variable Credit? ◯Yes ⦿No 8.   7. Number (or range) of Credits: __3__
Grading Basis: ⦿ Letter Graded   ◯Pass/Fail   9. Repeat for Credit ◯Yes ⦿No
10. Number of times can repeat the course for credit: __N/A__ 11. Total credits that can be earned for this course __3__
12. Course requires instructor Consent?⦿Yes ◯No   13. Course requires department consent? ◯Yes ⦿No
14. Course Attributes: _____ (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)
15. Course Topic (if applicable): __N/A__
16. Proposed for University Studies? ◯Yes ⦿No   17. If yes, what area: __N/A__

18. Subject Area: __NURS__   Catalog No. __454__   Must be approved by the Registrar's Office Prior to submitting this form.

19.

	Typically Offered On-Campus (OC)			Typically Offered Online (OL)	
☐ Fall	☐ Fallll or Spring		☐ Fallll	☐ Fallll or Spring
☐ Spring	☐ Spring & Summer		☐ Spring	☐ Spring & Summer
☐ Fall & Spring	☐ Fallll, Even Years		☐ Fall & Spring	☐ Fallll, Even Years
☐ Fall or Spring, Summer	☐ Fallll, Odd Years		☐ Fall or Spring, Summer	☐ Fallll, Odd Years
☐ Summer	☐ Spring, Even Years		☐ Summer	☐ Spring, Even Years
☐ Fall & Summer	☐ Spring, Odd Years		☐ Fall & Summer	☐ Spring, Odd Years
☐ Fall, Spring & Summer	☐ Summer, Even Years		☑ Fall, Spring & Summer	☐ Summer, Even Years
☐ Spring & Every Other Summer	☐ Summer, Odd Years		☐ Spring & Every Other Summer	☐ Summer, Odd Years
	☐ Sellect Semesters			☐ Sellect Semesters

20. Prerequisites/Corequisites:

NURS 301 Prerequisite/Corequisite

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Lecture

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: *Created 6/2ρ/202†*

Date Rec'd: _____   Course ID No. _____
Entered by: _____   Date Entered _____

NEW COURSE PROPOSAL FORM
Undergraduate Academic Affairs Counsel

Submitted by (Department Name) Health and Human Performance

1. Term this course begins (effective date): Spring 2026
2. Abbreviated Title of course (field of 30 spaces)
   Nursing Capstone
3. Long Course Title (field of 50 spaces)
   Nursing Capstone
4. Full Title of course :
   Nursing Synthesis & Application: Capstone and Clinical
5. Course Description

   This final semester capstone course for RN to BSN students integrates clinical and didactic learning. Students will develop leadership and management skills, apply evidence-based practice, and engage in interprofessional collaboration. Through community-engaged learning and a practicum focused on chronic disease and care for vulnerable populations such as Indigenous communities, students will design and implement evidence-based interventions to improve health outcomes. The course culminates with a formal presentation of their capstone project, ⊞

6. Variable Credit? ○Yes ⦿No 8.   7. Number (or range) of Credits: 4
Grading Basis: ⦿ Letter Graded   ○Pass/Fail   9. Repeat for Credit ○Yes ⦿No
10. Number of times can repeat the course for credit: N/A   11. Total credits that can be earned for this course 4
12. Course requires instructor Consent?⦿Yes ○No   13. Course requires department consent? ○Yes ⦿No
14. Course Attributes: _____ (choose from: ABRD, ASMT, CDRL, DE, DIV, ETHN, EXDG, GE, HNRS, LAB, LEVL, NW, REM, XCAT, XREG, XSUB)
15. Course Topic (if applicable): N/A
16. Proposed for University Studies? ○Yes ⦿No   17. If yes, what area: N/A

18. Subject Area: NURS   Catalog No. 497   Must be approved by the Registrar's Office Prior to submitting this form.

19.

	Typically Offered On-Campus (OC)			Typically Offered Online (OL)	
☐ Fall	☐ Fallll or Spring	☐ Fallll	☐ Fallll or Spring		
☐ Spring	☐ Spring & Summer	☐ Spring	☐ Spring & Summer		
☐ Fall & Spring	☐ Fallll, Even Years	☐ Fall & Spring	☐ Fallll, Even Years		
☐ Fall or Spring, Summer	☐ Fallll, Odd Years	☐ Fall or Spring, Summer	☐ Fallll, Odd Years		
☐ Summer	☐ Spring, Even Years	☐ Summer	☐ Spring, Even Years		
☐ Fall & Summer	☐ Spring, Odd Years	☑ Fall, Spring & Summer	☐ Spring, Odd Years		
☐ Fall, Spring & Summer	☐ Summer, Even Years	☐ Spring & Every Other Summer	☐ Summer, Even Years		
☐ Spring & Every Other Summer	☐ Summer, Odd Years		☐ Summer, Odd Years		
	☐ Sellect Semesters		☐ Sellect Semesters		

20. Prerequisites/Corequisites:

NURS 301 Prerequisite

21. Course component (choose from): lecture, laboratory, discussion, field studies, independent study, practicum, research, seminary, supervision, or thesis research.
Practicum

22. Objective of Course:

Please see attached course syllabus.

23. Evaluation procedures and techniques:

Please see attached course syllabus.

24. Special projects, term papers, class reports, etc.:

Please see attached course syllabus.

25. Courses to be dropped as a result of this new course?
N/A

26. Attach appropriate Department minutes showing approval of this course.

Office Use: *Created 6/2ρ/202†*

Date Rec'd: _____   Course ID No. _____
Entered by: _____   Date Entered _____

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UNIVERSITY OF WISCONSIN-SUPERIOR
DEPARTMENT OF HEALTH & HUMAN PERFORMANCE
Spring 2026

Course Title: NURS 301 Transition to BSN
Course Credits: 2 credits
Prerequisites: Admitted or Special Student in RN to BSN Program

Location & Time: Online asynchronous in Canvas

Course Instructor: Lorraine M Smith, DNP, MSN, RN, CCHP
Associate Professor
BSN (RN to BSN) Program Director
Office: MWC 1408
Office Phone: 715-395-4673
Email: lsmith52@uwsuper.edu
Student Hours: Online, by appointment

Course Description:
Introductory online asynchronous course for transitioning Nursing students to the BSN major. Students will apply nursing theory to the evolving sense of self in various nursing roles for academic or career advancement. They will gain an in-depth understanding of the nursing discipline, professional organizations, team-building, effective communication, program management, advocacy, and skill-building in health and information literacy.

Course Outcomes:
Upon successful completion of this course, you will:
1. Analyze professional characteristics of nursing and evolving roles within the profession.
2. Discuss the influence of contextual factors on the development of professional nursing practice, education, and the future of nursing.
3. Demonstrate principles of professional communication through oral and written presentations.
4. Examine adult learning theory concerning healthcare consumers (patients) and individual commitment to lifelong learning.
5. Critically analyze nursing research and scholarship to enhance a deeper understanding of current nursing issues to improve practice and enhance patient or community health outcomes.

Course Activities and Assignments	Experiential Learning	UW-S Student Learning Outcomes	Course Outcomes	BSN Program Outcomes
Discussions		1, 2, 4	1, 2, 3, 4	1,2,3, 4, 5, 6, 7, 8,9, 10
Nursing Issue Paper	X	1, 2, 3, 4	1, 2, 3, 4	1,3,4, 5, 8, 9, 10
Legislative Advocacy		1, 2, 3, 4	1, 2, 3, 4	1,3, 5, 6, 9, 10
Group Issues Presentation		1, 2, 4	1, 2, 3, 4	1,3, 4, 5, 7, 9, 10
Nursing Leader History		1,2, 3, 4	1, 2, 3, 4	1,3, 9, 10
Professional Organization Paper		1, 2, 3	1, 2, 3, 4	1,3, 4, 8, 9, 10

University Student Learning Outcomes (2024):
*The UW-Superior Student Learning Goals are a set of expectations for learning in majors, minors, and University Studies at UW-Superior. Our students gain skills, knowledge, and abilities in: **Communication, Creative & Critical Thinking, Civic Engagement, and Communication & Professionalism**. These goals align with and support the UW-Superior mission of individual growth and career preparation as well as the University's values of global awareness, respect for all persons, and community engagement. These goals are a unified commitment to high-quality liberal arts teaching and learning that also emphasizes the roots, methods, and bodies of knowledge within the array of disciplines at UW-Superior.*

Goals	Outcomes

1. Communication	a. Demonstrate understanding of the context, purpose, and audience for communication b. Execute a range of conventions particular to a specific discipline and/or communication task c. Express themselves clearly to achieve a purpose
2. Creative & Critical Thinking	a. Articulate important questions, theories, and creative processes b. Analyze information or data to produce thoughtful judgments and qualified conclusions c. Analyze own and others' assumptions and biases associated with information, processes, practices, and viewpoints d. Evaluate and apply diverse perspectives to complex subjects within natural and human systems to solve problems
3. Civic Engagement	a. Contribute to inclusive and equitable practices that influence individual and systemic change in a pluralistic society b. Engage in an exchange of ideas integrating diverse perspectives civilly c. Synthesize connections outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view
4. Collaboration & Professionalism	a. Demonstrate understanding of more than one worldview and an ability to act in a supportive manner that recognizes the experiences of others b. Collaborate constructively by building upon or synthesizing contributions of others, treating others respectfully, and being accountable for their part c. Consider multiple sides of ethical questions and their implications according to disciplinary standards d. Understand and/or use technology in disciplinarily appropriate ways

*Each goal area may have further outcomes per each department/discipline

BSN Program Outcomes:

1. **Knowledge for Nursing Practice:** Integrate and apply nursing knowledge with a liberal education (University studies) foundation and knowledge from other disciplines.
2. **Person-centered Care:** Provide just, high-quality, holistic, client-centered care that is evidence-based and at an appropriate developmental level. Nursing care is delivered in a respectful, compassionate and coordinated manner across diverse healthcare settings.
3. **Population Health:** Analyze public health issues and policies, and identify strategies for health promotion through advocacy, interdisciplinary collaboration, and the implementation of culturally congruent interventions and policies that improve health, health equity, and crisis preparedness with an emphasis in rural and indigenous populations.
4. **Scholarship for the Nursing Discipline:** Integrate evidence-based knowledge and research into clinical decision-making to promote quality improvement in nursing practice and recognize the importance of nursing scholarship in nursing practice to improve health outcomes and healthcare of communities.
5. **Quality and Safety:** Applies safety, risk management, and quality improvement in nursing practice.
6. **Interprofessional Partnerships:** Intentionally and effectively collaborate in an interdisciplinary manner with healthcare professionals from diverse disciplines to improve patient outcomes and promote interdisciplinary teamwork with care team members including patients, facilities, and

communities to optimize care, enhance the healthcare experience, and strengthen health outcomes with an emphasis on respecting indigenous health beliefs and practices.

7. **Systems-based Practice:** Coordinates resources across complex healthcare systems to provide safe, quality and equitable care to diverse populations.

8. **Informatics and healthcare technologies:** Proficiently utilize healthcare technology, informatic processes, and data to guide, manage, and enhance patient care, documentation, and communication within healthcare teams, and improve overall healthcare delivery.

9. **Professionalism:** Demonstrate the formation and cultivation of professional nursing identity, ethical conduct, and professional integrity adhering to professional standards of practice and code of ethics.

10. **Personal, professional, and leadership development:** Participates in activities that foster personal health and well-being, career-long learning, professional resilience, and the development of nursing expertise through ongoing professional development and education. Demonstrate advanced leadership skills in nursing practice, including the ability to effectively collaborate with interdisciplinary teams, initiate change, and advocate for quality patient care.
The Essentials: Core Competencies for Professional Nursing Education, AACN 2021

Required Texts:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

American Nurses Association (ANA). (2021). *Nursing: Scope and Standards of Practice* (4th ed.). Washington DC: Author.

Grenny, J., Patterson, K., McMillan, R., Switzler, A., & Gregory, E. (2023). *Crucial conversations: Tools for talking when stakes are high*. McGraw Hill.

Experiential Learning:

In this course, experiential learning will occur throughout the semester, with the focus being on the nursing issue paper assignment.

Evaluation:

UW-Superior Grading Scale	
Grade	Percent
	93-100
A-	90-92
B+	88-89
B-	80-81
C+	78-79
C	72-77
C-	70-71
D+	68-69
D	62-67
D-	60-61
F	59 and below

Please review the Student Information link in your Canvas courses' navigation menu. This includes policies and information related to: student **characteristics**, including policies and services related to those who are active military/veterans, those who are pregnant or expecting new family members, and students seeking services for differing abilities and accommodations student services, and others.

Course Requirements and Participation:
In this online asynchronous course, students need to access and actively engage in the Canvas site at least weekly. Students are expected to participate and remain active in group work throughout the semester. All course assignments, activities, and end-of-semester rubrics must be fully completed to pass this course. Instructors must be contacted as soon as possible when emergencies arise and result in late coursework to avoid grade penalties. Students must contact the instructor for any expected late assignments before the assignment due date for changes in due dates when warranted. Any notification or arrangements will be given one grade lower than earned unless excused per University policy. Instructors will respond to emails within 24 hours, Monday-Friday. Weekend/holiday emails will be responded to on Monday or the first available workday following the holiday.

Topics to be discussed/explored:
I.   **Professional Communication**
   a.   Principles of Adult Learning-Project-Based Learning
   b.   Written Forms of Communication-APA format and Patient Education Materials Assessment Tool (PEMAT)
   c.   Oral Communication-PEMAT for Health Literacy
   d.   Project Management and Group Facilitation: Addressing bullying and Managing Conflict
II. **Profession of Nursing & Lifelong Learning**
   a.   Historical Perspectives and Evolving Roles
   b.   Characteristics of the Nursing Profession and Ways of Knowing
   c.   Professional Scope and Standards of Practice
   d.   Professional Development: Certifications, Continuing Education, Formal Education, Competency
   e.   Career Opportunities
   f.   Professional Organizations and Political Activism
III. **Contextual Forces Influencing Professional Nursing Practice**
   a.   Information Literacy-Research and Evidence-based Practice
   b.   Information Technology
   c.   Sociopolitical and Organizational
   d.   Economics
IV. **Current Trends and Issues in Nursing**
   a.   Specialty Nursing
   b.   Diversity & Cultural Competence
   c.   Ethical
   d.   Legal
   e.   Caring for the Caregiver-Moral Resilience

Course Assignments:

Nursing Care Issue Paper	10%
Nurse Leader History Assignment	10%
Professional Organization Activity	15%
Policy Assignment Part 1 Organizations	10%
Policy Assignment Part 2: Advocacy	10%
Nursing Prof Issues Group Presentation	25%
Class Participation: Activities, Discussions	10%
Small Group Weekly Small Group Facilitation:	
Agenda, Minutes, Project Mgmt, Timelines	10%

Online Discussion:
Online discussions will challenge students to view nursing and professional practice issues from different perspectives and build on their different nursing experiences. Honing skills in posting and responding to online discussions will enhance future success in the BSN program. Discussions are based on readings and personal experiences, incorporating professional journal articles and scholarly sources to add depth to discussions providing more depth to the discussion.

Participation grades are based on contributions to online discussions and other activities, such as small group meetings. Handouts, PowerPoints, and readings will be posted one week before the scheduled topic. Initial discussion posts are due according to the Activity Grid/Course Calendar, with at least two responses by the due date. Submit all written assignments (Word or Rich Text Format) to the Assignment area for grading. (See Discussion Rubric below)

APA Format:
Writing is a crucial part of nursing education, serving both as a learning strategy and an evaluation method. In this course, you will use writing to explore new ideas and demonstrate your understanding. Adhering to the American Psychological Association (APA) format is essential for all written work (use professional version, not student), ensuring clarity and consistency. Mastery of APA style will enhance your writing skills and positively impact your current and future grades in this program. The University Center for Writing Excellence is available to support you in developing these skills.

Teaching and Learning Strategies:
To engage students in an online asynchronous learning environment, we will use interactive learning tools such as Padlet, Flip, and Kaltura (for recording presentations). Students are expected to take responsibility for their learning, by actively participating, and collaborating with peers. The instructor's role is to facilitate learning rather than provide all the answers. Having student-driven activities and working with real-world problems is the hallmark of Project-based learning which will be used in this course. We work to create a class culture where issues are examined, questions are encouraged in a safe environment, and inclusiveness is expected. Teaching strategies include lectures, small group work, assigned readings, written assignments, oral presentations, and online discussions. TED Talks, YouTube, or other media may supplement course teaching to enhance student learning.

Late policy:
Work that is submitted after the discussion period of a lesson will be penalized by one full point from the grade obtained according to discussion criteria. In other words, you need to be on time to earn 100%. Late work will not be accepted after 1 week unless previously approved by the instructor.

Class Civility:
As members of this class, we are part of a larger learning community where excellence is achieved through civility. kindness, and inclusivity. Our actions and online tone affect everyone. Courtesy extends beyond our virtual classroom to discussion responses, peer feedback, emails, virtual meetings, and future professional community partner interactions. Civility is practiced as a community.

Plagiarism:
All work submitted in this course must be your own. Plagiarism is a serious academic offense, and students should be aware that University of Wisconsin-Superior reserves the right to suspend or terminate any student who copies or otherwise plagiarizes the work or assignments/projects of other students or professionals, or who otherwise displays conduct detrimental to his or her own academic progress or ultimate success in the field for which he or she is being educated. Plagiarism includes, but is not limited to, either deliberately or inadvertently: • Using another person's exact words, ideas, or theories without quotation marks and/or without proper acknowledgement • Presenting a person's ideas without proper documentation • Paraphrasing, such as changing a few words, but leaving the ideas and reasoning of the original author intact • Turning in your roommate's paper or assignment as your own • Cutting/pasting segments from one or more sources to form a research paper

Technology Requirements:
Students are required to use an electronic device that allows access to the Canvas Course site, UWS library, and other resources as requested in the course. Students will also need internet access, whether landline or Wi-Fi, to complete the course successfully.

Diversity and Inclusion at UW-Superior:

Diversity and inclusion are integral to the educational mission of the University of Wisconsin-Superior. As a community we commit to recognize, include, and value the inherent worth and dignity of each person; foster tolerance, sensitivity, understanding, mutual respect, and justice among its members; and encourage everyone to

strive to reach their own potential. The institution recognizes these experiences are crucial for developing the requisite skills to thrive as a member of a pluralistic society and as a responsible global citizen.

In pursuit of its goal of inclusive excellence, the University actively seeks to attract students, faculty, and staff from diverse backgrounds and life experiences, including but not limited to: race, ethnicity, sex, gender identity, gender expression, sexual orientation, age, socio-economic background, cognitive ability, physical ability, religion and spirituality, value system, national origin, immigration or refugee status, veteran status, and political beliefs.

The University believes that diversity among its members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The University of Wisconsin-Superior views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals.

For more information about Equity, Diversity, and Inclusion and/or to report bias, discrimination, or harassment, please email edi@uwsuper.edu or call 715-394-8015.

Religious and Cultural Observance:

All classes at UW-Superior comply with the Accommodation of Religious Beliefs Policy (AP1003). This policy requires instructors to accommodate students for examinations or other academic/course requirements, when a scheduling conflict occurs due to a student's sincerely held religious belief. Students must notify the instructor within the first 3 weeks of the term (or the first week of summer and shorter terms) of the specific days or dates on which they will need an accommodation. See the policy for details.

Generative AI Use:
Generative artificial intelligence (AI), including ChatGPT or similar tools used for creating text, images, computer code, audio, or other media, is incorporated into some of the course assignments. However, these tools must be used responsibly and be used only in specified assignments and the work submitted must be original. Using these tools incorrectly could be in violation of UW-Superior's academic misconduct policy. If you are in doubt as to whether you are using a tool appropriately in this course, discuss your this with your instructor prior to submitting the assignment.

Policies and Practices to Help Your Learning and Growth:

The University of Wisconsin-Superior is dedicated to a safe, supportive, and nondiscriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding special accommodations, academic misconduct, religious beliefs accommodation, discrimination, and absence from university-sponsored events.

NURS301: Transition to BSN Course Schedule

Week/Date	Topic	Readings	Assignments
Week 1	**Introductions** **Overview of program and course** **Program planning** **Group Facilitation** **Project Management** **Project-based Learning**	Anticipatory guidance: UW Superior resources; program planning, and advising • Review schedule of classes for BSN major • Course overview Review Syllabus, Canvas course and program. • Orientation to RN-BSN program	*See assignment details in Canvas course Complete the following by **Wednesday:** 1. Record Flip Introduction 2. Complete Pre-Course Survey 3. Upload your BSN assumptions

		• Review Nursing Canvas page	4. Find your group and set up a meeting 5. Each student completes Learning Modules 1-3 outcomes 6. Review syllabus and course Canvas site
Week 2	**BSN@HOME resources** **Capstone clinical** **APA Formatting and professional writing**	Anticipatory guidance: BSNathome.com website • Course commitment forms and registration • Drop/Add (2-step process) • Graduation and advanced preparation APA guidelines •Review writing expectations and resources •Read resources for APA Read Small Group Assignment to select a topic and rotate leaders/roles	*See assignment details in Canvas course **Complete the following by Tuesday:** Initial discussion post BSN roles and capstone clinical ideas **Complete the following** by **Wednesday:** • Complete the scavenger hunt worksheet #1 for BSN@Home website • Complete the APA worksheet #2 • Review Clinical Capstone information in BSN Program Canvas site • Prepare or update BSN Program Plans • Review Release of Health information • Read about future Capstone clinical course **Complete the following by Friday:** • Complete and post Week 2 *Small Group

			Meeting minutes to Canvas Discussion • Develop timeline for small group project, rotation of roles, and meeting dates ***Small group minutes due every 2 weeks (Week 2, 4, 6, 8, 10, 12, 14)**
Week 3	**Political Awareness** **Nursing Care topics**	Begin to review the following in Canvas: • Review WI Nurse Practice Act and BON • Learn WI Legislative Process • Communicate with policymakers • Explore the WI State Legislature website: https://legis.wisconsin.gov/ • Explore the federal legislature websites: https://www.congress.gov/ https://www.house.gov/ https://www.senate.gov/	***See assignment details in Canvas course** **Complete the following by Monday:** • Post response to at least two peers by along with responding to any questions posed to you **Complete the following by Tuesday:** • Post at least one question to discussion forum (Legislative) **Complete the following by Wednesday:** • Each team member submits one peer-reviewed article related to selected care topic- preferably primary research • Complete Policy 1 & 2 Assignments **Complete the following by Friday:** • Meet with small group and submit minutes noting Nursing Care Issue topic

Week 4	**Information Literacy Library Resources**	Information Literacy • Review UW-Superior Library Site-recording on evidence-based practice and research • Read Small Group Research Appraisal Assignment • Review research appraisal recording in Canvas	*See assignment details in Canvas course **Complete the following by Monday:** • Post response to at least two peers along with responding to any questions posed to you **Complete the following by Wednesday:** • Small Group Research Appraisal Worksheet #3 due in Canvas **Complete the following by Friday:** • Complete and Post Small Group Meeting minutes to Canvas Discussion
Week 5	**Professional Nurses & Ways of Knowing** **Adult Learning Principles**	Readings in Canvas: • Berragan (1997) Ways of Knowing Finkelman & Kenner-see Canvas	*See assignment details in Canvas course **Complete the following by Tuesday:** • Initial posting due in discussion
Week 6	**Communication Issues** • **Bullying** • **Conflict Management**	• CCNE Essentials (2021) readings • Grenny, J., Patterson, K., McMillan, R., Switzler, A., & Gregory, E. (2023). *Crucial conversations-S*ee Canvas • Additional articles found in Canvas	**Complete the following by Monday:** • Post a response to at least two peers along with responding to any questions posed to you • History Assignment and post in the Discussion area **Complete the following** by **Friday:** Policy Assignment Part A

			• Respond to questions throughout the week • Post response to at least two colleagues by • Complete and Post Week 6 Small Group Meeting minutes to Canvas Discussion
Week 7	**Professional Development** • **Historical Perspectives** • **Evolving Roles** • **Career Opportunities** • **Continuing Ed.**	• Williams-Evans (2008) Evolution of Professional Nursing-See Canvas • Website links • Scope & Standards of Practice (4th ed.)	**Complete the following by Wednesday:** History Assignment-Post video in **two** places (assignment and discussion) **Complete the following** by **Friday:** History video Worksheet #4
Week 8	**Ethical & Legal Foundations of Professional Nursing**	• CCNE Essentials (2021) readings • ANA's Code of Ethics • ICN's Code of Ethics • Fry-Bowers (2009) Legal Issues in Nursing-See Canvas	**Complete the following by Monday:** • Post a response to at least two peers by **Monday** along with responding to any questions posed to you **Complete the following by Tuesday:** Initial posting due in discussion (Legal/Ethics) **Complete the following** by **Friday:** • Complete and Post Small Group Meeting minutes to Canvas Discussion
Week 9	**Diversity in Nursing** **Nursing Shortages**	• Campinha-Bacote (2003) Addressing Diversity article • Examine websites of ANA, AACN, and RWJF for diversity information • Resources found in	**Complete the following by Monday:** • Post a response to at least two peers along with responding to any questions

		Canvas	posed to you
			Complete the following by Tuesday: • Initial posting due in discussion (Diversity) ***Begin work on Issue Paper**
Week 10	**Professional Organizations**	• Review several professional nursing organizations' websites	**Complete the following by Monday:** • Post a response to at least two peers along with responding to any questions posed to you **Complete the following** by **Friday:** • Complete and Submit Small Group Minutes to Canvas Discussion ***Work on Professional Organization Activity**
Week 11	**Professional Development** • **Lifelong Learning** • **Competency** • **Continuing Education**	• CCNE Essentials (2021) readings • Examine websites of NCSBN, ANA & others for continued competency info • Examine AACN website for graduate education information	**Complete the following by Tuesday:** • Professional Org Activity **Complete the following by Wednesday:** • Worksheet #5
Week 12	**Healthcare Economics** **Value of Professional Nursing**	• Economic Value of Nursing readings • AACN Essentials (2021) readings • IHI website & Triple Aim Initiative readings	**Complete the following by Tuesday:** • Initial posting **Complete the following by Wednesday:** • Issue Paper **Complete the following** by **Friday:** • Complete and Submit Small

			Group Minutes to Canvas Discussion due Friday
Week 13	**Current Issues** **Future of Professional Nursing** **Finding Our Voices as a Nurse and as a Profession**	• IOM (2010) Future of Nursing Report • Future of Nursing 2020-2030 (2021) • WI Center for Nursing website • Campaign for Action website • AONL Readings	**Complete the following by Monday:** • Post a response to at least two peers along with responding to any questions posed to you **Complete the following by Tuesday:** • Initial posting due **Complete the following** by **Friday:** • Post response to at least two peers by **Friday 12/13** along with responding to any questions posed to you
Week 14	**Class Presentations**	• **No Readings**	**Complete the following by Tuesday:** • Initial posting **Complete the following by Wednesday submit to assignments:** • Letter to Legislator • Post handouts & references • Recorded presentation
Week 15	**Complete Policy Assignment**	• **Read peer discussion posts**	**Complete the following by Tuesday:** • Initial posting due • Complete peer evaluations
Week 16	**Final Post**		**Complete the following by Monday:** • Post a response to at

			least two peers along with responding to any questions posed to you

UNIVERSITY OF WISCONSIN-SUPERIOR
DEPARTMENT OF HEALTH & HUMAN PERFORMANCE
(Insert Semester/Year)

Course Name: NURS 302 Indigenous Practices in Health and Healing
Course Credits: 3 Credits
Prerequisite: Instructor Permission
Class Meeting Day/Time: Asynchronous online

Instructor Information:
- Name:
- Office Location:
- Email:
- Phone:
- Office or Virtual Meeting Hours: (include schedule, modality options, and how students access them)

Course Description:
This course explores traditional healing practices among Indigenous populations in the region and nationally. Students will develop an understanding of social justice, the impact of social determinants of health on tribal nations, and the influence of historical trauma and colonization on health outcomes. The course aims to foster cultural competence and enhance population health through an interdisciplinary lens. Students will incorporate traditional healing practices into patient-centered care plans and optimize the potential for improved health outcomes.

Mode of Delivery: Asynchronous online

Student Learning Outcomes:
Upon Successful completion of this course, you should be able to:
1. Demonstrate knowledge of traditional healing practices among Indigenous populations regionally and nationally.
2. Analyze the impact of social determinants of health on Indigenous communities.
3. Understand the effects of historical trauma and colonization on health outcomes.
4. Develop and apply cultural competence to effectively collaborate with interdisciplinary teams to enhance population health.
5. Advocate for social justice and health equity for Indigenous populations.
6. Demonstrate clinical reasoning to promote and maintain health in populations, diverse in culture, socioeconomic status, and education.
7. Compare and contrast the health practices and challenges of local tribes with those of other tribal nations outside the Midwest to understand the healthcare delivery models and treaty rights addressing healthcare.

Course Activities and Assignments	Experiential Learning	UW-S Student Learning Outcomes	Course Outcomes	BSN Program Outcomes
Discussions		1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8, 9	1,2, 3, 4, 5, 6, 7, 8, 9, 10
Comparative Analysis	X	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8, 9	1,2, 3, 4, 5, 6, 7, 8, 9, 10
Group Presentation	X	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8, 9	1,2, 3, 4, 5, 6, 7, 8, 9, 10
Student Reflections		1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9,10
Case Studies		1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8, 9	1,2, 3, 4, 5, 6, 7, 8, 9, 10
Historical Trauma Timeline		1, 2, 3, 4	1, 2, 3, 4, 8, 9	1, 2, 3, 4, 5, 6, 7, 9, 10

Health Equity Proposal		1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 4, 5, 6, 7, 8, 9, 10
Collaborative Solution Proposal		1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8, 9	1,2, 3, 4, 5, 6, 7, 8, 9, 10
Health System Mapping		1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 3, 5, 6, 7, 9, 10

University Student Learning Outcomes (2024):

*The UW-Superior Student Learning Goals are a set of expectations for learning in majors, minors, and University Studies at UW-Superior. Our students gain skills, knowledge, and abilities in: **Communication, Creative & Critical Thinking, Civic Engagement, and Communication & Professionalism**. These goals align with and support the UW-Superior mission of individual growth and career preparation as well as the University's values of global awareness, respect for all persons, and community engagement. These goals are a unified commitment to high-quality liberal arts teaching and learning that also emphasizes the roots, methods, and bodies of knowledge within the array of disciplines at UW-Superior.*

Goals	Outcomes
1. Communication	a. Demonstrate understanding of the context, purpose, and audience for communication b. Execute a range of conventions particular to a specific discipline and/or communication task c. Express themselves clearly to achieve a purpose
2. Creative & Critical Thinking	a. Articulate important questions, theories, and creative processes b. Analyze information or data to produce thoughtful judgments and qualified conclusions c. Analyze own and others' assumptions and biases associated with information, processes, practices, and viewpoints d. Evaluate and apply diverse perspectives to complex subjects within natural and human systems to solve problems
3. Civic Engagement	a. Contribute to inclusive and equitable practices that influence individual and systemic change in a pluralistic society b. Engage in an exchange of ideas integrating diverse perspectives civilly c. Synthesize connections outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view
4. Collaboration & Professionalism	a. Demonstrate understanding of more than one worldview and an ability to act in a supportive manner that recognizes the experiences of others b. Collaborate constructively by building upon or synthesizing contributions of others, treating others respectfully, and being accountable for their part c. Consider multiple sides of ethical questions and their implications according to disciplinary standards d. Understand and/or use technology in disciplinarily appropriate ways

*Each goal area may have further outcomes per each department/discipline

BSN Program Outcomes:

1. **Knowledge for Nursing Practice:** Integrate and apply nursing knowledge with a liberal education (University studies) foundation and knowledge from other disciplines.
2. **Person-centered Care:** Provide just, high-quality, holistic, client-centered care that is evidence-based and at an appropriate developmental level. Nursing care is delivered in a respectful, compassionate and coordinated manner across diverse healthcare settings.
3. **Population Health:** Analyze public health issues and policies, and identify strategies for health promotion through advocacy, interdisciplinary collaboration, and the implementation of culturally congruent interventions and policies that improve health, health equity, and crisis preparedness with an emphasis in rural and indigenous populations.
4. **Scholarship for the Nursing Discipline:** Integrate evidence-based knowledge and research into clinical decision-making to promote quality improvement in nursing practice and recognize the importance of nursing scholarship in nursing practice to improve health outcomes and healthcare of communities.
5. **Quality and Safety:** Applies safety, risk management, and quality improvement in nursing practice.
6. **Interprofessional Partnerships:** Intentionally and effectively collaborate in an interdisciplinary manner with healthcare professionals from diverse disciplines to improve patient outcomes and promote interdisciplinary teamwork with care team members including patients, facilities, and communities to optimize care, enhance the healthcare experience, and strengthen health outcomes with an emphasis on respecting indigenous health beliefs and practices.
7. **Systems-based Practice:** Coordinates resources across complex healthcare systems to provide safe, quality and equitable care to diverse populations.
8. **Informatics and healthcare technologies:** Proficiently utilize healthcare technology, informatic processes, and data to guide, manage, and enhance patient care, documentation, and communication within healthcare teams and improve overall healthcare delivery.
9. **Professionalism:** Demonstrate the formation and cultivation of professional nursing identity, ethical conduct, and professional integrity, adhering to professional standards of practice and code of ethics.
10. **Personal, professional, and leadership development:** Participates in activities that foster personal health and well-being, career-long learning, professional resilience, and the development of nursing expertise through ongoing professional development and education. Demonstrate advanced leadership skills in nursing practice, including the ability to effectively collaborate with interdisciplinary teams, initiate change, and advocate for quality patient care.
    The Essentials: Core Competencies for Professional Nursing Education, AACN 2021

Required Texts:

American Nurses Association (ANA). (2021). *Nursing: Scope and Standards of Practice* (4th ed.). Washington DC: Author.

Moss, M. P. (2018). *American Indian Health and Nursing*. Springer Publishing Company, Credo Reference.

Experiential Learning:

In this course, experiential learning will occur throughout the semester. Specific assignments that address this include a comparative analysis paper and a group presentation where students will compare and contrast different tribes and learn more about their health practices and challenges.

Evaluation:

Students from several UW campuses take this course. UW-Madison and UW-Green Bay use an A/AB grading scale; UW-Oshkosh, UW Milwaukee, UW Eau Claire, UW-Stevens Point, and UW-Superior use an A/A- scale for final letter grades.

UW-Superior Grading Scale

Grade	Percent
A	93-100
A-	90-92
B+	88-89
B-	80-81
C+	78-79
C	72-77
C-	70-71
D+	68-69
D	62-67
D-	60-61
F	59 and below

UW-Madison and UW - GB

Grade	Percent
A	94-100
AB	88-93.99
B	82-87.99
BC	76-81.99
C	70- 75.99
D	65-69.99
F	<65

UW-O, UW-EC, UWM, UW-SP

Grade	Percent
A	94-100
A-	91-93.99
B+	88-90.99
B	82-87.99
B-	79-81.99
C+	76- 78.99
C	70- 75.99
D	65-69.99

F	<65

Please review the Student Information link in your Canvas courses' navigation menu. This includes policies and information related to: student **characteristics**, including policies and services related to those who are active military/veterans, those who are pregnant or expecting new family members, and students seeking services for differing abilities and accommodations student services, and others.

Course Requirements and Participation:

In this online asynchronous course, students need to access and actively engage in the Canvas site at least weekly. Students are expected to participate and remain active in group work throughout the semester. All course assignments, activities, and end-of-semester rubrics must be fully completed to pass this course. Instructors must be contacted as soon as possible when emergencies arise and result in late coursework to avoid grade penalties. Students must contact the instructor for any expected late assignments before the assignment due date for changes in due dates when warranted. Any notification or arrangements will be given one grade lower than earned unless excused per University policy. Instructors will respond to emails within 24 hours, Monday-Friday. Weekend/holiday emails will be responded to on Monday or the first available workday following the holiday.

Topics to be discussed/explored:
1. Introduction to Indigenous Health and Healing
   a. Identify regional indigenous communities
   b. Overview of Indigenous health and healing practices
   c. Importance of cultural competence in healthcare
2. Traditional Healing Practices
   a. Exploration of traditional healing methods (e.g., herbal medicine, smudging, medicine wheel, ceremonies)
3. Indigenous perspectives of mental health and healing
   a. Explore the Indigenous approaches to mental health
   b. Compare traditional healing practices with modern psychiatric approaches
4. Social Determinants of Health
   a. Understanding social determinants of health
   b. Impact on Indigenous populations
5. Historical Trauma and Colonization
   a. History of colonization and its impact on Indigenous health
   b. Concepts of historical trauma
6. Social Justice and Health Equity
   a. Principles of social justice in healthcare
   b. Strategies for promoting health equity
7. Cultural Competence in Healthcare
   a. Developing cultural competence
   b. Case studies and role-playing activities
8. Interdisciplinary Approaches to Health
   a. Importance of interdisciplinary collaboration
   b. Examples of successful interdisciplinary initiatives
9. Community Engagement and Advocacy
   a. Engaging with Indigenous communities
   b. Advocacy for Indigenous health issues
10. Healthcare Policy and Indigenous Health
    a. Overview of healthcare policies affecting Indigenous populations
    b. Policy analysis and advocacy
11. Student Presentations and Reflections
    a. Student presentations on selected topics
    b. Reflective discussions on course learnings

Assessment Methods:
· Participation in discussions and activities: 20%
· Reflective journals: 20%
· Group projects: 20%
· Case study analyses: 20%
· Final presentation: 20%

Online Discussion:
Online discussions will challenge students to view nursing and professional practice issues from different perspectives and build on their different nursing experiences. Honing skills in posting and responding to online discussions will enhance future success in the BSN program. Discussions are based on readings and personal experiences, incorporating professional journal articles and scholarly sources to add depth to discussions providing more depth to the discussion.

Participation grades are based on contributions to online discussions and other activities, such as small group meetings. Handouts, PowerPoints, and readings will be posted one week before the scheduled topic. Initial discussion posts are due according to the Activity Grid/Course Calendar, with at least two responses by the due date. Submit all written assignments (Word or Rich Text Format) to the Assignment area for grading. (See Discussion Rubric below)

APA Format:
Writing is a crucial part of nursing education, serving both as a learning strategy and an evaluation method. In this course, you will use writing to explore new ideas and demonstrate your understanding. Adhering to the American Psychological Association (APA) format is essential for all written work (use professional version, not student), ensuring clarity and consistency. Mastery of APA style will enhance your writing skills and positively impact your current and future grades in this program. The University Center for Writing Excellence is available to support you in developing these skills.

Teaching and Learning Strategies:
To engage students in an online asynchronous learning environment, we will use interactive learning tools such as Padlet, Flip, and Kaltura (for recording presentations). Students are expected to take responsibility for their learning by actively participating and collaborating with peers. The instructor's role is facilitating learning rather than providing all the answers. Having student-driven activities and working with real-world problems are the hallmarks of project-based learning, which will be used in this course. We work to create a class culture where issues are examined, questions are encouraged in a safe environment, and inclusiveness is expected. Teaching strategies include lectures, small group work, assigned readings, written assignments, oral presentations, and online discussions. TED Talks, YouTube, or other media may supplement course teaching to enhance student learning.

Late policy:
Work that is submitted after the discussion period of a lesson will be penalized by one full point from the grade obtained according to discussion criteria. In other words, you need to be on time to earn 100%. Late work will not be accepted after 1 week unless previously approved by the instructor.

Class Civility:
As members of this class, we are part of a larger learning community where excellence is achieved through civility. kindness, and inclusivity. Our actions and online tone affect everyone. Courtesy extends beyond our virtual classroom to discussion responses, peer feedback, emails, virtual meetings, and future professional community partner interactions. Civility is practiced as a community.

Plagiarism:
All work submitted in this course must be your own. Plagiarism is a serious academic offense, and students should be aware that the University of Wisconsin-Superior reserves the right to suspend or terminate any student who copies or otherwise plagiarizes the work or assignments/projects of other students or professionals, or who otherwise

displays conduct detrimental to his or her own academic progress or ultimate success in the field for which he or she is being educated. Plagiarism includes but is not limited to, either deliberately or inadvertently:

- Using another person's exact words, ideas, or theories without quotation marks and/or without proper acknowledgment
- Presenting a person's ideas without proper documentation
- Paraphrasing, such as changing a few words, but leaving the ideas and reasoning of the original author intact
- Turning in your roommate's paper or assignment as your own
- Cutting/pasting segments from one or more sources to form a research paper

Technology Requirements:
Students are required to use an electronic device that allows access to the Canvas Course site, UWS library, and other resources as requested in the course. Students will also need internet access, whether landline or Wi-Fi, to complete the course successfully.

Diversity and Inclusion at UW-Superior:
Diversity and inclusion are integral to the educational mission of the University of Wisconsin-Superior. As a community we commit to recognize, include, and value inherent worth and dignity of each person; foster tolerance, sensitivity, understanding, mutual respect, and justice among its members; and encourage everyone to strive to reach their own potential. The institution recognizes these experiences are crucial for developing the requisite skills to thrive as a member of a pluralistic society and as a responsible global citizen.

In pursuit of its goal of inclusive excellence, the University actively seeks to attract students, faculty, and staff from diverse backgrounds and life experiences, including but not limited to: race, ethnicity, sex, gender identity, gender expression, sexual orientation, age, socio-economic background, cognitive ability, physical ability, religion and spirituality, value system, national origin, immigration or refugee status, veteran status, and political beliefs.

The University believes that diversity among its members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The University of Wisconsin-Superior views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals.

For more information about Equity, Diversity, and Inclusion and/or to report bias, discrimination, or harassment, please email edi@uwsuper.edu or call 715-394-8015.

Religious and Cultural Observance:
All classes at UW-Superior comply with the Accommodation of Religious Beliefs Policy (AP1003). This policy requires instructors to accommodate students for examinations or other academic/course requirements, when a scheduling conflict occurs due to a student's sincerely held religious belief. Students must notify the instructor within the first 3 weeks of the term (or the first week of summer and shorter terms) of the specific days or dates on which they will need an accommodation. See the policy for details.

Generative AI Use:
Generative artificial intelligence (AI), including ChatGPT or similar tools used for creating text, images, computer code, audio, or other media, are incorporated into some of the course assignments. However, these tools must be used responsibly and the work submitted must be original. Using these tools incorrectly could be in violation of UW-Superior's academic misconduct policy. If you are in doubt as to whether you are using a tool appropriately in this course, I encourage you to discuss your situation with your instructor.

Policies and Practices to Help Your Learning and Growth:
The University of Wisconsin-Superior is dedicated to a safe, supportive, and nondiscriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding special accommodations, academic misconduct, religious beliefs accommodation,

discrimination, and absence for University-sponsored events.

Please review the Student Information link in your Canvas courses' navigation menu. This includes policies and information related to:

- **Student characteristics**, including policies and services related to those who are active military/veterans, those who are pregnant or expecting new family members, and students seeking services for differing abilities and accommodations student services, and others.

- **Academic integrity,** including information on plagiarism and steps that an instructor can take.

- **Campus policies,** including how to sign up for Safe Alerts, information on course evaluations, the process for submitting a formal grievance regarding academics and/or discrimination, and others.

NURS (insert course number): Indigenous Practices in Health & Healing
Course Schedule Spring 2026

Date	Topic	Assignments/Readings
Week 1	Intro to Indigenous Health and Healing	Introduction post
Week 2	Traditional healing practices	Case Study Analysis DB post #1
Week 3	Indigenous Perspectives on Mental Health and Healing	Assignment #1 Due Sunday @2359 DB #1 Peer response post
Week 4	Social Determinants of Health	DB Post#2
Week 5	Comparative Analysis	Assignment #2 Due Sunday@2359 DB #2 peer response
Week 6	Historical Trauma and Colonization	DB Post #3
Week 7	Historical Trauma Timeline	Assignment #3 Due Sunday @2359 DB #3 Peer response
Week 8	Social Justice and Health Equity	DB post #4
Week 9	Health Equity Proposal	Assignment #4 due Sunday @ 2359 DB #4 peer response
Week 10	Cultural Competence in Healthcare	Case Study Analysis DB Post#5
Week 11	Interdisciplinary approaches to health	DB #5 peer response
Week 12	Group Collaborative Solutions	Assignment #5 due Sunday @2359
Week 13	Healthcare policy and Indigenous health	DB post #6
Week 14	Health System Mapping	Assignment #6 due Sunday @2359 DB #6 peer response
Week 15	Group presentations	Assignment #7 due Sunday @2359 DB post #7

Week 16	Student Reflections	DP #7 peer response

Course schedule is subject to change

Course Information

Course number: NURS407
Title: Foundations of Professional Nursing Practice
Semester: Spring 2026
Credits: 3

Course Description
In this course, philosophical perspectives, theories, and standards are applied to the practice of professional nursing. Factors influencing nursing/healthcare delivery are analyzed. Professional communication skills are enhanced.

This course is a writing-emphasis (WE} course. What exactly does that mean? The WE requirement is designed to provide all students with the opportunity to practice writing skills during their educational program. UW-Green Bay students, in particular, are required to complete four WE courses prior to graduation, and two of these must be upper-level courses. WE course instructors are not expected to teach writing skills, but they are expected to provide writing assignments, feedback, and evaluation. For help with writing, students are referred to the following resources:

- American Psychological Association APA Style website ([https://apastyle.apa.org/}](https://apastyle.apa.org/)
- The Purdue Online Writing Lab {OWL)([https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introductio n.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introductio%20n.html)}
- Your Campus Writing Center

Three or more writing assignments must be included in a WE course. They must total a minimum of 2,000 words and constitute at least 25% of the course grade. Elements that will be evaluated include writing quality, clear identification of purpose, content, development of ideas, organization, word choice and agreement, technical quality, and use of APA style. The Publication Manual of the American Psychological Association is required for this course and can assist you with writing skills and formatting.

The course also depends heavily on classroom participation in class-wide discussions, which typically require both an original post and a response to a peer. With discussions, it is essential that you post in a timely manner.

Student Learning Outcomes
Upon successful completion of this course, you should be able to do the following:
- Demonstrate an understanding of professional nursing practice, including membership on an interprofessional team.
- Integrate concepts and theories from liberal education and the science of nursing into nursing practice.

- Examine the importance of historical, sociocultural, political, and economic influences in nursing practice and healthcare.
- Apply ethical reasoning and professional values to nursing practice and healthcare.
- Demonstrate critical thinking and professional communication skills.

Course Materials

Required Texts
- Black, B. (2024). Professional Nursing: Concepts & Challenges (10th ed.) Elsevier. ISBN: 9780323776653. Hereafter referred to as "Black."
- American Psychological Association (2019). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. ISBN: 978-1-4338-3216-1. An online option is APA Style at https:apastyle.apa.org. The APA Manual 7th edition can also be purchased as an e-book.
- Additional readings for completing specific assignments. Reading requirements for specific assignments are identified on the Learning Resources pages and are also referred to in the instructions for the assignments. Reading assignments may include pages or chapters from the textbook, Commentary pages, PowerPoints, handouts, or online journal articles.

Course Organization
The course is organized into five units:

Unit 1. Professional Nursing Practice
- Lesson 1. Professional Status
- Lesson 2. Benner - Novice to Expert
- Lesson 3. Interprofessional Team

Unit 2. Theory and Philosophy
- Lesson 4. Interdisciplinary Theory
- Lesson 5. Watson's Philosophy of Care
- Lesson 6. Roy Model
- Lesson 7. Personal Philosophy

Unit 3. Influences on Healthcare and Nursing Practice
- Lesson 8: Influence of War on Healthcare and Nursing Practice
- Lesson 9. Influence of Economics on Healthcare and Nursing Practice
- Lesson 10. Influence of Culture on Healthcare and Nursing Practice

Unit 4. Ethics and Professional Values
- Lesson 11. Ethics Committee

Unit 5. Critical Thinking and Communication
- Lesson 12. Interpersonal Communication: Peplau and Telehealth
- Lesson 13. Thinking Log
- Lesson 14. Critical Analysis of Nursing Theory

Weekly Activities
Discussions require responses that are original, substantive, and based on readings. Each discussion requires both an initial post and a peer reply. The peer reply post is graded as an integral part of the discussion assignment.

The Reflection assignments at the end of each unit are graded separately.

Individual assignments require that students prepare and submit papers for evaluation by the instructor. They are not read by other students.

Start and end dates of the units and lessons are posted in the course calendar.

Writing-Emphasis Courses
This course is a writing-emphasis (WE) course. The WE requirement is designed to provide students with the opportunity to practice writing skills during their educational program. UW-Green Bay students, in particular, are required to complete four WE courses prior to graduation, and two of these must be upper-level courses. WE course instructors are not expected to teach writing skills, but they are expected to provide writing assignments, feedback, and evaluation.

For help with writing, students are referred to the following resources:
- American Psychological Association APA Style website (https://apastyle.apa.org/)
- The Purdue Online Writing Lab (OWL)(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)
- Your Campus Writing Center

Three or more writing assignments must be included in a WE course. They must total a minimum of 2,000 words and constitute at least 25% of the course grade. Elements that will be evaluated include writing quality, clear identification of purpose, content, development of ideas, organization, word choice and agreement, technical quality, and use of APA style. The Publication Manual of the American Psychological Association is required for this course and can assist you with writing skills and formatting.

Exam
The course includes one exam, given at the end of the semester. It is cumulative and covers material from the beginning of the semester to the end. The exam consists of 15 objective multiple-- choice questions. The exam is open book, so you can use the Black (2023) textbook as well as the PowerPoints and other documents and articles included in the course for help in

answering the questions. Once you begin the exam, you are allowed two hours (120 minutes) to complete it.

How We Interact

Interaction between instructor/s, students, and content takes place via course emails (UW account), online lectures, and PowerPoint slides. Personal communication should take place through Ask the Professor discussions, emails, or phone calls.

Special Out-of-Class Requirements

- Individual field trip for cultural interview

Grading

Grade Components

Your course grade will be based on the following required assignments:

Assignment	Points
Writing-emphasis (WE) assignments	30
Non-WE individual assignments	10
Non-WE discussions	40
Final exam	15
Reflections	5

Note that the three individual writing-emphasis (WE) assignments are worth more points than the individual non-WE assignments. The WE assignments include the following:
- Lesson 4 Interdisciplinary Case Study
- Lesson 7 Personal Philosophy
- Lesson 13 Thinking

Log Points by Lesson

Unit 1. Professional Nursing Practice
- Lesson 1 Professional Status (5 points)
- Lesson 2 Benner - Novice to Expert (5 points)
- Lesson 3 Interprofessional Team (5 points)
- Unit 1 Reflection (1 point)

Unit 2. Theory and Philosophy
- Lesson 4 Interdisciplinary Theory (10 points)
- Lesson 5 Watson's Philosophy of Care (5 points)

- Lesson 6 Roy Case Study Care Plan (5 points)
- Lesson 7 Personal Philosophy (10 points)
- Unit 2 Reflection (1 point)

Unit 3. Influences on Healthcare and Nursing Practice
- Lesson 8 Historical Influence: Nightingale (5 points)
- Lesson 9 Economic Influence: Nursing Theory (5 points)
- Lesson 10 Cultural Influence: Nursing Practice (5 points)
- Unit 3 Reflection (1 point)

Unit 4. Ethics and Professional Values
- Lesson 11 Ethics Committee (5 points)
- Unit 4 Reflection (1 point)

Unit 5. Critical Thinking and Communication
- Lesson 12 Interpersonal Communication: Peplau and Telehealth (5 points)
- Lesson 13 Thinking Log (10 points)
- Lesson 14 Critical Analysis of Nursing Theory (5 points) Unit 5
- Reflection (1 point)

Final Exam (15 points)

Total points possible for course: 105

Point Deduction Criteria for Late Assignments
Assignments are to be completed by the specified due dates. Extenuating circumstances will be considered by faculty on an individual basis when faculty are consulted prior to the due date.

If prior approval is not secured, points will be deducted from the final grade for late assignments. Late assignments will be graded according to pre-defined criteria; Points will be deducted from the grade as outlined below:
Assignments submitted:
- less than 1 day late- 2 percentage points deducted
- 1-4 days late - 4 percentage points deducted
- 5 -7 days late- 6 percentage points deducted
- Each additional week late - 6 percentage deducted

Example: an assignment worth a maximum of 20 points and is graded as 18 points. The assignment is submitted two days late without prior approval. The final grade will be decreased by 4 percentage points, resulting in 17.28 points.

(Calculation: 18x4%=0.72. 18-0.72=17.28)

Grading Scale
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. The grading scale used for final letter grades in this course is based on the grading scale of the campus through which you are enrolled.

Grade	Percent	Points	Grade	Percent	Points
A	94-100	98-105	A	94-100	99-105
AB	90-93	95-97	A-	92-93	97-98
B	85-89	89-94	B+	90-91	95-96
BC	80-84	84-88	B	85-89	89-94
C	75-79	79-83	B-	82-84	86-88
CD*	71-74	75-78	C+	80-81	84-85
D	65-70	68-74	C	75-79	79-83
F	< 65	< 68	C-	73-74	77-78
*UW-Madison does not use a grade of CD.			D+	71-72	75-76
			>D	65-70	68-74
			D-	63-64	66-67
			F	< 63	< 66

If you have questions, please contact your instructor.

Assignment Descriptions and Rubrics
For all assignment and discussion descriptions, see the assignment entries on the Home page.

Note that for discussion assignments, you will not be able to see other students' discussion posts until you post your own. This is meant to encourage original thinking and give you the opportunity to objectively compare your thoughts with those of others. Also: Once you have posted to an online discussion, you cannot edit your post. Therefore, please review your writing carefully before submitting. You can, however, reply to your own posts with additional thoughts and updates.

Discussions require responses that are original, substantive, and based on readings. Each discussion requires both an initial post and a peer reply. The peer reply post is graded as an integral part of the particular discussion assignment.

This course uses the following rubrics, depending on the type of assignment:

- Discussions Rubric - Basic: This is used to evaluate all of the 5-point discussion assignments (all discussion assignments except the ones that are writing-emphasis assignments}.
- Discussions Rubric - WE: This is used to evaluate the 10-point writing-emphasis (WE) discussion assignments.
- Reflection Assignments: This is used to evaluate all of the 1-point reflection assignments.
- Thinking Log Rubric: This is used to evaluate the individual assignment of the same name, a 10-point writing-emphasis (WE) assignment.
- Non-WE Writing Assignments Rubric: This is used to evaluate the 5-point individual assignments (all individual assignments except the one that is a writing-emphasis assignment).

Rubrics are shown on the assignment pages.

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, students are expected to spend a minimum of three hours per week on coursework. Therefore, for a three-credit course, at least nine hours per week is expected. This is a general guideline that may vary depending on the assignments and/or quizzes. Summer versions of this course are delivered in an accelerated format, requiring at least 12 to 15 hours per week.

Class Participation
Many assignments in this course require that you read each other's work to post a peer reply. Do not read the work of other students prior to posting your original or first post for any assignment. The reason for this is to encourage original thought and creativity and to avoid what is known as group think. In group think situations, students seem to follow along with the first posts and reply similarly; this puts an undue responsibility on the person who had the courage to post first, and it may actually reduce the quality of your post if you structure yours like others already have. It is required that you view other students' postings in order to post your peer replies. The instructor reserves the right to grade students differently based on their participation in discussions and their failure to post their work prior to viewing the work of peers.

Late Assignment Submission
Late submission of assignments is discouraged. The instructor reserves the right to take partial or full points off for late assignments. If you are going to be away, you should get the assignments done and posted ahead of time to avoid losing points for late submissions. A

detailed point deduction criteria for late assignments is available on the <u>Grading page</u>.

APA Style

Complete APA format is required for all writing-emphasis papers. APA format specifies formats for a title page, a running head with pagination, an abstract, levels of headings, in-text citations, and a 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) or Rich Text Format (.rtf).

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's 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 <u>University of</u> Wisconsin System: Student Academic Disciplinar:y Procedures (http://docs.legis.wiscansin.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, websites, 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 called Turnltln 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

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 helpful online etiquette guide is available at The Core Rules of Netiguette. (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 the rules and policies of the 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 members, 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 Guidance for Students (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)
- HIPAA (https://www.hhs.gov/hipaa/index.html)

Social Media Policy

Consistent with UWGB Social Media Policy 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 Health Insurance Portability and Accountability Act of 1996 (HIPAA), also apply to 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 posts.
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 the website 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.

Student Accessibility Services

Students seeking accommodations under the Americans with Disabilities Act (ADA) should contact the accessibility office at their home campus within the first week of the semester so that appropriate accommodations may be arranged. (UWGB Student Accessibility Services.

COVID-19 Resources
- Wisconsin Department of Health Services COVID19: You Stop the Spread.
- CDC Coronavirus Information

Course Information

Course number: NURS 422
Title: Cross Cultural Health
Semester: Spring 2026
Credits: 3

Catalog Description: Enhances insight and understanding of the impact of culture on health, illness, and wellness within the Black/African American, Hispanic/Latino, Asian/ Hmong, and American Indian cultures. Analyze and synthesize information to develop culturally congruent health care.

Course Description: This course provides the student with the opportunity to further enhance insight into Black/African American, Latino/Hispanic, Asian/Hmong and American Indian cultures. This course examines the impact of culture on health, illness, and wellness within these cultures. Opportunity will be provided for each student to examine health beliefs and practices from the perspective of one of these four cultural groups. The student is further provided with the opportunity to analyze and synthesize information from the scholarly literature to facilitate development of culturally congruent health care planning, implementation, and evaluation.

Course Objectives: Undergraduate Students

The student will:

1. Evaluate the impact of culture on health, illness, and wellness.
2. Analyze the health responses and patterns of the following cultural groups: African American, Latino/Hispanic, Asian/Hmong and American Indian.
3. Compare the similarities and differences of these four cultures as each view's health, illness, and wellness.
4. Examine the inte1Telationships among a pluralistic society, the culturally diverse groups with that society, and the health/illness status of the group members, with a specific focus on Black/African Americans, Latino/Hispanics, Hmong/Asians and American Indians.

Goals of Baccalaureate Degree

- Knowledge of human culture and the natural world
- Creative and critical thinking
- Effective communication
- Individual and social responsibility
- Respect for diversity among people

Goals of Baccalaureate Degree	Assignments that Meet Goal
Knowledge of human culture and the natural world	Online discussion, individual activities, assigned readings
Creative and critical thinking	Online discussion and reflection, individual activities, assigned readings
Effective communication	Online discussion, individual activities
Individual and social responsibility	Online discussion, individual activities, assigned readings, self-reflection discovery paper
Respect for diversity among people	Online discussion, individual activities, cultural activities and self-reflection discovery paper

Required Texts:

- Andrews, M & Boyle, J. (2012). Transcultural concepts in nursing care (8th Ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.
- Spector, R. (2017). Cultural diversity in health and illness (9th Ed.). Upper Saddle River, NJ: Prentice Hall.

Liberal Education Leaming Outcomes

Knowledge

Goal: Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world through the study of arts, histories, humanities, languages, mathematics, sciences and technologies, and social sciences.

K1. Describe and evaluate models of the natural and physical world through collection and scientific analysis of data, and using mathematical or computational methods.

K2. Use knowledge, theories, methods, and histo1ical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions.

K3. Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and explore questions.

K4. Use knowledge, histo1ical perspectives, theories, or methods appropriate to the arts to describe their context, function and impact.

Skills

Goal: Develop intellectual and practical skills, including, for example, inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, inforn1ation literacy, and teamwork and problem solving.

S1. Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate inforn1ation sources and technologies.

S2. Use mathematical, computational, statistical, or formal reasoning to solve problems, draw inferences, and detern1ine the validity of stated claims.

S3. Create original work, perform original work, or interpret the work of others.

Responsibility

Goal: Apply personal and social responsibility for active citizenship and develop skills needed to thrive in a pluralistic and globally interdependent world.

R1. Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

R2. Evaluate the impact of systems, institutions and issues in local and global contexts and across cultures.

R3. Use critical and creative thinking to address civic, social, and envirom11ental challenges.

Integration

Goal: Integrate learning across courses and disciplines, and between campus and community life.

I1. Apply knowledge, skills or responsibilities gained in one academic or experiential context to other contexts.

Liberal Education Core Syllabus Language: The UW-Eau Claire Liberal Education (LE) Core curriculum serves as a strong foundation for all of our academic programs. Our LE Core embodies the Power of [AND] in its design. It has been developed to ensure that you acquire the knowledge AND skills AND responsibility that you will need to actively engage in a global society. Through meeting the requirements of the LE Core you will develop the ability to think critically, creatively and independently. You will learn to integrate and apply your knowledge and develop the values essential to becoming a constructive global citizen. The outcomes below will empower you and prepare you to deal with complexity, diversity, and change in multiple settings. They will also develop highly marketable skills and lead to life-long learning and civic engagement.

Student Drop-In Hours: As this is an asynchronous course and life is busy, please contact me to schedule a day/time that may work well with your schedule to meet virtually. If you have questions, need clarification, or just want to talk something through, please contact me. Many challenges are easily resolved by addressing early, and together- we will figure it out.

Grading 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	93-100	A	93-100
AB	87-92	A-	90-92
B	83-86	B+	87-89
BC	77-82	B	83-86
C	73-76	B-	80-82
CD*	67-72	C+	77-79
D	63-66	C	73-76
F	<60	C-	70-72
		D+	67-69
		D	63-66
		D-	60-62
		F	<60

There are differences in the final letter grade scales between campuses. UW-Madison and U\V-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.

Course Assignments: All assignments are due by 11:59PM unless otherwise indicated.

1. Discussion Posts - 30%

   Unit 1 Discussion   15pts

   Unit 2 Discussion   15pts

   Unit 3 Discussion   15pts

   Unit 4 Discussion   15pts

   Unit 5 Discussion   15pts

   Unit 7 Discussion   15pts

2. Online Modules - 30% (Online Modules from the ThinkCulture Website E-learning & Wisconsin Center for Public Health Education & Training)

   Course 1 - Wisconsin Center for Public Health Education & Training- Cultural Awareness Series (1 Module) 20 pts

   Course 2 - Culturally & Linguistically Appropriate Services in Nursing (4 modules) 20pts

Course 3 - The Guide to Providing Effective Communication and Language Assistance Services (1 Module) 20pts

3. Writing Assignments -40%

Unit 3 - Cultural Groups and Lifespan Variation Paper 25 pts

Unit 6 - Self-Reflection Paper 35 pts

This CND course is a 3-credit course. It is assumed that for three credits you would prepare or study 9 hours a week. You would plan to be present in class in Canvas about 3 hrs. per week. It may not take 12 hours to complete each unit, but the units will take time to complete. Plan your time with a consistent schedule of being in class and completing activities each week. You will be working in teams, and your team will depend on each team member being present in class.

Academic Integrity: Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. I expect that you will familiarize yourself with the academic integrity guidelines found in the Policies: Blugold Student Conduct Code (https://www.uwec.edu/kb/article/blugold-student conduct-codeO

Civility: As members of this class, we are members of a larger learning community where excellence is achieved through civility. Students must always be respectful in their responses to others online. Our actions affect everyone in our community. For fu1iher information, see: (https://www.uwec.edu/kb/article/blugold-student-conduct-codeO

Families Educational Rights and Privacy Act (FERPA): All students have a right to see their own academic record. Information cannot be released to a third party without written pem1ission from the student. For further information see: FERPA/Privacy policy IUW-Eau Claire

(uwec.edu)

Students with Disabilities: Any student who has a disability and is in need of classroom accommodations, please contact the instructor and the Services for Students with Disabilities

ssd@uwec.edu or 715-836-5800 for any questions at the beginning of the semester. Services for Students with Disabilities IUW-Eau Claire (uwec.edu)

Participation:

We will have 7 units for this course. We will begin by exploring our own individual cultures. The next course discussions will focus on one or more of the following cultural groups: African American, Latino/Hispanic, Asian/Hmong and American Indian.

Online participation is a great predictor of success in this course and is expected at minimum twice per week. Students are expected to know how to use Canvas. If you are unfamiliar with Canvas, please let me know as soon as possible.

- Participation grade includes participation in online discussions, including weekly discussions, reflections, and responses to peers and instructor.

- Participation points will be deducted if students do not fully participate in the course discussions, which include reading other students' postings and participating in dialogue. Refer to discussion rubric included later in the syllabus.

Discussion:

Online participation is a great predictor of success in this course. Students are expected to know how to use CANVAS.

Your syllabus indicates which weeks you will have a discussion. There are several expectations for this discussion.

1. You must post at least 3 times; One initial post and two quality responses to two other students' initial posts. Your posts will be evaluated on:
   a. Completing at least 3 posts (one initial and two responses)
   b. The quality of the post, the post should answer at least 4 of the following questions:
      i. Is the information accurate?
      ii. Are the posts relevant to the topic under discussion?
      iii. Do the posts answer the question(s) required? iv. Do the posts teach something new?
      iv. Do the posts apply a concept in a new way?
      v. Do the posts add to the academic atmosphere of the discussion?
2. Your instructor may review your participation in the discussion area of the CANVAS course and will be grading you on the following documentation:
   a. Your discussion addressing the weekly question(s).
      i. Submitted in the discussion area by the due date.
      ii. Initial post is thoughtful with reflection on the readings a couple of paragraphs long.
      iii. Two additional responses to other students' initial responses.
      iv. All posts should show efforts to engage discussion with peers.
      v. Initial posts submitted by 1159 Thursday and Response posts submitted by 1159 Sunday.
3. This will combine for a total of 15 points each week for discussion posts.

Discussion Grading Rubric:

A total of 15 points can be earned for each discussion:

	Unacceptable	Needs Improvement	Satisfactory	Meets Expectations
Content (5 pts)	Posts information that is off-topic, incorrect, or irrelevant to discussion. Did not answer question/address topics of discussion. (0- 1 pts)	Answers are partial or incomplete. Key points are not clear. Questions are not adequately answered. (2-3 pts)	Answers are not comprehensive or completely stated. Key points are addressed, but not well supported. (3-4 pts)	Answers are comprehensive, accurate and complete. Key ideas are clearly stated, explained, and well supported. (4-5 pts)
Organization (5 pts) Writing Conventions - This includes spelling, punctuation, grammar and APA fom1atting. APA fom1atting include: • Addressing all questions and topics. • Discussion (2-3 paragraphs with 2-3 sentences each). Reference listed in APA format with professional references.	Posts long, unorganized, or rude content that may contain multiple errors or may be inappropriate. (0 -1 pts)	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics. Organization and structure detract from the answer. (2-3 pts)	Contributes valuable information to discussion with minor clarity or mechanics e1Tors. Organization is mostly easy to follow. (3-4 pts).	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors. (4-5 pts)

Discussion responses to peers (5pts)	Did not respond to peer (0 pts)	Responded to l -2 peers inforn1ation that is off-topic, incorrect, or irrelevant to discussion. (1-2 pts.)	Responded to 2 peers. Repeats or reflects on previous posts, but adds minimal substantive information to the discussion. Posts information that is factually correct; lacks full development of concept or thought. APA references may or may not be included. (2- 4pts)	Responds to 2 or more peers. Posts factually correct, reflective and substantive contribution; advances discussion. Uses references and lists references using APA format. (4-5pts)

Attendance:

You are expected to login to CANVAS on a regular basis to review any class announcements on the home page and to complete your work.

Late Assignments: Students are expected to meet discussion and paper deadlines. Notify the instructor ONE DAY in advance, at the latest, if an assignment is going to be late due to an emergent or unexpected event (ex. illness). The grade for late assignments without prior notification or arrangements, will be decreased by 5% for each day it is late. (Discussion postings cannot be made up after the discussion is over unless previously arranged with the instructor.) Late assignments without prior notification or a1Tangements will be given one letter grade lower than earned for each day that the assignment is late (ie. An A- will go to a B-).

Assignments submitted to the Assignments area of the CANVAS learning management system will be based on the assignment due date. If you are past the time the assignment is due, it is late.

If you dispute a grade on any course assignments, you must discuss your concerns within one week of receiving your grade on the assignment. After one week, assignment grades can be discussed but grades will not be changed.

Professional writing is an important component of this course. Make sure to review the content unit on CANVAS regarding APA formatting when completing your written work and follow the grading rubric. Here is a link is to the Center for Writing Excellence (CWE) online writing site: https://www.uwec.edu/writing-center/

CND 490- COURSE SCHEDULE - FALL 2024

Week/Date	Required Readings	Weekly Assignments {Due by 11:59pm CST)
UNIT 1	Introduction to Course and Introduction to Culture	
Preview Week 1 9/4-9/8	Preview week - Review syllabus/schedule and any course documents in CANVAS	
Week 2 9/9-9/15	• Review introductory PowerPoint . for the week . Spector text - Chapter 1-4 Answer the questions in the Cultural Heritage Assessment - Appendix Bin the Spector text. There are 29 questions to complete. (pg 276-278} (You will find background information on these assessment questions in CH.2 of Spector). Online Resource: https://wicphet.org/content/cultural-awareness-series	Activity/Discussion: 1. Complete an introductory and reflection post of your Heritage assessment by Thursday 9/12. Share personal introduction/cultural introduction and share 2 items that you learned in completing the cultural heritage assessment tool. 2. Read at least 50% of the Unit 1 discussion posts and respond to at least 2 initial post by Sunday 9/15. 3. Submit a short summary of how the Cultural Awareness Series fulfilled each of the intended learning objectives (see below) by Sunday, 9/15. (Increase awareness and appreciation for the cultural diversity of Wisconsin , Define and understand concepts of culture, cultural awareness, cultural humility, and cultural competence

		, Identify how to incorporate cultural humility into public health through practical application Highlight capacities and skills necessary to work effectively across diverse cultures)

UNIT2	Culture Heritage and Linguistic Competency/Self-awareness	
Week 3 9/16-9/22	.• Spector text - Chapter 2 Andrews and Boyle text - . Chapter 1, 2, 3 and 4 Read Self-Awareness: A Tool for providing culturally competent . care	Activity/Discussion: No assignment due this week, but feel free to start Unit 2 Discussion early and Cultural Groups and Lifespan Variations Paper.
Week 4 9/23-9/29	Spector text - Chapter 2 • Andrews and Boyle text - Chapter 1, 2, 3 and 4 • Read Self-Awareness: A Tool for providing culturally competent care	Activity/Discussion: Complete the UNIT 2 discussion. Submit your initial post by Thursday 9/19 and two responses to your peers by Sunday, 9/22..
Cultural Groups and Lifespan Variations due to Canvas by Oct 13th at 2359.		
Unit 3	Overview of Cultural Groups /Lifespan Variations	
Week 5 9/30-10/6	• Spector text - Chapters 9-12 for culture specific information • Andrews & Boyle text - Chapters . 5-8 (Lifespan variations} Andrews & Boyle text - Chapter 10(Mental Health}	Activity/Discussion: 1. Post initial discussion for Unit 3 Discussion by Thursday 10/3. See Unit 3 discussion for more details. 2. Read at least 50% of the Unit 3 discussion post and respond to at least 2 other initial posts responses due Sunday 10/6.

	.	
Week 6 10/7-10/13	Spector text - Chapters 9-12 for culture specific information • Andrews & Boyle text - Chapters 5-8 (Lifespan variations} • Andrews & Boyle text - Chapter 10(Mental Health}	Writing Assignment: APA formatted paper on cultural groups and lifespan variations. See Canvas for more details and rubric. Submit paper to CANVAS. This activity is due Sunday, 10/13, and is worth 25 points.
Unit 4	Effective Communication and Health and Illness Systems	
Week 7 10/14-10/20	• Spector text - Chapters 4 & 5 • Andrews and Boyle - Chapter 2 & . 3 Course 2 - ThinkCulture Website	Individual Work Online: 1. Go to the ThinkCulture.website: httgs:fLwww.thinkculturalhealth.hhs. w*¡L • click the Education drop down • select the e-learning course, Delivering.Culturally.and. Linguistically.Competent. Nursing

		Care¡.You will need to register to this site and will get a certificate of completion for all 4 modules within the course. Please submit your certificate for credit for completion of this program. 2. Go to the ThinkCulture.website: httQs:LLwww.thinkculturalhealth.hhs.
	*Course 3- ThinkCulture Website	W*¡L • click the Education drop down

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- select the Communication Guide, The.Guide.to.Providing.Effective. Communication.and.Language. Assistance.Services.You will need to register to this course again.

- Select.ƒProvider.Track⊀

- Review the course and case studies

- Provide answers to the following

questions in relation to the Case Study between Mr. Louise and Dr. Parker.

"What are the benefits of cross- cultural communication skills and language assistance services? How did use of cross cultural communication skills and language assistance services help improve the communication between Mr. Louise and Dr. Parker?"

NOTE¿.This.activity.is.worth.86.points?. each¡.Please.submit.your.certificate.and. answer.to.the.respective.dropboxes.for. credit¡.This.is.due.by.Sunday?.76–86¡
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Week 8

10/21-10/27
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. Spector text - Chapters 4 & 5

- Andrews and Boyle - Chapter 2 & 3

- Review communication tools
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<u>Activity/Discussion:</u>

Unit 4 discussion

Discuss what insights you have on communication in the health care
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Think/Speak/Act

- View the 2 videos below:
https://vimeo.com/23978781
https://vimeo.com/23978753
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setting. What suggestions do you have for improvement in this area for health care settings? Your initial post is due Thursday, 10/24. Your responses are due Sunday, 10/27.
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	• Reflect on the meaning of these videos, the readings, and include this information in the discussion due in Week 8.	
Unit 5	Current Issues and Challenges	
Week 9 10/28-11/3	• Spector text - Chapter 7 • Andrews & Boyle text-chapter 10 & 11 • Review definitions of refugee and immigrant CDC: Prevention: Picture of America o Review primary, secondary, and tertiary prevention	Activity/Discussion: Choose one of the following options and summarize your learning. Select one cultural group as an example. This activity is due by Sunday, 11/3. Option 1: What are the issues of access, poverty, and cultural belief systems that impact the ability of people within that culture to adhere to the prescriber's health care plan. Option 2: Mental health issues are very common and are affected by culture. Discuss the unique issues and concerns with your selected culture of interest in the area of mental health.
Unit 6	Cultural Intelligence	
Self-Reflection/Discovery Paper due to Canvas on 11/17 at 2359		
Week 10 11/4-11/10	Sutherland, L.L. (2002). Ethnocentrism in a pluralistic society: A concept analysis, Journal.of.Transcultural.Nursing?.79(0)?.274- 281. Review the Canvas PowerPoint lecture on Race and Advantage in Healthcare	Self-Reflection/Discovery Paper WEEK 10 & 11 1. The Sutherland article discussed ethnocentrism. What have you learned after reading about the concept of ethnocentrism, and how might this affect the care you give to your patients?

	Read "White Privilege: Unpacking the Invisible Knapsack" by Peggy McIntosh in Canvas	2. The McIntosh article identifies many daily effects of white privilege.
	Review the Canvas video on cultural humility.	o List 2 items that you can relate to in terms of privileges you enjoy you may use the author's words. o Give an example of white privilege in the health care system. o Incorporate the cultural humility information into your paper. NOTE: This individual assignment will be a self-reflection paper on the above 3 questions, it is worth 20 points, and is due by Sunday, 11/17. • Be succinct and purposeful in your wording. • Use a title page. • Use headers for: Introduction, Ethnocentrism in Health Care, Effects of White Privilege, and Cultural Humility, and Conclusions • Reference Page • APA format throughout paper. This activity should be no longer, than 3-5 pages for the body of the paper and total paper length with the title and reference pages will be 5-7.
Week 11	Self-Reflection Paper due.	Finish paper and submit in Canvas by

11/11-11/17		Sunday 11/17 at 2359.
Unit 7	Culturally Competent Organizations	
Week 12 11/18-11/24	Andrews and Boyle's text: Chapter 9, 12 &13. Spector, Chapter 14 Review readings and activities used throughout this course. This is an APA formatted discussion utilizing references to support content.	Please take time to do an activity that brings you peace, joy, and relaxation for this week's assignment.

Week 13 11/25-12/1	THANKSGIVING BREAK!	THANKSGIVING BREA
Week 14 12/2-12/8	Andrews and Boyle's text: Chapter 9, 12 &13. Spector, Chapter 14 Review readings and activities used throughout this course. This is an APA formatted discussion utilizing references to support content.	Activity/Discussion: 1. Initial post to Unit 7 discussion questions by Thursday, 12/5 2. Read at least 50% of the Unit 7 discussion post and respond to at least 2 other initial posts by 12/8. 3. Review the cultural congruency of your organization and answer the questions and summarize in your discussion. This.discussion.will.be.about.your. organization.(do.not.list.your. organization)¡.Continue.to.use.APA. format.and.appropriate.professional. references¡.Use.topic.area.headers.in the.discussion.for.clarity¡
Week 15 12/9-12/13	Final Discussion/End of Course Reflection	Activity/Discussion:

		Initial post to Final discussion, answering at least 3 questions by 12/13. No responses required this week.
		Congratulations you have completed the course!

Course Information

Course number: NURS423
Title: Aging and Health
Semester: Spring 2026
Credits: 3

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. Shifting Perspectives About Aging Populations.

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 though end of life.

Course Materials
Miller, C. A. (2023). Nursing for wellness in older adults (9th ed.). Philadelphia: Wolters Kluwer. ISBN: 1-975179-13-7.
American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.

Additional materials will be provided within modules.

Assignment Categories	
	Percentage
Aging/Ageism Reflections	15%
Patient interview Report	30%
Case Studies	25%
Discussions	30%
Total	100%

	Percent	Points		Percent	Points
A			A	94-100	
AB			A-	90-93	
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 Point use an A/A- scale for final letter grades. If you have questions, please contact your instructor.			D+	67-69	
			D	64-66	
			D-	60-63	
			F	<60	

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 online classroom, and working collaboratively with others in the course. The role of the faculty is to facilitate students' learning. Teaching strategies may include asynchronous lectures, readings/articles, online discussion, small group work, and written assignments. All course-related materials are located on Canvas. Students must have a computer with internet access for best success. Only campus email addresses will be used for communication.

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

Participation: Students will be expected to:

- complete required readings prior to meeting and assigned activities.
- share perspectives online, engage online.
- answer questions posed using reasoning and sound rationale.
- ask questions relevant to course content; that are based in critical thinking; and that contribute to increased understanding of the issues.

Course Policies
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.

Late assignments: Late assignments will be docked 10% each overdue day, including weekends. You must notify the instructor if you will be late with an assignment before the due date expires.

Statement of Student Time Commitment
For each course credit, students are expected to spend a minimum of 3 hours/week on coursework. Therefore, for a three-credit 16-week course, at least 9 hours/week is expected. This is a general guideline which may vary depending on the assignments &/or quizzes. Should course be offered in shorter 8 week timeframe, use 3 hours/3 credit rule and multiple x2. (18 hours/week)

Artificial Intelligence Policy
One goal of this course is for you to work on developing the discipline-specific writing skills that you will need to be successful as a professional in this field. I want to acknowledge that recent buzz about ChatGPT and other generative AI tools poses some interesting questions about the need for developing these skills, and how such tools can be used in higher education. Given that this technology is still in its infancy and that my goal is for you to develop your skills as writers, the unauthorized use of ChatGPT or other AI writing tools is not permitted in this course. Students found to be using such tools will be considered as engaging in conduct aimed at making false representations of a student's academic performance and will be subject to disciplinary action as defined in the UWSP Academic Misconduct Policies.

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 original 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.

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: APA Style Introduction // Purdue Writing Lab

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.

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

Student Support Resources

Please refer to your specific campus resources for any student needs such as financial, tutoring, policies and procedures, emergency procedures, etc.
DOS@uwsp.edu

*Equal Access and Disability Accommodations
If you have a condition that may impact your learning and/or participation in course activities, please contact the Disability Resource Center (DRC). The DRC will engage in an interactive process with students and identify appropriate academic accommodations and auxiliary services in accordance with the University's legal obligations. Instructors, students, and DRC staff work collaboratively to establish any necessary adjustments or supports. Accommodation is rarely applied retroactively so it is vital that students make timely requests.
Additional UWSP Policies

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 for providing reasonable accommodation 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.

Academic Integrity

At UW-Stevens Point and, in all courses, we place great emphasis on academic integrity and honesty. Plagiarism, fabrication, cheating, helping others commit these acts, and any form of dishonesty compromise the educational process and devalue the achievements of all students. All work you submit must be original and completed individually unless collaboration is explicitly allowed. Always acknowledge your sources, cite appropriately, and give credit where it's due. If instances of alleged academic dishonesty are identified, appropriate actions will be taken in accordance with the institution's policies (UWSP Chapter 14). These actions could include revising the assignment, receiving a lower grade or no credit for the assignment, receiving a lower grade for the entire course, or facing greater academic consequences.

If you are unsure if something might be considered academic misconduct, you are struggling to understand the content or an assignment, or you have fallen behind for whatever reason, please contact your instructor as soon as possible. By nurturing a community of support, honesty, and respect, we ensure that academic pursuits and your experiences at UW-Stevens Point are both meaningful and genuine.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

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.

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our copyright page.

FERPA

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear educational need to

know may also have access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Inclusivity Statement
(Examples found here. Sample below from Lynn Hernandez, Brown University)
It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it, please visit the Dean of Students – Bias/Hate Incident Reporting website. You may also contact the Dean of Students' office directly at dos@uwsp.edu.

Netiquette Guidelines
Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:
- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.

- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. Journal of Online Learning and Teaching, 6(1).

Shea, V. (1994). Netiquette. Albion.com.

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.

Title IX
UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination based on sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. If you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence,

domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the Title IX page.

Course Information

Course number: NURS 424
Title: Global Health: Ethics and Human Rights
Semester: Spring 2026
Credits: 3

Meeting Modality: Asynchronous Online

Course Description and Expectations

Catalog Description: This course will explore the ethics and human rights issues related to disparities in financial, educational, technological, environmental, and political resources available to support healthy populations across the globe.

Course Description: This course will explore the ethical and human rights dimensions of global health and address many controversial issues.

- For example, why is only 10% of the funding allocated for global health research focused on diseases that affect 90% of the world's (poor) population?
- How do bilateral and multilateral trade agreements affect the health of local communities in low-income countries?
- Is health a human right? If so, who is responsible for upholding that right?
- What are the ethics of doing health-related research in low-income countries?
- For many of the issues discussed in the course, there are no correct answers. Students will learn about the complex, interrelated factors that contribute to global health human rights issues.

This course serves as the capstone course for students completing the Global Health Certificate program.

Student Course Learning Objectives

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

1. Demonstrate knowledge of the definitions, principles, and goals of global health, including the United Nations Millennium Development Goals.

2. Identify root causes of global health inequities and possible solutions.

3. Examine the social determinants of health and their impact on populations around the world.

4. Analyze salient ethical and human rights issues related to global health, and the nurse's role in addressing these issues.

Course format: Online through Canvas

Course Learning Format and Interaction: Students will learn through online activities provided within Canvas in online discussions with peers, papers, and projects.

Prerequisites: Admission to RN to BSN Completion Program, permission as a special student, and/ or requisite for the major.

Investment of Time:
Students should expect to invest at least 144 hours of work in a culmination of theory, practice, and prior experiences that relate to the learning activities such as increasing knowledge and preparing for assessments by reading and integrating course content and exploring resources for use in their projects and their assessments. This would mean that across the duration of the term, students would invest a minimum of 144 hours on the work needed to create and demonstrate competency in the course. See the credit hour equivalency document posted in Canvas for this course.

Significant Course Due dates: Start and end dates of the modules and module activities are posted in the 365 Course Calendar. Note: Follow the due dates closely for assignments and discussion board posts.

Important UWM Dates: Visit this link for important dates and deadlines https://uwm.edu/finances/dates-and- deadlines/ (Refer to your Home Campus for important dates and deadlines)

Course Materials

Required Readings and Costs
Jacobsen, K. (2024) Introduction to global health, 4th edition. Burlington, MA: Jones & Bartlett Learning. ISBN 978-1284234930 Price approximately $42.00. (May use 3th edition as well)

Students also need to choose one non-fiction book to read for the Global Health Impact Presentation

All 3 books listed below are available in new and used paperback, hardcover, kindle and audio versions.

You can learn more about the content and themes of each book on the learning path Module 2 Bookshelf

Option 1 - Boo, K. (2014). Behind the Beautiful Forever's: Life, Death, and Hope in a Mumbai Undercity. Random 4 House. ISBN-13: 978-0812979329 Price approximately $5.00- $9.00

> NEW YORK TIMES BESTSELLER • NATIONAL BOOK AWARD WINNER • ONE OF TIME'S TEN BEST NONFICTION BOOKS OF THE DECADE • ONE OF THE NEW YORK TIMES'S 100 BEST BOOKS OF THE 21ST CENTURY

Option 2 - Greene, M. (2006). There Is No Me Without You: One Woman's Odyssey to Rescue Africa's Children. ISBN-13: 978-1596911161 Price approximately $8.00

> AN ASTONISHING PORTRAIT OF A WOMAN FIGHTING A CONTINENT-WIDE EPIDEMIC.

Option 3 - Kidder, T. (2011). Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World. Random House. ISBN-13: 978-0812973013 (Note you may use any version of this book - 2003, 2004, 2009)

> NEW YORK TIMES BESTSELLER • 20TH ANNIVERSARY EDITION, WITH A NEW FOREWORD BY THE AUTHOR • "[A] MASTERPIECE . . . AN ASTONISHING BOOK THAT WILL LEAVE YOU QUESTIONING YOUR OWN LIFE AND POLITICAL VIEWS."—USA TODAY

Recommended Readings

American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th edition) ISBN: 978-1-4338-3216-1

American Nurses Association. (2015). Code of ethics for nurses with interpretive statements. Silver Spring, MD. ANA.
*Available to ANA members and non-members as a "view only" document for free on the course Canvas site and the ANA website at this landing page below. There are additional ethics resources available here as well:
https://www.nursingworld.org/practice-   policy/nursing-excellence/ethics/

American Nurses Association. (2021). Nursing scope and standards of practice (4th edition). ANA. Softcover ISBN: 9780999308868 EBOOK ISBN: 9780999308882 **May purchase a hard copy or refer to the link provided in the Canvas course site via the UWM library

Location of Readings: Some readings and additional resources may be available through links in the Canvas Course site within the Module bookshelves.

Technology Requirements: Students are required to use an electronic device that allows for access to the Canvas Course site, UWM library, and other resources as requested in the course. Students will also need to have internet access, whether landline or WIFI, in order to complete the course successfully. For any technology assistance, please reach out to UWM Help Desk: (414) 229-4040, help@uwm.edu, GetTechHelp.uwm.edu

Course Interactions:
Expectations described includes how students will interact with their instructor, each other, and course content.

1. Instructor

    a. The student is expected to identify and discuss potential academic concerns with the faculty so appropriate counseling or intervention can be implemented.
    b. Any student who is experiencing difficulty is advised to contact the faculty early in the semester.
    c. Any student with accommodation or other information from ARC will share this with the instructor, ideally on the first day of class or as soon as possible. This is the student's responsibility.

2. Each other

    a. Students are expected to respect the opinions of others and to offer thoughtful constructive feedback as needed.
    b. Students are expected to communicate respectfully with faculty and peers.
    c. Students are expected to demonstrate appropriate teamwork behaviors:
    d. Actively contribute to the work of the team
    e. Demonstrate respect for all team members
    f. Promote active participation from all group members
    g. Listen attentively and give thoughtful feedback
    h. Provide assistance or encouragement to team members
    i. Ask questions and seek assistance as needed from team members and/or instructor

3. Course Content

    a. Students are expected to orient self to the Canvas Course site.
    b. Read and review each module including outcomes, overview, learning resources, commentary, discussions, assignments, and rubrics.
    c. Students are expected to demonstrate initiative and self-direction and to be active in the process of learning and self-appraisal.
    d. All students are expected to check their UWM email and the course Canvas site often (three times weekly at minimum).
    e. Students are expected to review instructor and peer feedback on assignments to aid in further growth, development, and success.
    f. Students are expected to access appropriate course materials.

Course Organization
Course Structure

The course is organized into 4 modules:

- Module 1. Global Health Concepts
- Module 2. Global Health Impact
- Module 3. Global Health Critical Issues
- Module 4. Nursing Advocacy for Global Health

Module Activities

Each module spans around a three-week period and includes the following:

- Learning outcomes
- Learning resources
- Podcasts
- Assignments (discussion or individual assignment)

Discussions typically including posting and a responding to peers.

For individual assignments, students prepare and submit assignments to the instructor for grading; these assignments are not read by other students.

Grading

Please carefully review individual course assignment descriptions and the associated grading rubrics.

Grade Components

Your course grade will be based on the following required assignments, which are dispersed throughout the course. Refer to the 365 Course Calendar for due dates.

Course Assessments				
Grading Component (Assignments)	Grade Percentage	AACN Baccalaureate Essential Addressed:	Program Competencies Addressed	Course Competencies
Discussion Boards (Module 1, 3, 4)	30%	I	2, 4	1, 3, 4
Global Health Impact Presentation	35%	I, II, V	2,4	1, 3, 4
Global Health Critical Issue Short Answer Assessment	30%	I, II, V, VI, VIII	2, 3, 4	2, 3, 4
Nursing Advocacy for Global Health	15%	V, VI, VII, VIII	2, 6, 7	2, 3, 4

Component	Due Dates	% of grade or point value
Module 1 Discussion Board	Discussion Opens 1/26/25 Discussion Closes 02/16/25	10%
Module 3 Interactive Discussion Board	Discussion Opens 2/17/25 Discussion Closes 03/09/25	10%
Global Health Critical Issue Short Answer Assessment	03/22/25	30%
Global Health Impact Presentation	04/19/25	35%
Nursing Advocacy for Global Health Letter	05/10/25	15%
Module 4 Interactive Discussion Board	Discussion Opens 03/24/25 Discussion Closes 04/13/25	10%

NOTE: ALL assignments (quiz, discussion posts and papers) must be completed on time and upload to the Canvas course site. *There are no exams in this course.

Grade Scale

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.
5
The grading scale used for final letter grade in B ꜱN@ Home courses is based on the grading scale of the campus through which you are enrolled.

For this course: The minimum passing score for this course is 79, or a grade of C.

Grade	Percent	Grade	Percent
A	95-100	A	95-100
AB	91-94	A-	93-94
B	87-90	B+	91-92
BC	83-86	B	87-90
C	79-82	B-	85-86
CD*	75-78	C+	83-84
D	72-74	C	79-82
F	<72	C-	77-78
		D+	75-76
		D	72-74
		D-	70-71
		F	<70

Please contact your course instructor if you have questions.

Attendance Policies: Course attendance is noted through participation in online discussion and other course assignments such as assessments and papers.

Assignment Policies on Makeup or Late work: All assignments in Canvas have a due date and time listed. The Due Time for all assignments listed in the course is 2359 (11:59pm). Late assignments will result in a 5% deduction of the assignment grade for each day the assignment is late (e.g., reduction of 5% of total points possible from total points achieved on assignments. An assignment worth 20 points would receive a 1-point reduction if 1 day late, 2 points if 2 days late, and so on with 5 days late would be a 5-point reduction. Late assignments will not be accepted 5 days after the due date without prior approval from the instructor. The instructor reserves the right to implement more stringent expectations. Students with personal or medical emergencies should contact their instructor as soon as possible. Late policies may be adjusted with appropriate documentation.

Calendar of Assignments: 365 Course Calendar includes start and end dates of the modules and module activities. Students can locate the calendar in the Canvas course site. Note: Follow the due dates closely for papers and discussion board posts.

Course Expectations
- Students are expected to demonstrate initiative and self-direction and to be active in the process of self- appraisal.
- The student is expected to identify and discuss academic problems with the Professor so appropriate counseling or intervention can be implemented.
- Any student who is repeating this course or any student who is experiencing difficulty is advised to meet with the professor early in the semester.
- All students are expected to check their UWM email and the course Canvas site daily.

Assignments

Interactive Discussion Board – within Modules (1, 3, and 4)

Module Discussions (30% of final grade)

Purpose

The purpose of the discussions is to allow you to demonstrate your understanding of important concepts in the readings, and other assigned materials, and to apply them to your practice. Participation in the discussions $_6$ is essential to your learning and to your success in this course, and the failure to submit the required discussion posts for a module can result in a score of zero for that discussion.

For each Interactive Discussion Board, there will be assigned Facilitator(s), Participants, and Analyst(s)

Students will have an opportunity to participate in each role during the three discussion boards.

Instructions

In this course, Discussion Boardswill open beginning on Monday at midnight and ending on Sunday 1159 of the third week of the module.

How to Participate in the Interactive Discussion Boards

Role of the Facilitator Initial Posts	Submit a * substantive discussion post to the Facilitator Kick-off Discussion Question. Pick one section to react (non-substantive) to 1-2 participant posts.	Initial post is due by the end of the first week in the module. Reaction posts are due at the end of the second week in the module.	Initial post around 500 words Around 200 words in total for all reaction posts. 1 Section of choice= 250 words in total
Role of the Participant Response Posts	Post * substantive answers and responses to each of the questions within section 2 and 3.	Posts are due at the end of the second week of the module.	Answers and responses are around 250-300 words in total among the different questions for each section Section 2= 250 words in total Section 3- 250 words in total
Analyst summary posts	Pick one section to react (non-substantive) to 1-2 participant posts. Submit a * substantive summary discussion post to the analyst section.	Reaction posts are due at the end of the second week in the module. Summary post is due at the end of the third week in the module.	Around 250-300 words in total for all reaction posts. 1 Section of choice= 250 words in total Summary post around 500 words

Substantive
- Full complete sentences with proper grammar.
- Include two different reference sources which should include at least 1 required resource for the module.
- Cite references within the post (as an in-text citation) and then provide the full reference in APA format at the end of the discussion response.
- You are encouraged to search for other resources that provide scholarly evidence for your topic.

Facilitators and Analyst Posting Tips

Though writing for the discussions is less formal than writing a scholarly paper,
you must use full sentences and correct grammar, spelling, and punctuation, and

cite references within your posts for any material that is not your original thought. If you are quoting or paraphrasing from a required reading (or any other source), cite the source within your response using APA format (in-text citations per APA manual). You must also include the complete reference citation at the end of your post.

Participants Posting Tips

Response posts also require attention to scholarly writing, but it is still appropriate to address your response post conversationally to the student's thread to which you are responding.

Posts (excluding reactions) must include references both within the text and at the end of the response.

- Do not simply state your opinion in a posting but support your response with course materials and/or other literature.

- Supporting your comments with references is a hallmark of providing substantive responses. Your discussion work is evaluated using the discussion rubric.

Please check the 365 Course Calendar prior to the beginning of each module for any variations.

- Course due dates for discussion modules within the calendar only indicate the final due date for the module as Canvas does not allow for multiple due dates in the calendar.
- It is highly recommended that the facilitator posts the INITIAL discussion post as early as possible in the module and that the participants post their section question responses promptly, to promote the quality of discussion.
- Please check the discussion forum frequently to see if your peers have questions for you, and if they do, respond to them.

All assigned discussion board posts are required to be submitted to this course.

- Course objectives are tied to the discussion posts, which means that missing module posts equates with not meeting course competency objectives.
- Failure to submit the discussion posts for a module can result in a score of zero for that discussion.

If you are unable to complete the posts for any module on time, contact your professor as soon as possible explaining your extenuating circumstances.

- You will have the ability to potentially earn half the weekly grading points for discussions by submitting your initial discussion post response to your professor via email.
- Communication with your professor is essential when you encounter challenges with assignment due dates.

- Submission of late response posts is not possible for this course because the discussion modules close for participation on the due date for each module.

You can choose to work ahead on your discussion (Facilitator initial responses) and submit them early. If another classmate has submitted an initial response early, you are able to add a response early.

Always refer to grading feedback from the discussion posting and make adjustments in your posts following recommendations from your professor.

- Preparing discussion posts ahead of time runs the risk of not incorporating grading feedback.
- In order to avoid missing opportunities for improvement, double-check the grading feedback in discussions before you post the next discussion response if at all possible.
- Grading will occur at the end of each module according to the 365 Course Calendar.

Global Health Impact Presentation

Global Health Impact Presentation (35%) of the grade

The purpose of this presentation is to integrate and synthesize the Social Determinants of Health (SDOH). concepts presented in the learning resources, along with the content and theme(s) of the book of your choice.

Consider the audience for this presentation as other health care professionals, for informational awareness or a grand-round presentation.

Instructions

Select a book to read to complete the presentation (Module 2 Bookshelf. has details on each book)

Book Option #1 Boo, K. (2014). Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity.

Book Option #2 Greene, M. (2006). There Is No Me Without You: One Woman's Odyssey to Rescue Africa's Children.

Book Option #3 Kidder, T. (2003). Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World.

Choose a Platform to develop a visual presentation with narrative/voice-over to showcase the key concepts from the reading.

Your presentation will consist of a visual presentation with a recorded

narrative or voice-over. You may use PowerPoint, Microsoft Sway, Canva,

or Create a web page to present the information.

PowerPoint design templates | Microsoft

CreateLinks to an external site. CANVA

Presentation TemplateLinks to an external site.

Microsoft Sway CreateLinks

to an external site. Google

Site- Create a free siteLinks

to an external site. Google

Slides (free)Links to an

external site.

Other technology/platforms may be accepted upon instructor pre-approval.

NOTE Do not spend money on a template there are free templates. If you cannot find one, please get in touch with me for assistance.

Develop a Visual Presentation with Narrative/Voice-over using the outline below.

In total, you should have approximately 6-8 pages (double-spaced) of content that can be presented in the visual aspects of the presentation (pictures/text) or within the recorded voice-over (narrative).

The following sections and subsections outlined below must be embedded within the visual aspects of the presentation or narrative. (Please review the Grading Rubric for additional details)

The Purpose of the Book

The primary purpose of this presentation is to offer a critical analysis and evaluation of the book.

Critical Thinking Analysis

This section of the presentation aims to delve more into the book's themes, characters, style, and the author's possible intentions. Be sure to also incorporate supportive literature from the Module 2 readings.

Subsections

Social Determinants of Health (SDOH)

Provide 2-4 detailed insights and discuss the book's broader implications or connections to SDOH. How does that impact the character(s) and/or population in the book?

Human Rights and Ethical Issues

Incorporate knowledge from your Module readings and discuss 2-4 concerns or issues from the author's perspective about the characters and other relevant elements of the book
What are the impacts of those issues and potential long-term considerations?

International Development Issues

Discuss 2-3 international development issues and how those were exemplified in the book you selected. What is the gravity of those issues and what can be done about it?

Personal Reflection
Include your response and/or your reactions and opinions of the book.

Provide a discussion of how your perceptions may have changed after reading, and whether you would recommend the book to others.

What was the author's main message and purpose for writing the book?
• Did it engage you emotionally?
• Did it make you think?
• Did you enjoy the experience of reading it?

Global Health Critical Issues Short Answer Assessment

The purpose of this assessment is to analyze and apply knowledge pertaining to a selected global health critical issue using concepts presented in the learning resources along with themes presented with the literature.

Short Answer Assessment (30% of final grade)

The Short Answer Assessment will be submitted via Canvas direct (text entry).

Select ONE of the following topics below for your Short Answer Assessment

- Climate Change
- Education and Brain Drain
- Food insecurity
- Global Burden of Disease
- International Trade Policies

Short Answer Discussion Topics
Introduction and
identification of the
issue Relevance of
issue in specific
countries Literature
Discussion
Ethical issues and human rights: Possible solutions

Your Short Answer Assessment "total amount of content" should equate to approximately 4-6 pages in length, double-spaced, with 1-inch margins.

- You are expected to do additional research and identify additional sources in your responses.
- You must use professional resources to support the information you present in your responses.
- Cite all references used in-text and in your final reference list in APA formatting.

Nursing Advocacy for Global Health "Letter to an Elected Politician"

The purpose of this assignment is to succinctly identify and advocate for a global health issue using concepts presented in the learning resources along with themes presented with the literature and the ANA Code of Ethics.

Nursing Advocacy for Global Health Letter is (15% of final grade)

Choose one of the following key topics to include in your

advocacy letter. Health Care System and/or Global

Health Issues Topics
- The Right to Health Care
- Access to Health Care/Affordable Medicine
- Protection of Health Care Providers
- Access to Affordable Medicine
- Antibiotic Resistance/Antibiotic Stewardship
- Access to Family Planning Services

- Maternal Mortality
- Infant Mortality
- Climate Change
- Food Security
- Global Arms Trade
- Child Neglect
- Human Trafficking
- Bilateral or Multilateral Trade Agreements
- Millennium Development Goals
- Violence Against Women

- Migrant family health and reunification
- Gender Preferences
- Education for Girls

Write a formal letter to your local, state, or federal representative in which you, as a nurse, advocate on behalf of a specific global health issue, by addressing the ethical and human rights components of the issue.

Directions on Writing the Formal Advocacy Letter

1. Include a cover page with the FLEX Academic Honesty statement (see the course site for a template).

2. The letter should be 1-2 pages in length, single-spaced, with 1" margins using the letter structure below.

3. Select a specific global health issue from the list of topics below.

4. You do not have to actually mail the letter to the elected official.

Letter Structure

Introduce the Topic (e.g., I am writing to express/voice (etc.) my concern/disappointment (provide details)

Introduce yourself and why you are qualified to speak on this issue.

Choose three important points of focus

Facts about the selected global health issue including the local impact, national impact, human rights and/or
ethical components of the issue.
Address the Nursing Code of Ethics and how it fits into the selected topic

Gather factual information from scholarly references about the issue you select and consider the human rights and ethical implications of the issue (e.g., utilize evidence and ensure facts are accurate, credible, and cited).

Personalize the issue

Explain how the issue affects you, your family, or your community (e.g., a lack of human trafficking assessment you see working in the ED, a medication affordability issue that has impacted a family member)

Call for action (e.g., act on the issue by supporting a bill, increase funding in the budget for…or, publicly commit to…).

Ask for a reply using a statement encouraging a reply (e.g. I look forward to your response on this matter).

Last words

Restate your issue and ask and thank your politician for taking the time

to read your letter. Leave contact information (email address, school

name, etc.).

The module resources include examples of relevant references. You may need to search for additional professional sources to write your letter.

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 comments can be deemed 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. Albion Netiquette A helpful 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 the rules and policies of the 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 members, 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 Guidance for Students
  (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)
- HIPAA (https://www.hhs.gov/hipaa/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 to social media sites.

The following is adapted from the American Nurs$_1$es 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/).

Paper Descriptions and Rubrics

This page contains detailed information on three important course assignments.

Online Writing Lab

To get the most from this course, and to help you achieve the level of quality required, you may want to work with the writing center on your campus as you begin to plan and compose the first drafts of your writing assignments.

APA Style

Complete APA format is required for all writing-emphasis papers. APA format specifies formats for a title page, a running head with pagination, levels of headings, in-text citations, and a reference list. Discussions and papers require APA format using the APA Publication Manual 7th edition. All documents must be submitted in Word format (.doc or .docx).

APA Formatting & Expectations for Professional Writing: Students will be required to use the APA publication and citation style in the course project papers. Use of APA format in your course & assessments will account for a varied percentage of your total assessment grade.

When you are completing a written assessment, you will be developing a scholarly submission. Scholarly written work should incorporate Universal Intellectual Standards. "Universal intellectual standards are standards which must be applied to thinking whenever one is interested in checking the quality of reasoning about a problem, issue, or situation. To think critically entails havin command of these standards" (Paul & Elder, 2010, para 1). The standards include clarity, accuracy, precision, relevance, depth, breadth, logic, and fairness. When completing written assessments, compare your product against the rubric for the assessment a these intellectual standards. You can learn more about the Universal Intellectual Standards at: http://www.criticalthinking.org/pages/universal-intellectual-standards/527

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Policies & Resources

**Refer to home campus academic policies (e.g., incompletes, academic misconduct); policies listed below are specific to UWM but there is more than likely an equivalent at your home campus.

The Secretary of the University's Syllabus Links website outlines UWM Policies and Resources pertaining to students with disabilities, absences due to religious observation, students called to active military duty, incompletes, discriminatory conduct, Title IX, academic misconduct, complain procedures, grade appeal procedures, LGBT+ resources, and final exam policies.

1. Accommodations: If you need special accommodations in order to meet any of the requirements of this competency set, please contact your Success Coach as soon as possible. University policies about student conduct and rights are applicable to the activities and expectations of this course and interactions involving students and faculty. Know your rights and responsibilities.

    a. Visit The Accessibility Resource Center for additional accommodations https://uwm.edu/arc/
    b. Religious Observances. Accommodations for absences due to religious observance should be noted.
    c. Active Military Duty. for absences due to call-up of reserves to active military duty
    d. Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.
    e. Discriminatory conduct. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.
    f. Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education programs or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community, including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement.
2. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.
    a. Students are expected to demonstrate academic integrity in all course

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activities. Academic integrity requires honesty concerning all aspects of academic work including:

- Correct procedures for citing sources of information, words, and ideas. Academic honesty with no plagiarism. Students should submit an academic honesty statement with each submission – see the Canvas course site for an example.
- Ways to properly credit collaborative work
- Strategies for planning and preparing course work

b. Artificial Intelligence. The use of Artificial Intelligence (AI) is not allowed in this class. AI use to assist in assignment completion in part (e.g., generating ideas, brainstorming, summarizing information) or in whole (e.g., submitting direct text from an AI source) is considered Academic Misconduct as defined by UWS Chapter 14.

c. If you are uncertain if using an online learning support platform or AI appropriately for this class, please discuss this directly with me before submitting coursework. All assignments that use any external source other than you must be credited using a proper citation. Please see the UWM Library resource for citations or talk with me directly for assistance.

d. Please review the student information posted on the UWM website related to academic honesty.
https://uwm.edu/studenthandbook/policies/student-conduct/

e. Students are encouraged to consult with their Advisor and Instructor regarding any questions about appropriate behaviors to maintain academic integrity. Any violation of academic integrity will result in a zero on the assessment and may result in additional sanctions consistent with university policy.

f. Universites of Wisconsin System Chapter UWS 14 Student Academic Disciplinary Procedures promote academic integrity on our campus and hold all students accountable for misconduct violations. Students who are suspected of violating academic misconduct policies are subject to disciplinary action in accordance with Chapter UWS 14 Policy. UW System has subscribed to software called TurnItIn that helps detect instances of plagiarism. Plagiarism will result in a failing grade. Reports of plagiarism are also made to university administration.

g. Examples of academic misconduct include, but are not limited to, cheating on a test, assisting others on an assignment when it was not permitted, utilizing materials without proper citation, utilizing Artificial Intelligence tools such as ChatGPT without authorization or citation, impeding or damaging the work of another student, or assisting another student in violating Chapter 14.

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3. <u>Complaint procedures.</u> Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

4. <u>Grade appeal procedures.</u> A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.

5. <u>LGBT+ resources.</u> Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment.

6. <u>Smoke and Tobacco-Free campus.</u> UWM prohibits smoking and the use of tobacco on all campus property.

7. <u>Final Examinations.</u> Information about the final exam requirement, the final exam date requirement, and make-up examinations.

8. Title <u>IX</u> – is a federal law that prohibits gender-based discrimination, which includes sexual violence and sexual harassment, within colleges and universities. Under Title IX, such acts of violence categorically deny equal access to education.
   a. <u>UWM Policy -</u>In addition to Title IX, members of the UWM community are also protected by UWM policy, which prohibits sexual violence, sexual harassment, dating violence, domestic violence, and stalking. UWM policy applies to all students, employees, affiliated persons, contractors, and visitors.
   b. For more information on Title IX and campus policy, or to file a report of sexual violence and/or sexual harassment to UWM officials, please contact the Title IX office.
   c. <u>Title IX Office:</u> 414.229.7012

9. <u>Mandated Reporting</u>: At UWM, all faculty and course instructors are considered <u>"responsible employees,"</u> and therefore, mandated to report instances of sexual violence and harassment to the Title IX office at UWM. For example, if you disclose to me an experience of sexual violence, in accordance with Title IX and UWM policy, I am required to report the violation, with names, to the Title IX office. Title IX will then contact the named parties.

10. Inclusivity Statement: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to share readings that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you (<u>UWM religious event calendar</u>). Both the instructors and students are responsible for maintaining an environment of respectful discourse and all class dialogue should be

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conducted in a respectful manner. Any acts of hate or bias can be reported here.

 The UWM School of Nursing (SON) values equity and inclusion within our community around age, race, sex, ethnic origin, gender identity/expression, sexual orientation, abilities, body shape/size, economic status, and religion. Diversity makes our culture stronger. In our classrooms we embrace an environment where everyone is treated with dignity and respect, where every voice is recognized, and where every person belongs and thrives.

Specifically:

- We commit to creating an inclusive environment that is a safe space for dialogue that is grounded in our core values of accountability, collaboration, creativity, diversity & inclusion, excellence, human dignity, integrity, and social justice.
- We strive for an educational culture that will undo the harms of colonization so that all students can learn and succeed.
- We envision a future of healthcare leaders and peacebuilders who dismantle systems of oppression and address the dire consequences of health inequities.

We acknowledge in Milwaukee that we are on traditional Potawatomi, Ho-Chunk and Menominee homeland along the southwest shores of Michigami, North America's largest system of freshwater lakes, where the Milwaukee, Menominee and Kinnickinnic rivers meet and the people of Wisconsin's sovereign Anishinaabe, Ho-Chunk, Menominee, Oneida and Mohican nations remain present. [Land acknowledgements for UWM can be found here: https://uwm.edu/eqi/about/land-acknowledgement/]

UWM RESOURCES FOR STUDENTS

1. Support U
   Any student in need, or students that face challenges that are barriers to their education, are encouraged to contact the Dean of Students (dos@uwm.edu) for support. Support U offers wrap-around holistic support for students, including basic needs, accessing the food pantry, emergency funding, case management, and connecting to resources, etc. Support U is run by the Dean of Students Office.
2. Student health and wellness. Also see UWM's Mental Health Resources website
3. Writing Center. Students are encouraged to take advantage of free one-on-one consultations. Additional information can be found on the Canvas Course Site.
   a. Students are encouraged to review CETL's tips on how to be a successful online student
   b. See CETL List of Student Resources and the Dean of Students List of Student Resources
4. Safety. Safety techniques and strategies are described in School of Nursing Student Handbooks for undergraduate and graduate students available to all nursing students by enrolling in the Canvas site here: School of Nursing Policy

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   and Procedures.
5. Policies printed in the Student Handbook, including:
   a. Standards of professional conduct
   b. Student responsibilities in the major
   c. Undergraduate student uniform and dress code policy
   d. Academic requirements for continued progression
   e. Safe professional practice by students in clinical settings
   f. Technology use and electronic media policy
   g. The statement about invasive procedures

On-Campus Confidential Services and Resources: Students who have experienced or are currently experiencing any form of prohibited gender-based violence and/or harassment are encouraged to first seek out confidential support (meaning a person who is not required to report to the Title IX office). If you want to speak to someone confidentially, meaning they do not report to the IX Office, please contact the following campus resources:
UWM's victim/survivor advocate is here to help you understand your options moving forward. 414.229.4585 For more important information regarding action steps and resources, please visit UWM's- Sexual Violence Services. Additional local and national resources.
Greater Milwaukee Services and Resources-Additional support and advocacy resources:
> The Healing Center
   414.219.5555 24-hour crisis hotline
> Sojourner Family Peace Center
   414.276.1911
   414.933.2722 24-hour crisis hotline
> Milwaukee LGBT Community Center
   414-271-2656
National Resources:
> RAINN (Rape, Abuse, and Incest National Network)
   800.656.HOPE (4673) 24-hour crisis hotline
   online.rainn.org   24-hour chat line

The Office of Equity/Diversity Services is a resource for reporting a wide range of concerns.

"I realize reading this syllabus from beginning to end makes the course look daunting! Please know that I am aware of how much I am asking from you. Even so, I believe each and every one of you can succeed in this course, but that will require you to work hard and reach out when you need help.

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Course Information

Course number: NURS 425
Title: Health Assessment
Semester: Spring 2026
Credits: 3

Course Description: This course emphasizes essential nursing skills in the assessment process, introducing health history and physical examination techniques across the lifespan. Students conduct a health appraisal and collect, record, and analyze data. Current models of health, including cultural and developmental variations are examined. This course has no on-campus hands-on lab. To substitute for the lab, you will be expected to view short videos of the assessment skill to be practiced. These short videos are embedded in the online course.

Requisites: This course is open to students enrolled in the BSN @ Home Program

Meeting Time and Location: Virtual Asynchronous

Instructional Modality: Online.

Instructor Contact Info:

Clinical Assistant Professor Dr. Diana Love, PhD, RN Office hours: by request.

Email: Love2@wisc.edu

Contacting Instructor

- I will routinely check email Monday- Friday (8am - 4pm} and sometimes on the weekend.
- You can anticipate a 24-48-hour response time from me, Monday- Friday. If it has been longer than 48 hours and you haven't heard from me please feel free to send me an email.
- I will try to respond to all weekend emails by the end of the day on Monday or earlier. The best way to reach me is by email.

Course Learning Outcomes

1. Use professional communication techniques and differentiate between the history-taking of patients based on cultural or developmental difference.
2. Demonstrate an ability to use interviewing techniques and systematically take and record a health history.
3. Manipulate and use correctly certain instruments required in carrying out a physical examination.
4. Perform a physical examination and begin to differentiate between the wide range of normal and grossly abnormal findings through the physical examination.
5. Record the physical examination findings, including cognitive and emotional status.
6. Recognize normal variance in history and physical findings based on cultural or developmental differences

How Credit Hours are Met by the Course

The average student is expected to invest 45 Hours Per Credit ((45 hours x 1 credit)/9 weeks= 5 hours per week]. One credit is the learning that takes place in at least 45 hours of course activities. For this course, learning includes time lectures, exams, reading, writing, studying, preparation for any of these activities, and any other learning activities

Course Website and Digital Instructional Tools

GUIDE:

- CNP317: Health Assessment (001) FA24 MNF (wisc.edu)
- Canvas is a cloud-based, vendor-hosting learning management system (LMS}. Canvas has been the single centrally supported UW-Madison LMS since 2016
- Canvas is part of the Learn @UW suite of learning technologies. More information about Canvas, updates, events and how to work the Learn@ UW-Madison is the DoIT Academic Technology Website

Required Textbook, Software and Other Course Materials

- Jarvis, C. (2020). Physical examination & health assessment (8th ed.) Elsevier

** Note: If you choose to use another edition, we cannot provide you with the appropriate pages, as new chapters and new content exist in the new edition.

You will need to have access to Word Processing/Text editing software that can save to the Microsoft Word (.doc) format for uploading graded assignments to Canvas. You may also want to have access to Google Docs (https://docs.google.com) or Office365(https://www.office.com) on-line collaborative document editing tools. The desktop version of MS Office can be downloaded by following the "Download the desktop apps" link athttps://it.wisc.edu/services/office-365. Students need to have regular access to a computer with internet capabilities. While some students may view Canvas using smart phones, using a smart phone to submit assignments is discouraged. If something in Canvas is working incorrectly, please let the Course Coordinator know. If unable to correct the problem, students may be asked to contact DoIT so they can explain the problem to the expert support staff.

Homework and Other Assignments

Participation/ Attendance: Participation from all classmates is critical to the success of our class sessions. At the core of this course lies the invitation and challenge for all of us to come together and build a community of reflective and engaged dialogue. Each of us has a responsibility to co-create and sustain an environment where all participants feel safe to bring their authentic selves, enabling participants to:

- Engage respectfully with others.
- Work in an atmosphere of mutual respect and honest inquiry.
- Honor each person's unique background, skill, and wisdom.
- Embrace the fact that we are all a "work in progress". • Problem-solve constructively.

Students are expected to:

- Actively engage in discussions and learning activities in class.
- Share their perspectives and experiences while applying and synthesizing course content (readings, videos, in-class content, etc.)
- Complete and turn in group activity course work following virtual classroom discussions throughout the semester

DISCUSSIONS, ASSIGNMENTS, QUIZZES, PAPERS AND OTHER GRADED WORK

The student will progress through a similar sequence of online components during each of the 14 weekly lessons. The student will be graded on the following assignments:

Class Discussions (30 possible points)

A requirement for this class is to post meaningful responses to the discussion board questions in order to allow for knowledge sharing and engagement with your peers' initial original postings and a reply to at least one peer are required with each discussion assignment. Replies such as "I agree" or "great job" will NOT receive credit. Reponses need to build upon what others contribute, as a face-to-face discussion would. You should reference assigned content and other relevant literature and clinical experience to expand on ideas. The postings must be professional, free of spelling errors, and citations should be noted in APA 7th edition format.

Written Assignments (100 possible points)

- Reflections (6-8 possible points each)
    - Written self-reflection regarding a content specific prompt. 250-word minimum using APA 7th edition format.
- Unfolding Case Studies (10 possible points each)
    - The initial unfolding case studies (a total of 3) will be system specific (10 points each) with a final unfolding scenario which will include multiple systems (20 points) at the end of the semester. These case studies will allow the student an opportunity to apply assessment and critical thinking skills to various patient scenarios. These will be multi-step written assignments.
- Health History Assessments (20 possible points each)
    - The student will complete two client interview assignments: The Health Assessment of the Older Adult and a Problem-Focused Health History. These assignments will be completed via phone or video interview (platform of your choice (FaceTime, Skype, Zoom etc.) with a friend, family member, or colleague (NOT a patient from work). These assignments will include assessing the clients on several parameters and compiling these assessments into a systematic written document using APA 7th edition format.

Quizzes (35 points each-70 possible points)
- There are two online quizzes for this course within the Canvas platform. Both are open book. The quizzes will be open from Monday (0900) to Sunday (2359) of their assigned week. During this availability period, you will be allowed one 5-hour period of your choice in which

to complete the quiz. Choose.carefully.once.you.are.logged.into.the.quiz?.you.must. complete.and.submit.the.entire.quiz.during.that.five_hour.period¡

- The quizzes consist mainly of multiple-choice questions, with some matching and multiselect questions. You may need speakers and headphones for some questions. Although the quizzes are open book, this is an individual.assignment. It is on your honor that you work independently on these quizzes.
    o The midterm quiz covers content from Weeks 1-7. (Open during Week 8)
    o The final quiz covers content from Weeks 8-14. (Open during Week 15)
- It is expected that students complete the quizzes during the designated quiz availability periods as indicated on the course calendar. Students are encouraged to avoid planning vacations or time away during or near the midterm and end of the course that would interfere with taking the quizzes during the scheduled quiz periods. The quizzes are available for 7 days and are open book; in addition, the Internet is available virtually everywhere, allowing for interaction with the course even if you choose to go out of town. If you anticipate a conflict with completing the quiz as scheduled, it is your responsibility to contact the course professor before the scheduled quiz or risk receiving points deducted from your score due to late completion and failure to communicate effectively with the course professor. Contact your professor if you have questions about this policy. *HIPAA rules apply with all assignments- see below for details.

Course Schedule/ Calendar

Assignment	Due Date	Points Available
Introduction Post and Week 1 Post 9/8/24	9/8/24	6
Analysis of Interview and Reflection	9/15/24	10
Week 3 Initial Post	9/18/24	3
Week 3 Response Post	9/22/24	3
Reflection	9/29/24	8
Week 5 Initial Post	10/2/24	3
Week 5 Response Post	10/6/24	3
Reflection	10/13/24	8
Health Assessment of Older Adult	10/20/24	20
QUIZ 1 (opens 10/21-must take by 10/27	10/27/24	35
Problem Focused Health History	11/3/24	20
Unfolding Case Study #1 (Neuro/MSK/ HEENT)	11/10/24	10
Week 11 Initial Post	11/13/24	3
Week 11 Response Post	11/17/24	3
Unfolding Case Study #1 (Neuro/MSK/ HEENT)	11/24/24	10
Week 13 Initial Post	11/27/24	3
Week 13 Response Post	12/1/24	3
Unfolding Case Study #3 (GI/ GU)	12/8/24	10
Unfolding Case Study Final	12/15/24	10
QUIZ 2 (opens 12/9-must take by 12/15)	12/15/24	35

Grading

A total of 200 points may be earned by meeting the course objectives throughout the semester based on the following breakdown:

Graded Assignments	Total Possible Points
Discussions	30
Written Assignments • Reflections • Unfolding Case Study • Health History Assessment	100
Quizzes	70
Total	200

Grade	Percent	Grade	Percent
A	94-100	A	94-100
AB	88-93.99	A-	91-93.99
B	83-87.99	B+	88-90.99
BC	76-81.99	B	82-87.99
C	70-75.99	B-	79-81.99
CD*	68-69.99	C+	76-78.99
D	65-67.99	C	70-75.99
F	<65	C-	69-69.99
		D+	68-68.99
*UW-Madison does not use a grade of CD. Grades 65-69.99 are recorded as D.		D	66-67.99
		D-	65-65.99
		F	<65

Students must earn a grade of C {2.0) or higher in each required nursing {N#) course, including didactic/theory and clinical courses. Any student who earns a grade below C or does not receive credit for a clinical course must repeat the course and earn a C or higher (or CR in a clinical course)

in order to progress in the program in accordance with subsequent course prerequisites. Final course grades are not.rounded per School of Nursing policy.

HOW TO SUCCEED IN THIS COURSE

 As noted above, plan to spend approximately 9 hours a week on this course. This includes assigned readings and content as well as completing the weekly assignments. Some of the written work will include obtaining a health history over the phone (or internet) from a volunteer of your choosing. Planning ahead for these assignments is necessary. The unfolding case studies are multi-step assignments- you will complete each step of the assignment in a specific order. This means you will not have access to the entire assignment prior to the start of the first section. Please plan accordingly. It is important for you to study for the quizzes. Many believe an open-book quiz will be easy, and do not adequately prepare. It is best for you to study as though your book is not available to you in order to be the most successful on this portion of the course.

Evaluating and Grading Criteria (Late Work Policy): The course calendar posted in Canvas contains critical dates for administration of the course and major due dates for assignments. All assignments are to be uploaded to Canvas. Assignments are due on the dates specified in the calendar and posted in Canvas. Five percent (5%) of the assignment score is deducted every 24 hours for late submissions that were not prearranged. For example, if your assignment is due by 23:59 and you submit it at 00:01, it is considered late and 5% will be deducted. Under extenuating circumstances, students may request an extension by the faculty of record for the assignment; however, students must contact the faculty of record at least 24 hours prior to the due date. All makeup or late work must be completed within one week of the original due date unless other arrangements have been made in advance with the course professor.

Academic Integrity/Plagiarism: All work must be original. Any material submitted for a grade that violates the university academic integrity policy (see below) will be returned ungraded. Any student's whose work is returned under this stipulation will be given an opportunity to resubmit for a reduced grade {-15% for each resubmission). A letter documenting the misconduct may be submitted to the student's academic file, at the instructors' discretion.

Academic Calendar

View the full academic calendar in addition to information about religious and election day observances. Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to religious observances.

Establishment of the academic calendar for the University of Wisconsin-Madison falls within the authority of the faculty as set forth in Faculty Policies and Procedures. Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. Find additional dates and deadlines for students on the Office of the Registrar website.

BSN Attendance Policy

The School of Nursing expects that students recognize they have entered a profession in which their commitment to full participation in the learning environment is an essential component of what will

become a style of life-long learning. Regular class attendance is a student obligation and students are responsible for all the work of all educational activities. Students will not be excused from required coursework for personal/family events, work obligations, or because of non-compliance with School of Nursing or clinical agency health and onboarding requirements. In extraordinary circumstances, an absence may be granted at the discretion of the course instructor. This might include an absence due to personal crisis, military or civic obligation, authorized university activity, religious observances, McBurney accommodations, or health concerns that affect the student's ability to safely care for patients. In most cases, students will be required to provide documentation regarding the absence. The UW-Madison Academic Calendar is available five years in advance and students should plan accordingly.

Didactic Course Attendance

In most didactic courses, attendance and/or participation are factored into the grading process. Absences may place students in jeopardy of not meeting course learning outcomes and thus successfully completing the course. If this occurs, the instructor will consult with the Undergraduate Program Director and/or the Assistant Dean for Academic Affairs to determine the appropriate course of action, which may include being removed (i.e., administratively dropped) from the course. Students should review each course syllabus for specific policies related to absences in that course and make-up experiences, if applicable.

Exam Attendance

Students will be made aware of scheduled exam dates and times on the first day of classes via the course schedule/syllabus. Students are expected to attend all exams, as scheduled by the instructor. In extraordinary circumstances, make-up exam times may be offered, and points may be reduced as a result.

Experiential Learning Attendance

It is the expectation that students attend all Experiential Learning activities as clinical learning is essential to the completion of the nursing program. If a student must miss an Experiential Learning session due to an extraordinary circumstance, a makeup experience may be provided/required (see guidelines below). The instructor/Course Coordinator will consult with the Undergraduate Program Director and/or the Assistant Dean for Academic Affairs in situations where absence is placing the student's success in the course at risk. Students should review each course syllabus for specific policies related to absences in that course and make-up experiences/hours, if applicable.

Clinical Hour Completion Within the Term/Rotation

Experiential learning/clinical work required for School of Nursing courses must be completed during the term or session of enrollment, as defined by the Registrar's Office. The academic term does not include the university's scheduled finals week. However, the finals week may be used for required make-up sessions.

When clinical courses are broken down into shorter rotations within a term, clinical work and clinical hours must be completed between these rotation dates. Students may not carry over clinical hours between courses.

Experiential Learning Makeup Guidelines

The instructor, in consultation with the Course Coordinator, will determine if an absence will be made up and the nature of the makeup experience. The decision as to whether the student will make up the experience/hours will be based on the student's progress in meeting course learning outcomes. Following are potential options for makeup experiences, though instructors/Coordinators may develop a plan that maximizes the educational experience and success of the student:

- Additional sessions/hours in the Experiential Learning setting (i.e., on-site) with the instructor or preceptor,
- Lab or simulation experiences within the school's Center for Technology-Enhanced Nursing (CTEN),
- Participation in regularly scheduled open lab sessions.

Accommodations for Students with Disabilities Statement

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) and UW-Madison policy (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Disability Resource Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Academic Integrity

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary sanctions include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension or expulsion.

HIPAA

De-Identified Information: Avoid sharing any of the 18 identifiers in presentations with health information, conversations, or visible computer screens. This applies everywhere, including home, school, or clinical sites.

Safeguarding PHI: To protect PHI from accidental disclosure:

- keep all physical documents containing PHI locked in locked drawers or locked file cabinets

- if you print copies of documents with PHI, remove them immediately from any shared printer
- never send emails containing PHI outside of the wisc.edu email system
- only use your official wisc.edu email for emails containing PHI
- only store PHI on a secure UW-Madison server and not on a portable device such as a laptop.
- If you must store PHI on a UW-Madison issued or approved laptop, you must first have permission to store PHI on the laptop from your supervisor/instructor and your laptop must be encrypted. You can also work with the School of Nursing Privacy Coordinator to encrypt your laptop.

HIPAA/PHI in Course Assignments: When posting assignments involving clinical experiences, remember that HIPAA protects all identifiable information, regardless of format. Follow the School of Nursing's privacy policies, which are covered in training and reinforced in courses. Violations may result in disciplinary action.

Nursing students are informed of the requirements of HIPAA/HITECH through required training when admitted to the nursing program. Reminders of these requirements occur at the course level. Students are expected to know and abide by UW-Madison's and the School of Nursing's privacy policies. Students who violate these privacy policies may be subject to disciplinary action as detailed in the School of Nursing's Student HIPAA Concern/Violation Policy and Procedures (https://students.nursing.wisc.edu/policies-forms/hipaa/), the UW-Madison Privacy and Security Rule Policies and Procedures (https://compliance.wisc.edu/hipaa/). and/or the UWS Chapter 14 Student Academic Disciplinary Procedures (https://conduct.students.wisc.edu/academic-integrity/student-resources/).

Students with questions or concerns about HIPAA or UW-Madison's privacy policies should contact the course professor, the School of Nursing's HIPAA Privacy Coordinator (https://compliance.wisc.edu/hipaa/coordinators/), or the UW-Madison Privacy Officer (https://compliance.wisc.edu/hipaa/coordinators/).

Artificial Intelligence (AI) Statements for Course Syllabi

Generative AI has arrived and is a rapidly evolving tool that is being used worldwide. In this course, you are welcome to use artificial intelligence (AI) tools and applications (such as Copilot, DALL-E, ChatGPT, etc.) as they support the learning objectives of this course. Microsoft Copilot is an AI tool available to all UW-Madison students that offers commercial data protection. Never enter sensitive or restricted data into any AI model chatbot.

https:/ /it.wisc.edu/microsoft-copilot/

Be aware that you are responsible for the information you submit that is based on an AI query. Just like a more traditional source, you must document/cite uses of AI sources and ensure that AI generated results do not contain misinformation or unethical content. The use of AI does not mean you can simply "cut and paste" results; it does mean that you may be able use AI as a tool to find additional sources

The APA has not released official guidelines on citing generative AI. If AI is used to find additional sources, the final sources used should be cited. If AI is used as a source, it receives its own citation. In this class, we will follow the following format for citations/documentation.

In-text citation example:

(Microsoft Copilot, Aug 28, 2024a)

Note: For multiple citations on the same day, note with a letter. As with other citations, your in-text citation must be tied to a reference citation.

Reference section example:

Microsoft Copilot. August 28, 2024a. Query: List.the.exact.query question.you.asked.the.AI.chatbot¡

Success Plan & Learning Contract Policy (SP/LC)

A Success Plan and Learning Contract (SP/LC)will be initiated when a student is not meeting course expectations in the areas of professionalism, safety, and/or competency.

Expectation Clarification	Clinical Instructor meets with the student to review circumstances and course expectations.
	• This will be reflected on the student's weekly clinical feedback.
1st SP/LC	Clinical Instructor initiates a Success Plan with the student following the outlined instructions.
	• Student will meet with Instructor and Academic Affairs within 1 week.
2nd SP/LC	Clinical Instructor initiates a Success Plan with the student following the outlined instructions.
	• Student will meet with Instructor, Clinical Coordinator, and Academic Affairs within 1 week.
	• Student will complete a 3-page reflective journal regarding the events that occurred, and the knowledge gained about how meeting EACH course learning outcome will impact their future behavior, with a focus on professionalism. Due date to be decided at the SP/LC meeting. Submission to Canvas.
3rd SP/LC	Clinical Instructor initiates a Success Plan with the student following the outlined instructions.
	• Student will meet with Instructor, Undergraduate Clinical Coordinator and/or Program Coordinator/Director, and Academic Affairs within 1 week.

	• If expectations of the 3rd SP/LC are not met, the student did not meet the learning outcomes and will not receive credit for this course.

There may be instances where an incident may occur that could result in the student being unsuccessful in the course regardless of the Success Plan and Learning Contract Policy. These will be reviewed by the teaching team.

Resources to Support Student Success:

https://students.nursing.wise.edu/ career-advising/nursing-learning-center/

If a student is not meeting the course learning outcomes by Week 5 and/or Week 9 of the semester, a Success Plan & Learning Contract (SP/LC) will be developed by the course instructor in coordination with the student and a representative from Academic Affairs.

School of Nursing Professionalism Standards and Behavior Code

All School of Nursing (SoN} faculty, staff and students are expected to adhere to the highest standards of professional behaviors and ethics. Honesty, integrity, and ethical conduct are central to the practice of professional nursing. Students should conduct themselves according to the standards expected of members of the professional community to which they aspire. The Professional Standards and Behavior Code for Nursing Students applies to students whether on campus, in practicums, or in their personal life, as behaviors can significantly impact the School of Nursing program. Therefore, unprofessional behavior towards faculty, staff, teaching assistants, peers, clinical partners, patients, family members or other professionals and the public are significant issues in the evaluation and progression of students enrolled in the UW- Madison School of Nursing program.

Inappropriate behavior may be grounds for failure to progress, dismissal, and/or denial of the degree in nursing.

Separate and apart from a violation of the Professional Standards and Behavior Code, students may also face University disciplinary action, as noted above, with regard to the same action.

The Professional Standards and Behavior Code can be found here: https://students.nursing.wisc.edu/wp content/uploads/sites/222/2020/09/Professional-Standards-and-Behavior-Code-8.20.2020-l.pdf

Students' Rules, Rights & Responsibilities

View more information about student rules, rights and responsibilities such as student privacy rights, sharing of academic record information, academic integrity and grievances.

Course Evaluations

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evaluation tool to collect feedback from students. Students typically receive notifications two weeks prior to the end of the semester requesting that they complete course evaluations. Student participation is an integral component of course development, and confidential feedback is important. UW-Madison strongly encourages student participation in course evaluations.

Embedded Mental Health Services in the SoN and UHS/MHS service

Students may experience stressors that can impact both their academic experience and personal well-being. This may include adjustment distress, mental health impacts, substance use concerns, sexual/relationship violence, family/social issues, campus climate issues, financial stress, among others.

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Ross is located in Academic Affairs and is available in the SoN on Tuesdays, Wednesdays, and Fridays. Feel free to reach out to him by email with any questions: rrbeattie@wisc.edu

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Teaching & Learning Data Transparency

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used for teaching and learning, including those that support data empowered educational practices and proctoring. View more information about teaching and learning data transparency at UW-Madison.

Course Information

Course number: NURS 426
Title: Interdisciplinary Care of Children with Special Healthcare Needs
Semester: Spring 2026
Credits: 3

Course Designations and Attributes : Grad 50%- Counts toward 50% graduate coursework requirement

Course Description: Interdisciplinary team care of children with special health care needs across the trajectory of illness presented within the context of family, culture, social determinants of health, community, and healthcare policy. Students will be introduced to the interdisciplinary, collaborative, family-centered team care.

Requisites: Graduate/professional standing

Instructional Modality: Online

Course Learning Outcomes
1. Describe the interdisciplinary team approach to the care of the child with a chronic illness from the perspective of a child with a chronic illness and their family, community care providers, and each of the disciplines involved, including the student's own.
2. Demonstrate an understanding of issues relating to larger social and cultural context for the care of children with chronic illness.
3. Identify and assess healthcare delivery systems and financing for children with chronic illness.
4. Describe ways to advocate for pediatric patients with chronic disease and their families at an individual level and a policy level.

How Credit Hours are Met by the Course
This course will meet the credits requirement by spending a total of 135 hours on learning activities over the semester (approximately 9 hours per week). These include reading and reviewing module materials, participating in discussion boards with peers, preparing projects, and taking exams, as further described in the syllabus.

Learning Activity	Hrs per Wk	Weeks	Total
Prep reading, videos, lectures, and other media	5	15	75
Weekly Discussion Board/Reflection	2	15	30
Presentations & Peer Review	2	15	30
		Grand Total	135

Regular and Substantive Student-Instructor Interaction

For this course, a credit hour is defined as the learning that takes place in at least 45 hours of learning activities, which includes time in lectures or class meetings, in- person or online, laboratories, examinations, presentations, tutorials, preparation, reading, studying, hands-on experiences, and other learning activities; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study.

In all cases, learning in for credit courses is guided by a qualified instructor and includes regular and substantive student-instructor interaction.

Course Overview

How to Succeed in This Course
- Practice intellectual curiosity in all settings.
- Adhere to the professional and ethical standards of the healthcare professions.
- Take satisfaction in your accomplishments.
- Authentically engaging in assigned course discussions and content.
- Timely submission of completed work. Note assignment expectations.

Workload Expectations

Since this is an online course, the time traditionally spent weekly in the classroom must now be spent on-line in a self-directed learning environment and completing the assigned readings and guided activities. This course, while asynchronous (we are not necessarily all on- line at the same time), does move week-to-week as a cohort so students will need to participate actively each week of the session to be successful. There is an expectation that module activities will be completed during the time frame designated for the module.

Course Communication

All communication for this course will take place on the Announcements page on the course website. Please check this page frequently for information from the professor and news about the course. You can set the Canvas course, so you are notified when new Announcement.items.are posted. On the course "Homeƒ.page?.click on ƒView.Course.Notificationsƒ¡.From there, you can adjust our notifications for all course activities (announcements, discussion boards, grades, etc.). You are responsible for checking the Announcements.area.frequently and for staying up to date on course communications.

Note¿.Students.who.wish.to.communicate.privately.about.an.individual.issue.should.do.so.using. private.communication.means.(email?.telephone?.appointment).rather.than.the.course.discussion. format¡

Course Website and Digital Instructional Tools
- The Canvas course management system is a REQUIRED component in conducting the course. All students are expected to regularly use and monitor the Canvas site to participate in class activities. Unless otherwise noted, all course assignments will be submitted via

- Canvas. You must use Canvas regularly to keep up with the announcements and to complete the assigned activities. For more information on how to use Canvas visit the Canvas Student Guide.
- Course site: https://canvas.wisc.edu/courses/420879
- This course also uses PPT and potentially Zoom and Loom or another presentation recording platform.
- Students will be expected to participate regularly in online discussion forums and record narrated presentations throughout the semester.

Required Textbook, Software and Other Course Materials
- There is no required textbook.
- All required readings and media are available on the course web site.
- Additional technology in this course is reviewed here.

Assignments

Overview
- All graded course work is to be submitted via Canvas unless otherwise indicated. All submissions must contain correct spelling and grammar. All references are to be cited and referenced according to APA 7th edition criteria (see Canvas for details and resources). All work must be original. Any material suspected of plagiarism will be returned ungraded. Any student whose work is returned under this stipulation will be given an opportunity to resubmit for a reduced grade (-15% for each resubmission). A letter documenting the plagiarism may be submitted to the student's academic file, at the instructors' discretion.
- Requests for an extension or make-up must be pre-arranged with course faculty, prior to the assignment due date/time. If you do not request an extension or make - up before an assignment is due, you forfeit the opportunity of an extension/make up. Extensions or make- up assignments are at the discretion of the course faculty and may be in a different format than the original assignment, while covering the same material.
- Late work that has not been pre- arranged will be subject to a penalty of 5% of the total points for each 24 hours it is late. All makeup or late work must be completed within one week of the original due date unless other arrangements have been made in advance with the course instructors. Any work submitted more than a week after the due date will receive a 0.

Brief Assignment Descriptions

Online Discussion Boards and Reflections
- You will be asked to participate in an online discussion board nearly every week (see course schedule on Canvas for details). This is an opportunity for you to engage actively in the course materials with your peers to learn more deeply and build community. To facilitate meaningful discussion, the class will be divided into smaller discussion groups by the course professor. The course professor will be checking the discussions regularly but will post only periodically in response to individual posts or to main themes.
- Students are expected to make valid contributions to the on-line group discussions by making comments that reflect the readings and serious thought about the content of each

module and to pose questions that will stimulate, challenge, and encourage others to respond. All postings must be respectful of student and faculty colleagues and must reflect professionalism and appropriate communication for a public forum. Details about expectations in the discussion boards, weekly prompts, and grading are available on Canvas.

- On occasion, a personal reflection paper on module content will be required in lieu of a discussion board. More information, grading rubrics, and due dates are available on Canvas.

Presentations

- You will be preparing 2 presentations throughout the course. They both will be on the same pediatric chronic health condition and cover various aspects of the condition roughly following the organization of the course. Successful presentations will demonstrate extensive use of readings from class and from the scientific literature on the topic. You will also be participating in peer reviews of presentations twice throughout the semester. Further information, grading rubrics, and due dates are available in detail on Canvas.

Course Schedule
The course consists of 8 modules, each 2 weeks long. Please see Course Schedule in Canvas for specific dates.

I.	Introduction to the Course
	• Introductions and expectations
	• Introduction to the child with special health care needs
11.	The Child with a Special Health Care Need (CSHCN)
	• Chronic conditions' effect on child development
	• Life Course Model and health disparities
111.	CSHCN and their Family
	• Impact on family
	• Family response to diagnosis; family management styles
	• Strategies to promote adjustment
IV.	The Healthcare Team and CSHCN
	• Team roles & dynamics
	• Patient- & family- centered care
	• Medical Home
V.	Community - Based Care of CSHCN
	• Family-centered, community - based system of services for CSHCN
	• Schools' role in care and integration
	• Pediatric palliative care
	• Transition
VI.	Social Determinants of Health, Health Inequity, and CSHCN
	• Culturally congruent care
	• Social determinants of health
	• Health inequities

VII.	Healthcare Delivery Systems and Financing for CSHCN
•	Financing of services
•	Service delivery and systems of care for CSHCN
•	Access issues

VIII.	Policy and Advocacy for CSHCN
•	National agendas for the care and education of CSHCN
•	Public health/emerging issues
•	Advocacy

Grading

Students from several UW campuses take this course. UWMadison and UWGreen 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.

UW-Madison and UW - GB	
Grade	Percent
A	94-100
AB	88-93.99
B	82-87.99
BC	76-81.99
C	70- 75.99
D	65-69.99
F	<65

UW-O, UW-EC, UWM, UW-SP	
Grade	Percent
A	94-100
A-	91-93.99
B+	88-90.99
B	82-87.99
B-	79-81.99
C+	76- 78.99
C	70- 75.99
D	65-69.99
F	<65

Note¿.UW.Madison.School.of.Nursing.policy.is.to.not.round.or.curve.final.grades¡

Graded Course Components

Activity	Percentage
Discussion Boards & Reflections	40%
Presentations & Reviews	60%

Academic Policies and Statements

Academic Calendar
View the full academic calendar in addition to information about religious and election day observances. Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to religious observances.
Establishment of the academic calendar for the University of Wisconsin-Madison falls within the authority of the faculty as set forth in Faculty Policies and Procedures. Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. Find additional dates and deadlines for students on the Office of the Registrar website.

Accommodations for Students with Disabilities Statement
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Artificial Intelligence (AI) Statements for Course Syllabi
As the assignments in this course are often reflective in nature or otherwise encouraging deeper application and evaluation of your understanding of the course content and materials, the use of artificial intelligence (AI) tools and applications (including , but not limited to, Copilot, DALL-E, and others) for course assignments does not support the learning objectives of this course and is prohibited. Using them in any way for this course is a violation of the course's expectations and will be addressed through UW-Madison's academic misconduct policy, specifically UWS 14.03(1)b (b) Uses unauthorized materials or fabricated data in any academic exercise.

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Course Information

Course number: NURS 427
Title: Mental Health Nursing Across the Care Continuum
Semester: Spring 2026
Credits: 3

Course Description & Objectives

Catalog Description: This course focuses on nursing care of individuals, groups, and families experiencing acute and chronic mental health conditions across the lifespan and the continuum of care.

Course Description: This course is designed to expand the knowledge and skills necessary for providing professional nursing care to individuals, groups, and families affected by mental illness in any setting. Particular attention is focused on complex health conditions and development of clinical reasoning to support competent nursing practice.

Student Course Learning Outcomes

Course Competencies: Upon completion of this course, the student should be able to:
1. Demonstrate recognition of signs and symptoms for select mental illnesses.
2. Analyze opportunities and barriers including stigma to mental health assessment and intervention in varied clinical settings.
3. Identify evidence-based interventions for acute, maintenance, and recovery phases of mental illness.
4. Articulate the impact of social, cultural, political, ethical, and environmental determinants on individual mental health.
5. Demonstrate critical thinking and the nursing process to support holistic care to clients and families experiencing mental illness.

This 3-credit course teaches how to utilize computers and information/decision science to support quality and safety in health care. It explores informatics issues and examines nursing's role in healthcare technology, and it provides opportunities to use and master various healthcare technologies and health care.

Program Outcomes, AACN Baccalaureate Essentials and Course Competencies

UWM College of Nursing RN-BS-Nursing Program Outcomes At.the.conclusion.of.this.program?.the.graduate.will¿
I-Patient-Centered Care- Provide holistic care that recognizes patients' preferences, values, and needs and respects patients as full partners in providing compassionate, coordinated, age and culturally-appropriate, safe and effective care.
2-Professionalism- Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.

3-Leadership- Influence the behavior of individuals or groups of individuals within the environment in a way that will facilitate the establishment and acquisition/achievement of shared goals.
4-Systems-based Practice- Demonstrate an awareness of and responsiveness to the larger context of the health care system and demonstrate the ability to effectively call on microsystem resources to provide care that is of optimal quality and value.
5-lnformatics and Technology- Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
6-Communication- Interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.
7-Teamwork and Collaboration- Function within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning, and development.
IS-Safety- Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
19-Quality Improvement- Use data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
10-Evidence-based Practice- Identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions.

AACN.Baccalaureate.Essentials.(AACN?.866 **4** }¿
Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice- A solid base in liberal education provides the cornerstone for the practice and education of nurses.
Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety- Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.
Essential Ill: Scholarship for Evidence Based Practice- Professional nursing practice is grounded in the translation of current evidence into one's practice.
Essential IV: Information Management and Application of Patient Care Technology- Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
Essential V: Health Care Policy, Finance, and Regulatory Environments-Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes- Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.
Essential VII: Clinical Prevention and Population Health- Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
Essential VIII: Professionalism and Professional Values- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing
Essential IX: Baccalaureate Generalist Nursing Practice

Course format: Online through Canvas

Course Learning Format and Interaction: Students.will.learn.through.online.activities.provided. within.Canvas.in.online.discussions.with.peers?.papers?.and.projects¡

Prerequisites: Admission to RN to BSN Completion Program, permission as a special student, and/ or requisite for the major.

Investment of Time:
Students should expect to invest at least 144 hours of work in a culmination of theory, practice, and prior experiences that relate to the learning activities such as increasing knowledge and preparing for assessments by reading and integrating course content and exploring resources for use in their projects and their assessments. This would mean that across the duration of the term, students would invest a minimum of 144 hours on the work needed to create and demonstrate competency in the course. See.the.credit.hour.equivalency.document.posted.in.Canvas.for.this.course¡

Significant Course Due dates: Start and end dates of the modules and module activities are posted in the 453 Course Calendar. Note¿.Follow the due dates closely for papers and discussion posts, especially if you're in the seven-week course.

Important UWM Dates: Visit this link for important dates and deadlines
https://uwm.edu/finances/dates-and deadlines/ (Refer to your Home Campus for important dates and deadlines)

Course Materials
- Required Readings (Texts & Costs) Morgan, K. I. and Townsend, M.C. (2021). Psychiatric-mental health nursing: Concepts of care in evidence-based practice, 10th ed. Davis. ISBN-13: 978-0803699670
- Redfield Jamison, K. (1997} An unquiet mind: A memoir of moods and madness. Vintage Books. ISBN-13: 978- 0679763307

- Recommended Readings: American Psychological Association (867❺)¡.Publication.manual. of.the.American Psychological.Association.(7th ed.). Washington, DC. ISBN: 978-1-4338-3216-1
- Additional Resources: Additional learning resources are provided to students through the Canvas course site. Please see individual modules for additional required readings, including articles and Internet links.

Technology Requirements: Students are required to use an electronic device that allows access to the Canvas Course site, UWM library, and other resources as requested in the course. Students will also need internet access, whether landline or Wi-Fi, to complete the course successfully. For any technology assistance, please reach out to UWM Help Desk: (414) 229-4040, help@uwm.edu. GetTechHelp.uwm.edu

Course Interactions: Expectations described include how students will interact with their instructor, each other, and course content.
1. Instructor
   a. The student is expected to identify and discuss potential academic concerns with the faculty so appropriate counseling or intervention can be implemented.
   b. Any student who is experiencing difficulty is advised to contact the faculty early in the semester.
   c. Any student with accommodation or other information from ARC will share this with the instructor, ideally on the first day of class or as soon as possible. This is the student's responsibility.
2. Each other
   a. Students are expected to respect the opinions of others and to offer thoughtful constructive feedback as needed.
   b. Students are expected to communicate respectfully with faculty and peers.
   c. Students are expected to demonstrate appropriate teamwork behaviors:
   d. Actively contribute to the work of the team
   e. Demonstrate respect for all team members
   f. Promote active participation from all group members
   g. Listen attentively and give thoughtful feedback
   h. Provide assistance or encouragement to team members
   i. Ask questions and seek assistance as needed from team members and/or instructor
3. Course Content
   a. Students are expected to orient self to the Canvas Course site.
   b. Read and review each module including outcomes, overview, learning resources, commentary, discussions, assignments, and rubrics.
   c. Students are expected to demonstrate initiative and self-direction and to be active in the process of learning and self-appraisal.
   d. All students are expected to check their UWM email and the course Canvas site often (three times weekly at minimum).
   e. Students are expected to review instructor and peer feedback on assignments to aid in further growth, development, and success.

f. Students are expected to access appropriate course materials.

Course Organization Course Structure
The course is organized into seven discussion modules (Module 3 is the unfolding case study).

Module Activities are on the Canvas Course Site
Each module spans a two-week period and includes the following:
- Learning resources
- Assignments (discussion or individual assignment)

Discussions typically require an initial post and a return comment to at least two peers.
For individual assignments, students prepare and submit papers to the instructor for grading; these assignments are not read by other students.

Grading
Please carefully review individual course assignment descriptions and the associated grading rubrics.

Grade Components
Your course grade will be based on the following required assignments, which are dispersed throughout the course. Refer to the 490 Course Calendar for due dates:

Component	Due Dates	% Grade
Professionalism and Engagement Weekly on-line discussions-6 thread posts and 2 minimum reply posts for each module.	Introduction and Module 1 post-see prompt and two response greetings. Bi-Weekly Discussion Modules X 6 modules. Discussion Thread post to be completed in first week of module- 1st thread due 9/9 @2359. 2 replies minimum to be completed by end of module: 09/16@ 2359. Modules end Mondays at 2359- see schedule.	6 %- each module 36% total
Unfolding Case Study run through discussion groups.	10/1- 10/14 Assessment/Intervention (Thread post due 10/7in Discussion) &	12 %

	Secondary Assessment/Intervention and Individual Evaluation including Group Reflection in Dropbox due 10/14	
Mental Health Book Review !Topic: Improving Mental Health for the Patient by increasing our empathy and inside knowledge Demonstrating self-awareness(a crucial part of being Therapeutic) as reflection to this text	Due Friday October 04 @2359	18%
Mental Health Issues in Nursing Care Paper !Topic: Mental Health Nursing Care in Non- Psychiatric or Psychiatric Settings: Opportunities and Barriers	Due Friday November 8 @2359	24%
Final Written Reflection !Topic: Describe the most important and/or applicable topics in he course and demonstrate self-awareness through reflection	Due Wednesday Dec. 12 @ 2359.	10%
NOTE: There are no exams in this course.	100	!Total: 100%

NOTE: ALL assignments (discussion posts and papers) must be completed on time and uploaded to the Canvas course site. *There are no exams in this course.

Grade Scale
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.
The grading scale used for final letter grade in BSN@Home courses is based on the grading scale of the campus through which you are enrolled.

For this course: The minimum passing score for this course is 79, or a grade of C.

Grade	Percent	Grade	Percent
A	95-100	A	95-100
B	91-94	A-	93-94
B	87-90	B+	91-92
BC	83-86	B	87-90

C	79-82	B-	85-86
CD*	75-78	C+	83-84
D	72-74	C	79-82
F	<72	C-	77-78
		D+	75-76
		D	72-74
		D-	70-71

Please contact your course instructor if you have questions.

Attendance Policies: Course attendance is noted through weekly online discussion and other course assignments like papers.

Assignment Policies on Makeup or Late work: All assignments in Canvas have a due date and time listed. The Due Time for all assignments listed in the course is 2359 (11:59pm). Late assignments will result in a 5% deduction of the assignment grade for each day the assignment is late (e.g., reduction of 5% of total points possible from total points achieved on assignments. An assignment worth 20 points would receive a 1-point reduction if 1 day late, 2 points if 2 days late, and so on with 5 days late would be a 5-point reduction. Late assignments will not be accepted 5 days after the due date without prior approval from the instructor. The instructor reserves the right to implement more stringent expectations. Students with personal or medical emergencies should contact their instructor as soon as possible. Late policies may be adjusted with appropriate documentation.

Calendar of Assignments: Course Calendar includes start and end dates of the modules and module activities. Students can locate the calendar in the Canvas course site.

COURSE EXPECTATIONS
- Students are expected to demonstrate initiative and self-direction and to be active in the process of self appraisal.
- The student is expected to identify and discuss academic problems with the Professor so appropriate counseling or intervention can be implemented.
- Any student who is repeating this course or any student who is experiencing difficulty is advised to meet with the professor early in the semester.
- All students are expected to check their UWM email and the course Canvas site daily.

Assignments

Discussions - Module Discussions Module Discussions {36% of final grade) Purpose
The purpose of the discussions is to allow you to demonstrate your understanding of important concepts in the readings, PowerPoints, and other assigned materials, and to apply them to your practice. Participation in the discussions is essential to your learning and to your success in

this course, and the failure to submit the discussion posts for a module can result in a score of zero for that discussion.

Though writing for the discussions is less formal than writing a scholarly paper, you are required to use full sentences and correct grammar, spelling, and punctuation, and to cite references within your response posts for any material that is not your original thought. If you are quoting or paraphrasing from a required reading (or any other source), cite the source within your response using APA format (in-text citations per APA manual). You must also include the complete reference citation at the end of your post.

Some students find it helpful to consider discussion posts as "short essay" assignments rather than conversational discussions. This idea is especially true for the initial post as you will write the post offline and paste it into the discussion module. Response posts also require attention to scholarly writing, but it is still appropriate to address your response post conversationally to the student's thread to which you are responding.

Instructions
You must post at least three times per module: at least once for the initial post and at least twice for the response posts. Initial posts are "post first" before you will be granted access to the entire class discussion threads. Respond to one classmate's post of your choice.

In the 14-week offerings, modules are two weeks in length. Thus, typically, initial posts are due at the end of the first week in the module and response posts are due at the end of the second week of the module.

Please check the 448 Course Calendar before each module starts for variations.

You will notice course due dates for discussion modules within the calendar only indicate the final due date for the response posts for each module. Canvas does not allow for due dates in the calendar for the initial post. Be advised that the initial post due date is strictly followed, as indicated above.

It is highly recommended that you post your INITIAL discussion post as early as possible in the module and that you post your reply responses promptly, to promote the quality of discussion. Remember, your classmates are counting on you to have someone to respond to. Please check the discussion forum frequently to see if your peers have questions for you, and if they do, respond to them. Peer response posts are not required to follow substantive posting guidelines (which include references). See the description of substantive posting below.

All discussion posts from each module are required to be submitted to this course. Course objectives are tied to the discussion posts, which means that missing module posts equates with not meeting course competency objectives. Failure to submit the discussion posts for a module can result in a score of zero for that discussion.

If you are unable to complete the posts for any module on time, contact your professor as soon as possible explaining your extenuating circumstances. You can potentially earn half the weekly grading points for discussions by submitting your initial discussion post response to your professor via email. Communication with your professor is essential when you encounter challenges with assignment due dates. Submission of late response posts is not possible for this course because the discussion modules close for participation on the due date for each module.

You can choose to work ahead on your papers due in the course. It is helpful to incorporate both learned knowledge on mental health nursing and instructor feedback however, so working too far ahead may require later additions/edits. Grading will occur at the end of each module according to the 448 Course Calendar.

Discussion questions are posted for each module. You will be asked to respond to two questions relating to the module content. Your thread must specify the question to which you are responding. Note that the instructions for each discussion will give you a key phrase to use in the subject line, to identify the question to which you are responding.

Use the threads to discuss each of the topics (questions) with each other for the response posts - not just to answer a question, especially if another student has already begun the discussion of the answer. Build on each other's ideas and discuss the topic. Using this approach will result in a more interesting and thorough discussion of topics in each module.

*Substantive discussion posts follow word count guidelines and use of references.
- Two different reference sources are ideally used per post for six total per module. inclusive of the initial and responses. You may use the required reading resource for either question and/or both discussion questions.
- For each reference, first, cite it within the post (as an in-text citation) and then provide the full reference in APA format at the end of the discussion response.
- You are encouraged to search for other resources that provide scholarly evidence for your topic as you include evidence in both initial and response discussion posts. The recommended resources for each module are just a few examples of evidence that complements the topics for each module.

Many students and writers use the following guidelines when composing a discussion response or a short essay response: Answer the question posed initially, followed by paraphrasing a resource (provide in-text citation), followed by further discussion of the answer and/or adding to the topic with your opinion. This process allows for scholarly responses to all discussion posts, strengthening the quality of your posts.

- Step 1. Post the initial response, fully addressing the discussion items/questions provided for each module. You must respond to two bullet point topics for each module. Some modules will offer a choice to pick two from a list of three discussion topics. Follow guidelines for *substantive discussion responses (above).

- Minimum length for an initial post will be 300 words (total). The response posts each to be 100 words (total).
- Remember that you need to provide support (referenced source material) for all your posts (both initial and response posts) from the assigned, additional readings or other located resources.
- Cite all resources both as in-text citation within the post and provide a full reference citation at the end of your responses.
- Step 2. Respond to at least two other student's initial post.
- Response posts should minimally be 100 words and must add to the discussion (i.e., not simply state things like "I agree," or "Great post").
- Provide additional information from the readings or other resources, citing the resources appropriately.
- Add your experiences with the topic, to promote discussion as applicable to the topic or main ideas you are responding to.
- You may also choose to respond separately to peers' personal questions in your thread, but this response does not count as a reply post. Continuing response dialog is encouraged to enhance participation and transfer of knowledge about the topic.

MAJOR TAKEAWAYS FOR SUCCESSFUL DISCUSSION POSTS

Each posting (both initial and response) must include references both within the text and at the end of the response. Do not simply state your opinion in a posting but support your response with course materials and/or other literature. Supporting your comments with references is a hallmark of providing substantive responses. Your discussion work is evaluated using the discussion rubric.

Note the requirement for the use of references, specifically using a minimum of two resources for each weekly module discussion posting combined: the textbook plus one other reference for your required discussion responses or two additional resources if the textbook is not used for reference. Using only the textbook or only one resource for both responses will result in a deduction of total points for each module grading.

Of note: one of the required or additional materials provided within each module, "Learning Resources" or "Module Overview," must be used and cited within the INITIAL module response post.

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 comments can be deemed 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. Albion Netiquette A helpful online etiquette guide is available at The Core Rules of Netiquette links to an external site. (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 the rules and policies of the 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 members, 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 Guidance for Students (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)
- HIPAA {https://www.hhs.gov/hipaa/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 to 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/).

Paper Descriptions and Rubrics

This page contains detailed information on three important course assignments.

Online Writing Lab

To get the most from this course, and to help you achieve the level of quality required, you may want to work with the writing center on your campus as you begin to plan and compose the first drafts of your writing assignments.

APA Style

Complete APA format is required for all writing-emphasis papers. APA format specifies formats for a title page, a running head with pagination, levels of headings, in-text citations, and a reference list. Discussions and papers require APA format using the APA Publication Manual 7th edition. All documents must be submitted in Word format (.doc or .docx).

Policies & Resources

**Refer to home campus academic policies (e.g., incompletes, academic misconduct); policies listed below are specific to UWM but there is more than likely an equivalent at your home campus. The Secretary of the University's Syllabus Links website outlines UWM Policies and Resources pertaining to students with disabilities, absences due to religious observation, students called to active military duty, incompletes, discriminatory conduct, Title IX, academic misconduct, complain procedures, grade appeal procedures, LGBT+ resources, and final exam policies.

1. Accommodations: If you need special accommodations in order to meet any of the requirements of this competency set, please contact your Success Coach as soon as possible. University policies about student conduct and rights are applicable to the activities and expectations of this course and interactions involving students and faculty.

   Know your rights and responsibilities.
   a. Visit The Accessibility Resource Center for additional accommodations https://uwm.edu/arc/
   b. Religious Observances. Accommodations for absences due to religious observance should be noted.
   c. Active Military Duty. for absences due to call-up of reserves to active military duty
   d. Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.
   e. Discriminatory conduct. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well being of students, faculty, and staff.
   f. Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education programs or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community, including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement.

2. <u>Academic misconduct</u>. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.
   a. Students are expected to demonstrate academic integrity in all course activities. Academic integrity requires honesty concerning all aspects of academic work including:
      - Correct procedures for citing sources of information, words, and ideas. Academic honesty with no plagiarism. Students should submit an academic honesty statement with each submission - <u>see.the.Canvas.course.site.for.an.examplej</u>
      - Ways to properly credit collaborative work
      - Strategies for planning and preparing course work
   b. Artificial Intelligence. The use of Artificial Intelligence (AI) is not allowed in this class. AI use to assist in assignment completion in part (e.g., generating ideas, brainstorming, summarizing information) or in whole (e.g., submitting direct text from an AI source) is considered Academic Misconduct as defined by <u>UWS.Chapter.70</u>j
   c. If you are uncertain if using an online learning support platform or AI appropriately for this class, please discuss this directly with me before submitting coursework. All assignments that use any external source other than you must be credited using a proper citation. Please see the UWM Library <u>resource for citations</u> or talk with me directly for assistance.
   d. Please review the student information posted on the UWM website related to academic honesty.   <u>https://uwm.edu/studenthandbook/policies/student-conduct/</u>
   e. Students are encouraged to consult with their Advisor and Instructor regarding any questions about appropriate behaviors to maintain academic integrity. Any violation of academic integrity will result in a zero on the assessment and may result in additional sanctions consistent with university policy.
   f. Universities of Wisconsin System Chapter UWS 14 Student Academic Disciplinary Procedures promote academic integrity on our campus and hold all students accountable for misconduct violations. Students who are suspected of violating academic misconduct policies are subject to disciplinary action in accordance with <u>Chapter UWS 14 Policy</u>. UW System has subscribed to software called TurnltIn that helps detect instances of plagiarism. Plagiarism will result in a failing grade. Reports of plagiarism are also made to university administration.
   g. Examples of academic misconduct include, but are not limited to, cheating on a test, assisting others on an assignment when it was not permitted, utilizing materials without proper citation, utilizing Artificial Intelligence tools such as ChatGPT without authorization or citation, impeding or damaging the work of another student, or assisting another student in violating Chapter 14.
3. <u>Complaint procedures</u>. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

4. Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.

5. LGBT+ resources. Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment.

6. Smoke and Tobacco-Free campus. UWM prohibits smoking and the use of tobacco on all campus property.

7. Final Examinations. Information about the final exam requirement, the final exam date requirement, and make-up examinations.

8. Title !X - is a federal law that prohibits gender-based discrimination, which includes sexual violence and sexual harassment, within colleges and universities. Under Title IX, such acts of violence categorically deny equal access to education.

   a. UWM Policy -In addition to Title IX, members of the UWM community are also protected by UWM policy, which prohibits sexual violence, sexual harassment, dating violence, domestic violence, and stalking. UWM policy applies to all students, employees, affiliated persons, contractors, and visitors.

   b. For more information on Title IX and campus policy, or to file a report of sexual violence and/or sexual harassment to UWM officials, please contact the Title IX office.

   c. Title IX Office: 414.229.7012

9. Mandated Reporting: At UWM, all faculty and course instructors are considered "responsible employees," and therefore, mandated to report instances of sexual violence and harassment to the Title IX office at UWM. For example, if you disclose to me an experience of sexual violence, in accordance with Title IX and UWM policy, I am required to report the violation, with names, to the Title IX office. Title IX will then contact the named parties.

Inclusivity Statement: The UWM School of Nursing (SON) values equity and inclusion within our community around age, race, sex, ethnic origin, gender identity/expression, sexual orientation, abilities, body shape/size, economic status, and religion. Diversity makes our culture stronger. In our classrooms we embrace an environment where everyone is treated with dignity and respect, where every voice is recognized, and where every person belongs and thrives.
Specifically:

- We commit to creating an inclusive environment that is a safe space for dialogue that is grounded in our core values of accountability, collaboration, creativity, diversity & inclusion, excellence, human dignity, integrity, and social justice.

- We strive for an educational culture that will undo the harms of colonization so that all students can learn and succeed.

- We envision a future of healthcare leaders and peacebuilders who dismantle systems of oppression and address the dire consequences of health inequities.

We acknowledge in Milwaukee that we are on traditional Potawatomi, Ho-Chunk and Menominee homeland along the southwest shores of Michigami, North America's largest system of freshwater lakes, where the Milwaukee, Menominee and Kinnickinnic rivers meet and the people of Wisconsin's sovereign Anishinaabe, Ho-Chunk, Menominee, Oneida and Mohican nations remain present. [Land acknowledgements for UWM can be found here: https://uwm.edu/ eqi/a bout/land-acknowledgement/]

UWM.RESOURCES.FOR.STUDENTS
1. Support U
   Any student in need, or students that face challenges that are barriers to their education, are encouraged to contact the Dean of Students (dos@uwm.edu) for support. Support U offers wrap-around holistic support for students, including basic needs, accessing the food pantry, emergency funding, case management, and connecting to resources, etc. Support U is run by the Dean of Students Office.
2. Student health and wellness. Also see UWM's Mental Health Resources website
3. Writing Center. Students are encouraged to take advantage of free one-on-one consultations. Additional information can be found on the Canvas Course Site.
   a. Students are encouraged to review CETL's tips on how to be a successful online student
   b. See CETL List of Student Resources and the Dean of Students List of Student Resources
4. Safety. Safety techniques and strategies are described in School of Nursing Student Handbooks for undergraduate and graduate students available to all nursing students by enrolling in the Canvas site here: School of Nursing Policy and Procedures.
5. Policies printed in the Student Handbook, including:
   a. Standards of professional conduct
   b. Student responsibilities in the major
   c. Undergraduate student uniform and dress code policy
   d. Academic requirements for continued progression
   e. Safe professional practice by students in clinical settings
   f. Technology use and electronic media policy
   g. The statement about invasive procedures

On-Campus Confidential Services and Resources: Students who have experienced or are currently experiencing any form of prohibited gender-based violence and/or harassment are encouraged to first seek out confidential support (meaning a person who is not required to report to the Title IX office). If you want to speak to someone confidentially, meaning they do not report to the IX Office, please contact the following campus resources: UWM's victim/survivor advocate is here to help you understand your options moving forward. 414.229.4585 For more important information regarding action steps and resources, please visit UWM's- Sexual Violence Services. Additional. local.and.national.resourcesj

Greater Milwaukee Services and Resources-Additional support and advocacy resources:
- The.Healing.Center, 414.219.5555, 24-hour crisis hotline
- So·ourner.Family.Peace.Center, 414.276.1911

- 414.933.2722   24-hour crisis hotline
- Milwaukee.LGBT.Community.Center 414-271-2656
- National Resources:
    o RAINN (Rape. Abuse. and Incest National Network) 800.656.HOPE {4673} '.ci<iJ;24-hour crisis hotline online.rainn.org   24-hour chat line
- The Office of Equity/Diversity Services is a resource for reporting a wide range of concerns.

I realize reading this syllabus from beginning to end may seem overwhelming. Please know that I am aware of how much I am asking from you. Even so, I believe each one of you can succeed in this course, but that will require you to work hard and to reach out when you need help.

Course Information

Course number: NURS 428
Title: Nursing Care at End of Life
Semester: Spring 2026
Credits: 3

Course Description:
This course will focus on the nurse's role in end-of-life care. Content related to pain management, symptom management, ethical/legal issues, cultural considerations, communication, grief, loss, and bereavement, achieving quality care, preparation, and care for the moment of death are included. Care of the individual, and family and support of the professional caregiver are emphasized.

Objectives:
1. Critique the status of end of life care worldwide.
2. Analyze national and international guidelines for improving end of life pain management and symptom control.
3. Discuss and debate the ethical/legal issues related to end of life care.
4. Appreciate the impact of culture, communication, and grief, loss and bereavement on the dying process.
5. Promote in collaboration with colleagues the achievement of quality care for the dying.

Communication:
In all interactions the student is expected to demonstrate the values of professional nursing (altruism, autonomy, human dignity, integrity and social justice) as outlined in the AACN Essentials of Baccalaureate Nursing. All communication with students will be via UW Oshkosh email addresses; email should be checked a minimum of daily Monday through Friday. Faculty responses can be expected within forty-eight hours Monday through Friday.

Attendance/Participation:
Students are expected to be active participants in each course session which may include classroom, laboratory, online, simulation, clinical, and/or activities. Each activity is an integral part of each student's education. Students are expected to be present and punctual for all scheduled course sessions. Students should not schedule appointments or any other commitments during course hours. The faculty member will determine what constitutes excessive absenteeism and will inform students about expectations at the beginning of the course. Students are required to communicate with faculty about an absence prior to the course session that will be missed. It is the student's responsibility to contact the faculty to arrange any make-up work required. Excessive absences may warrant the student to withdraw from the course, earn an incomplete grade, or earn a failing grade. (See the University and College of Nursing attendance policies in the student handbooks.)

Academic Integrity:
The College of Nursing follows University Policy in matters relating to academic dishonesty (e.g. plagiarism, cheating on exams, etc.). A copy of the University Policy is available in the office of the Dean of Students, Dempsey Hall. To view UW Oshkosh Student Discipline code, visit the Dean of Students website.

Early Alert:
Early Alert is a program that provides students with an Early Grade Report from faculty. Early Grade Reports will indicate academic performance or attendance issues, specific steps to take, and resources available to facilitate improvement. It is common for students to be unaware or over-estimate their academic performance in classes so this process helps students to become aware early on about progress and to learn strategies for success in the classroom. Students will receive an email during the 5th week of classes. It is important to read the entire email carefully.
Please note that some faculty do not use the Early Alert system; it is the student's responsibility to be aware of one's own course grades.

Disability Services:
The University of Wisconsin Oshkosh is committed to providing reasonable accommodations for students with disabilities. Please contact Disability Services in the Dean of Students Office, 125 Dempsey Hall, 424-3100 [Voice], 424-1319 [TTY] for the University's accommodation request form and documentation requirements. Information related to an individual's accommodation request and/or arrangements will be confidential and will be shared with relevant University personnel or offices on a "need-to-know" basis. Students are responsible to share accommodations with faculty in each course.

Textbooks:
Palliative Care Nursing, Quality Care to the End of Life
Fifth Edition
Marianne Matzo, Deborah Witt Sherman
ISBN: 978-0-8261-9635-4

Evaluation:
Evaluation will be based upon students' attainment of course objectives. Grades are assigned according to the College of Nursing Grading Policy found in the Student Policies and Procedures Handbook. Standardized tests may also be used. When used, students must pass the standardized test at a score established by the College of Nursing to successfully complete the course.

Grading Policy:
The following scale is used by the College of Nursing when grading. Students must earn a grade of C or better to pass a theory or clinical course. The norm at the University of Wisconsin Oshkosh is to round up when the final grade percentage is at .5 level or higher. The Undergraduate Program Committee in the College of Nursing endorses this grading practice.

A   =   94 -100
A- =   91 - 93
B+ =   89 - 90
B   =   86 - 88
B- =   83 - 85
C+ =   80 - 82
C   =   77 - 79
C- =   74 - 76
D+ =   71 - 73

D   =   68 - 70
D-   =   65 - 67
F   =   64 and below

A grade of C or higher is required to pass all undergraduate courses and to progress in the program.

Instructional Methods:
Group discussions, project on nursing specialty, interview of a BSN nurse, and other media may be included as appropriate.

Course Information

Course number: NURS 429
Title: School Nursing in the Context of Community Health
Semester: Spring 2026
Credits: 3

Instructional Mode: Asynchronous Online Instruction

Credit Hour Policy:
45 Hours per Credit: One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, labs, clinical rotations, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities. Regular and substantive student-instructor interaction occurs through providing personalized comments for an individual student's assignment, posting announcements, email, or social media check-ins about academic aspects of the class, among other instructional activities.

Course Description:
This course provides a theoretical foundation for community health nursing (CHN) applied to school nurse settings. Students acquire the theoretical and practical foundations for establishing and maintaining school health nursing services. Content is drawn from nursing and public health sciences and includes topics of health promotion, disease prevention, epidemiology, evidence-based practice, ethics, and the role of the CHN. The nursing process is applied with a focus of providing care at the individual through the population level. The ecological model is used to analyze the influence of socioeconomic, environmental, political, and cultural health determinants. ADN nurses who have not had a community health nursing course enroll for 3 credits.

Requisites: Nursing major - junior standing or NCP classification; for students in the nursing major prior or concurrent community health course; or consent of instructor. This course is also available to ADN- prepared practicing school nurses who need the additional community/public health content specified in Wisconsin Act 86 (Statutes Section 115.001(11).

Course Learning Outcomes:
1. Examine nursing models, roles and responsibilitiesfor community health nurses with school nursing as an exemplar.
2. Apply epidemiological principles to describe and analyze population health issues as they occur in school communities.
3. Explore models of community and aggregate assessment.
4. Describe community health nursing interventions used at systems, community and individual, levels, focusing on individual health and emergency plans for the management of students' health problems in

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school settings.

5. Analyze evidence-based practice guidelines for community health nursing and school settings.
6. Articulate the impact of social, cultural, political, and environmental determinants on individual and population health in school settings.
7. Describe the organization, financing, and policies affecting the delivery of community health nursing services as they occur in schools.

Required Text: J. Selekman, R. Shannon, C. Yonkaitis (Eds.). (2019). School Nursing: A Comprehensive Text (3rd ed.) Philadelphia, PA: F.A. Davis Company.

All other required readings are available on the course web site.

Course Format: The course is offered completely online and consists of 3 content modules.

Course Content: Students may progress at their own rate within each of the content modules but are expected to submit assignments and discussions according to the due dates identified in the course calendar. It is expected that students will have reviewed the content pertinent to the assignments and discussions prior to submitting these assignments, and that all assignments will reflect familiarity with the content pertinent to those assignments.

Module One: Community/Public Health Nursing is the Foundation of School Nursing
(Required for students enrolled for 3 credits, OPTIONAL for students enrolled for 2 credits)
□ Topic One: Foundations and Concepts of Community/Public Health Nursing
  o Schoolnursing has individual and population focused interventions.
  □ Topic Two: Epidemiology: A basic competency of community/public health and school nursing.
    o School disease prevention uses principles of epidemiology, including disease surveillance and biostatistics
  □ Topic Three: Using the Nursing Process in Community/Public Health Nursing
    o School nurses use the nursing process to plan and provide care for individual students and the larger school population
  □ Topic Four: Social Determinants of Health
    o Social determinants of health present in the school community reveal population-related trends that the school nurse can address

Module Two: School Nursing Services as an Exemplar of Community Health
(Required for ALL students)
  □ Topic Five: Community Health Nursing in the School Setting
    o The school community includes not only the students, families, school personnel and school facilities but also the surrounding neighborhood and community
  □ Topic Six: Organization, Financing, Professional Standards and Policy Affecting Delivery of Community Health Services in Schools
    o School nurses must consider public health standards, fiscal considerations, and policies when establishing, coordinating, and managing school health service programs
  □ Topic Seven: Legislation Related to School Health Policy and Services
    o School nurse practice is subject to laws and regulations
  □ Topic Eight: The School Nurse as Member of the Interdisciplinary Pupil Services Community and Member of the Wider School Community
    o School nurses initiate and participate on interdisciplinary teams, both at the community level and at the school level

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Module Three: Health Promotion, Disease Prevention, and Provision of Care in the School Setting (Required for ALL students)

- □ Topic Nine: Health Needs of School Populations
  - o Health promotion, health screening/referral/follow-up, disease prevention, and caring for students with common pediatric health complaints and chronic conditions are essential roles of the school nurse
- □ Topic Ten: Communicable Disease in the School Setting
  - o Infection control is an important component of the school nurse's role
- □ Topic Eleven: Mental Health Issues in the Schools
  - o The role of the school nurse in mental health awareness and identification
- □ Topic Twelve: Children with Special Health Care needs
  - o Children with Chronic Health Conditions will be explored and the role of the nurse
- □ Topic Thirteen:
  - o Children with Disabilities will be explored and the role of the nurse

Course Readings, Activities, and Assignments:

- □ All topics have required readings from the text. Most topics include additional required readings available on the Canvas site. Some of the topics require website exploration. All non-text required resources are made available through the Canvas course site.
- □ Discussion Assignments (ALL students)
  - o There are 4 required discussion assignments.
- □ Written Assignments (All students)
  - o There are 3 required written assignments.
  - o Instructions for each of these assignments are provided within Canvas
- □ Quizzes
  - o At the end of each module there is an online, open-book quiz covering content in that module. 3 credit students will complete 3 quizzes, 2 credit students will complete 2 quizzes.
  - o There will be a window of quiz availability period for each quiz during which students must pick one continuous 1.5-hour (90 minutes) period in which to complete the quiz (see course schedule for quiz availability). Quizzes are open book, open note, but are to be completed individually.

Grading:

Assignment	Percentage of Grade	Linked to Course Learning Outcome	Due Date
Online Discussions (4)	35%	1, 3, 5, 6	Please refer to schedule found in Canvas for due dates
Written Assignments (3)	35%	1, 3, 4, 5, 6	Please refer to schedule found in Canvas for due dates

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Module Quizzes (1 per module)	30%	1, 2, 3, 4, 5, 6, 7	Please refer to schedule found in Canvas for due dates

Final Grade Scales

UW-Madison and UW-GB	
Grade	Percent
A	94-100
AB	88-93.99
B	82-87.99
BC	76-81.99
C	70-75.99
D	65-69.99
F	<65

UW-O, UW-EC, UWM, UW-SP	
Grade	Percent
A	94-100
A-	91-93.99
B+	88-90.99
B	82-87.99
B-	79-81.99
C+	76-78.99
C	70-75.99
D	65-69.99
F	<65

Students from several University of Wisconsin campuses take the course. 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 grade. Final grades are NOT rounded.

Course Expectations:

Questions about Assignments: If you have questions about assignments or about the course content, contact the instructor BEFORE submitting the assignment. Please read assignment instructions early enough that you can contact me and get a response before the assignment is due.

Assignment Due Dates: Assignments are expected to be submitted by the due date and time. Extensions are granted only for unusual circumstances and only if the student has contacted the instructor AHEAD of the time the assignment is due to make arrangements for an extension. If there was no pre-arranged extension, 10% will be deducted for each day the assignment is late. After 5 days, the assignment will no longer be accepted and you will receive a zero for the assignment.

Course Communication: IMPORTANT: All communication for this course will take place on the Announcements page on the course website. Please check this page frequently for information from the professor and news about the course. You can set Canvas to receive an email when new announcement items are posted. On the course Home page click on Course Notification Settings. You are responsible for checking the Announcement area frequently and are responsible for the content of the items.

Citing Sources and References: Source citations are expected for all written assignments including PowerPoint presentations. Citations and references should adhere to the APA style guidelines (Publication Manual of the American Psychological Association, 7th Ed. 2010. Washington, DC: APA). See your campus writing center for more detailed information on how to use this style or the links within Canvas

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Statement on Artificial Intelligence (AI): We understand that use of generative Artificial Intelligence (AI) tools (such as ChatGPT, DALL-E, etc.) are greatly changing the landscape of our academic and clinical worlds.

Generative AI tools can be useful, and it is also important to note that they have significant limitations and risks. AI tools can sound authoritative, but there are no controls to fact check content, and these tools can be vulnerable to perpetuating biases. In this course, we allow use of generative AI when both of the following criteria are met…

1. AI text generators are treated as sources, just like websites or other tools. Transparent use is key. If you choose to use generative AI in this course, you must cite its use using standard APA format and attach a PDF transcript of the AI dialogue that contributed to your work.

2. Critical thinking and fact checking are conducted. You are solely responsible for the quality, accuracy, legality, and validity of the content of anything you submit.

Using AI for this course in any other way not encompassed above is a violation of the course's expectations and will be addressed through UW–Madison's academic misconduct policy, specifically UWS 14.03(1)b (b) Uses unauthorized materials or fabricated data in any academic exercise.

Students' Rules, Rights & Responsibilities

Diversity & Inclusion Statement: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

School of Nursing Statement on Diversity: The School of Nursing actively fosters an environment that welcomes diversity among its students, faculty, and staff. Awareness of diversity and promotion of inclusivity is infused into our curricula, social and educational events, and resources and services for students, faculty, and staff. We embrace a definition of diversity that acknowledges the intersection of multiple factors, perspectives, and identities,

which include but are not limited to: race, ethnicity, gender identity, sexual orientation, socioeconomic status, nationality, religion, age, and physical characteristics. Our tradition of integrated research and practice focuses on the needs of those whose health status or social condition leaves them vulnerable or places them at risk. Our collaborative innovations increase the diversity of participation in healthcare research, promote sharing of diverse interprofessional perspectives, provide tools to support those working with vulnerable populations, and enhance community engagement. Understanding diversity is an ongoing process that involves lifelong learning, and we believe that this continued learning is crucial to improving health, ensuring equity, and providing a positive, supportive climate in which all individuals are welcome.

HIPAA PRIVACY AND SECURITY COMPLIANCE

The University of Wisconsin–Madison and the School of Nursing are committed to protecting the privacy and security of health information, as mandated by the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and as amended by the Health Information Technology for Economic and Clinical Health Act of 2009 (HITECH). HIPAA and HITECH establish national standards for protecting the privacy and security of health information and define specific rights for individuals with respect to their health information. Nursing students are expected to know and abide by UW–Madison's privacy policies. UW–Madison's HIPAA privacy policies, forms, and related information about the university's privacy program are available online: https://compliance.wisc.edu/hipaa/

Protected Health Information: Individually identifiable health information that is created or received by a health care provider such as UW–Madison (including students and faculty in the School of Nursing) qualifies as protected health information (PHI) and is subject to the HIPAA Privacy Rule. The HIPAA Privacy Rule defines how health care providers,staff, trainees, and students in clinical training programs (such as the School of Nursing) can use, disclose, and maintain PHI. PHI includes written, spoken, and electronic information and images that identify or can be used to identify an individual patient. The HIPAA Privacy Rule very broadly defines 18 identifiers to include not only patient name, address, and Social Security number, but also, for example, fax numbers, email addresses, vehicle identifiers, URLs, photographs, and voices or images on tape or electronic media. Students should always assume that any individual health information with which you are working is protected under the HIPAA Privacy Rule and UW– Madison's privacy policies.

Minimum Necessary: When accessing, using, storing, releasing, or disposing of patient information as part of required course work, the HIPAA Privacy Rule and UW–Madison's privacy policies require that the patient information consist only of the minimum amount of information necessary for you to conduct the activity you are performing.

De-Identified Information: Eliminate all 18 identifiers whenever doing presentations that include health information, don't share subject names or other identifiers in conversations with colleagues or other students, and place computer screens so they are not readily visible by people passing by. These guidelines apply regardless of site (e.g., home, school, or clinical location).

Safeguarding PHI: To protect PHI from accidental disclosure: keep all physical documents containing PHI locked in locked drawers or locked file cabinets; if you print copies of documents with PHI, remove them immediately from any shared printer; never send emails containing PHI outside of the wisc.edu email system; only use your official wisc.edu email for emails containing PHI; only store PHI on a secure UW–Madison server and not on a portable device such as a laptop. If you must store PHI on a UW–Madison issued or approved laptop, you must first have permission to store PHI on the laptop from your supervisor/instructor and your laptop must be encrypted. You can also work with the School of Nursing Privacy Coordinator to encrypt your laptop.

HIPAA/PHI in Course Assignments: Students who post an assignment that refers to a clinical experience with patients must remember that HIPAA privacy rules protect all information considered individually identifiable that is held in any format, including print and electronic, and information that is transmitted (e.g., by email) or posted, including to Canvas and Typhon. Refer to the HIPAA/PHI in Assignments page (https://students.nursing.wisc.edu/clinicals-compliance/hipaa) on the Student Site for complete information and the school policy on PHI in course assignments.

Nursing students are informed of the requirements of HIPAA/HITECH through required training when admitted to the nursing program. Reminders of these requirements occur at the course level. Students are expected to know and abide by UW–Madison's and the School of Nursing's privacy policies. Students who violate these privacy policies may be subject to disciplinary action as detailed in the School of Nursing's Student HIPAA Concern/Violation Policy and Procedures (https://students.nursing.wisc.edu/policies-forms/hipaa/), the UW–Madison Privacy and Security Rule Policies and Procedures (https://compliance.wisc.edu/hipaa/), and/or the UWS Chapter 14 Student Academic Disciplinary Procedures (https://conduct.students.wisc.edu/academic-integrity/student-resources/).

Students with questions or concerns about HIPAA or UW–Madison's privacy policies should contact the course professor, the School of Nursing's HIPAA Privacy Coordinator or the UW–Madison Privacy Officer at (https://compliance.wisc.edu/hipaa/coordinators/)

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Academic Integrity Statement: By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin- Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

School of Nursing Professionalism Standards and Behavior Code: All School of Nursing (SoN) faculty, staff and students are expected to adhere to the highest standards of professional behaviors and ethics. Honesty, integrity, and ethical conduct are central to the practice of professional nursing. Students should conduct themselves according to the standards expected of members of the professional community to which they aspire. The Professional Standards and Behavior Code for Nursing Students applies to students whether on campus, in practicums, or in their personal life, as behaviors can significantly impact the School of Nursing program. The Professional Standards and Behavior Code can be found here: https://students.nursing.wisc.edu/wp- content/uploads/sites/222/2020/09/Professional-Standards-and-Behavior-Code-8.20.2020-1.pdf

Accommodations for Students with Disabilities Statement: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: McBurney Disability Resource Center)

Academic Calendar & Religious Observances-Click on the link

BSN attendance policy: The School of Nursing expects that students recognize they have entered a profession in which their commitment to full participation in the learning environment is an essential component of what will become a style of life-long learning. Regular class attendance is a student obligation and students are responsible for all the work of all educational activities. Students should not expect to be excused from required coursework for personal/family events, work obligations, or because of non-compliance with School of Nursing or clinical agency health and onboarding requirements. In extraordinary circumstances, an absence may be granted at the discretion of the course instructor. This might include an absence due to personal crisis, military or civic obligation, authorized university activity, religious observances, or health concerns that affect the student's ability to safely care for patients. In most cases, students will be required to provide documentation regarding the absence.

Didactic Course Attendance: In most didactic courses, attendance and/or participation are factored into the grading process. Absences may place students in jeopardy of not meeting course learning outcomes and thus successfully completing the course. If this occurs, the instructor will consult with the Undergraduate Program Director and/or the Assistant Dean for Academic Affairs to determine the appropriate course of action, which may include being removed (i.e., administratively dropped) from the course. Students should review each course syllabus for specific policies related to absences in that course and make-up experiences, if applicable.

Course Information

Course number: NURS 430
Title: Clinical Pharmacology
Semester: Spring 2026
Credits: 3

Statement of Student Time Commitment
For each course credit, students are expected to spend a minimum of 3 hours/week on coursework. Therefore, for a 3-credit course, at least 9 hours/week are expected. This is a general guideline that may vary depending on the assignments and/or quizzes.

This course requires a large amount of reading.

Course Description
This course builds on the student's current knowledge of pharmacological concepts, including legal ethical implications, pharmaco-kinetics, -dynamics, and -therapeutics, and pharmacogenomics. Major categories of pharmacological agents and associated alternative/complementary and nutritional therapies are examined.

Student Learning Outcomes
After successfully completing this course, you should be able to:
- Apply concepts of pharmacokinetics, pharmacodynamics, pharmacotherapeutics, and pharmacogenomics to nursing practice.
- Examine significant adverse drug reactions, drug-drug interactions, and drug-nutrient interactions for various drug classifications, and the nurse's role in minimizing/preventing.
- Demonstrate knowledge of how culture, genetics, and lifespan considerations influence the pharmacotherapeutic response.
- Analyze the professional responsibility and legal/ethical standards of practice for the professional nurse related to the medication administration process.

Course Materials
This is a three-credit course with a large amount of required reading. As adult learners, you are responsible for the depth of your learning. It is your choice to skim or read in detail but remember that the outcomes demonstrate your effort and affect not only your grade but, more importantly, your future nursing, skill, critical thinking, and patient care in regard to medication and pharmacology.

1. The text used in this course is Pharmacology¿.Connections.to.nursing.practice.text. Please see below:

    Adams, M., Urban, C., & Sutter, R. (2022). Pharmacology¿.Connections.to.nursing.practice. (❶th ed.). Hoboken, NJ: Pearson Education.
    ISBN-13: 978-0136797753 ISBN-10: 013679775X

This is the course text. In the individual reading assignments, it will be referred to simply as the "text." Be sure to review the text, pages vii–xv, for an explanation of how to use it. Also, be sure to use the inside front and back covers and index of this text to find items or to search for information about specific medications or concepts.

Please use the text as your primary source of information for all discussions and assignments, and supplement with a current drug reference book, current nursing journal articles, and reputable internet sources, like those listed in the "Important Additional Resources" section below. Do not use references to pharmaceutical information from your work site databases (e.g., subscription-only references, like MicroMedix) unless these are public and open source. A reference does not count as a reference unless it is accessible to everyone. Drug resources must be current - nothing prior to 2017.

2. American Psychological Association. (2020). Publication.manual.of.the.American. Psychological.Association.(7th ed.). Washington, DC: Author. ISBN:978-1-4338-3216-1 (It is no longer acceptable to use older APA text versions, as there are many format rule changes in 2020).
   For all activities in all modules, review and apply the guidelines presented in the APA Manual. Pay particularly keen attention to the chapters on crediting sources Reference examples. The Manual.is highly recommended for the papers you do for this and other nursing courses.

3. PowerPoint software is needed to design and/or view assignment(s) in this course. If your computer doesn't have a complete PowerPoint installation of the Microsoft Office Suite software, it is available at reduced student prices through the DoIT Wisconsin Integrated Software website.

4. The Adobe Acrobat Reader software is also required for viewing a number of course documents. You may download and install the Adobe Acrobat Reader free from the Adobe website.

5. You are required to use current scholarly nursing journal articles to support your comments in discussions and papers in this course. Websites intended for health care professionals are acceptable as resources. Now available on the UW–Green Bay library's Web site are a couple of short (less than 5 minutes each) online demonstrations. One is on how to access the UW-Green Bay Library online databases from off campus. The second one is about how to access course reserve readings from off-campus. There are two brief movies that can be downloaded and played in your browser. They do include audio, so you will need speakers or headphones.

6. A current drug reference book or software.

7. Additional Resources: A comprehensive list of resources can be found

Course Organization

The course is organized as nine units, with the units further broken out into lessons. Most lessons include assigned textbook reading, online resources, videos, a short "lecture," and assigned activities that you must complete in order to achieve the learning objectives.

For some of the more complicated units, we have also provided an optional short review of anatomy and physiology for the designated body system. We will not learn about every medication

for every classification of medication - there simply is not enough time, nor is this necessary. Instead, we will focus on the most commonly prescribed classifications and "prototypes" - a medication in the class, usually the first one, that represents how the others in the class work. Additionally, in every unit, we will consider nutritional and complementary supplements commonly used by patients, as well as lifespan and individual variations in medication response, and we will develop competency for using professional resources to enhance learning about medications.

Grading

Grade Components

The course assignments, which include assignments noted in the table below, for a total of 309 possible points in the course.

Components	Total Points	Percent of final grade
Discussions	164	35%
Assignments	75	30%
Quizzes	70	35%
Totals	309	100%

Details regarding points allocation(s) for specific individual assignments are provided in the lessons.

Grade Scales

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.

The grading scale used for final letter grade in BSN@Home courses is based on the grading scale of the campus through which you are enrolled.

Grade	Percentage	Grade	Percentage
A	94–100	A	94–100
AB	90–93	A-	92–93
B	85–89	B+	90–91
BC	80–84	B	85–89
C	75–79	B-	82–84
CD*	71–74	C+	80–81
D	65–70	C	75–79
F	< 65	C-	73–74
*UW-Madison does not use a grade of CD.		D+	71–72
		D	65–70
		D-	63–64
		F	< 63

Grades are not rounded. If you have questions, please contact your instructor.

Assignment Descriptions and Rubrics

Course Participation/Discussions

Many assignments in this course require you to participate in discussions, in which you both post an initial comment and then read your classmates' work to post peer replies. In some units, you will need to post first, before you will see your peer's posts, while in others you will be able to see everything from the start. The reason for this is to encourage original thought and creativity, and to avoid what is known as "group think." In groupthink, students seem to follow along with the first posts and reply similarly; this puts undue responsibility on the person who has had the courage to post first and can seriously undermine the quality of subsequent initial posts and the overall discussion. Some practical points to remember about discussions:

- Participation in online course discussions is similar to discussing concepts and experiences in the classroom. Missing a discussion is similar to not attending or participating in class. Posting late in online discussions is the same as stating your ideas and opinions after class in the hallway.
- Please post your initial responses early (recommended by Thursday) in the unit in order to facilitate quality discussion. Posting late in the unit does not allow your peers sufficient time to respond.
- Replies to classmates' postings must be meaningful: "I agree" is not a meaningful response.
- Remember, these posts should flow like a conversation. Feed off of each other's knowledge!
- Do not copy or paraphrase from the book or other resources.
- Plan on checking the discussion forum two to three times per week rather than completing the posts in one day at the beginning and/or end of the week.
- Please remember to provide references or URLs for any works you might cite in your responses. All posts must conform to professional writing and include APA-formatted citations and references as needed. APA's manual, the Publication.Manual.of.the.American. Psychological.Association, is a required text for this course.
- Please do not post a file into the discussion unless the instructions require it; instead, copy and paste it into the discussion. If you copy and paste from Word, be sure to use the "Paste from Word" tab (in the Advanced edit tab at the top of the window) when you paste your text into the window. If you do this, you will maintain most of the formatting that you have created in Word. Be sure to save a backup copy of all your work.
- As a class, we are a diverse group of nurses and students from across the state of Wisconsin and the country, so remember to keep an open mind to differences in opinion. Internet etiquette is expected in discussion postings. Points of view may be actively argued, as long as individuals are respected. Sharing diverse thoughts about ideas and people can positively expand our personal points of view and outlook.
- Grades will be assigned using the Online Participation Rubric. Please review the rubric for specific criteria.

Other Assignments
Other graded activities may include papers, reflections, case studies, and quizzes. These assignments provide the opportunity to apply the skills and knowledge required for successful completion of the course. For the instructions and rubrics for these assignments, see the dedicated pages in the lessons. A few points to remember about assignments:

- Assignments must be well organized, use scholarly tone, follow APA style, be consistent with BSN-level writing/communication style, and be turned in on time.
- All individual assignments should be uploaded to the designated assignment. Email submissions will not be accepted.
- Include your name on all papers.
- Please include your last name in the file name uploading the assignment. All written submissions are checked for plagiarism using Turnitin.
- All documents must be submitted in Word (.doc or .docx) or Rich Text Format (.rtf).
- Do not use references to pharmaceutical information from your work site databases (e.g., subscription-only references, like MicroMedix) unless these are public and open source. A reference does not count as a reference unless it is accessible to everyone.
- Check your grades for feedback on assignments and refer to the course calendar for all due dates.

Detailed.instructions.and.rubrics.for.these.assignments.are.provided.in.the.corresponding.units¡

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

Assignments
Attention: Assignments are due per the date given on the course calendar. Pay attention to your work and family schedule, as this course often covers extensive content in a few days.

Include your name on all assignments. Include your name and the due date of the assignment on the title page of all papers. Please include your last name in the file name when uploading your work.

Do not use references to pharmaceutical information from your work site databases (e.g., subscription-only references, like Micromedex) unless these are public and open sources. A reference does not count as a reference unless it is accessible to everyone.

All assignments are due by 11:59 pm CST on the dates listed on the course calendar for each assignment. If you experience difficulty in meeting an assignment deadline, communicate with the instructor as soon as possible by phone and e-mail. There is no time to make up assignments without getting further behind, and late assignments may not be accepted; under an emergency circumstance, prior communication, and an agreed-upon plan for completion in a timely fashion that will not affect the rest of the semester, or future assignments may or may not be acceptable. Late assignment submissions for discussion could receive zero (0) points, and there is no way to make up this work as it is dependent upon interactions with your peers.

Please review the course calendar before beginning this course and evaluate your ability to meet the objectives and schedule.

Late Assignment Submission Policy
Late submission of assignments is discouraged. If you are going to be away, it is suggested you get the assignments done and posted ahead of time to avoid losing points for late submissions. Assignments are to be completed by the defined due dates. Extenuating circumstances will be considered by faculty on an individual basis when faculty are consulted before the due date.

If prior approval is not secured, points will be deducted from the final grade for late assignments. Late assignments will be graded according to pre-defined criteria; Points will be deducted from the grade as outlined below:

Assignments submitted:
- 0 to < 24 hours late – 6 percentage points
- 24 to < 48 hours late – 12 percentage points
- 48 to < 72 hours late – 18 percentage points
- > 72 hours late – score grade of "0"

Example:
An assignment has a maximum of 20 points and is graded as 18 points (90%). the assignment is submitted 16 hours late without prior approval. The final grade is decreased by 6 percentage points = 84.6%.

APA Style
All ideas or information taken from reference sources must be properly cited using the most recent APA format. This requirement applies to any written work in the course, including papers and posts to the discussion forums. APA format for formal papers includes a 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.

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 an 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 the University of Wisconsin System: Student Academic Disciplinary Procedures.

University 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. 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 the 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 follows netiquette guidelines when communicating with each other. See Core Rules of Netiquette.

Confidentiality

When communicating information online or face to face based on personal or work-related experiences, keep in mind the rules and policies of the 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 aliases or initials should be used. For more information on these laws, please refer to the following websites:
- FERPA General Guidance for Students
- HIPAA

Social Media Policy

Consistent with UWGB Social Media Policy 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 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, see the ANA Enterprise page on Social Media.

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 office of their home campus within the first week of the semester so that appropriate accommodations may be arranged.

Course Information

Course number: NURS 431
Title: Pathophysiology
Semester: Spring 2026
Credits: 3

Course Description

Note: All communication with students will be via University of Wisconsin email, so you need to check your email frequently.

Pathophysiology.(NURS 431) is a three-credit course for registered nurses. The purpose of the course is to broaden the student's knowledge base and increase the student's understanding of the pathophysiology of diseases that students encounter on a daily basis. The knowledge from this course is immediately applicable to everyday patient care.

This 14-week course (or 8 weeks if taken in summer) is taught virtually using online discussion and quizzes based on the course textbook. You will be expected to spend at least 9-12 hours per week online (for courses offered in spring or fall; a summer course is usually more time-intensive), and you will be required to participate in the following activities as part of the course:

- Complete reading assignments in the textbook and PowerPoints provided online (3-4 hours each week).

- Read and contribute to discussions as described (5-7 hours each week).

- Complete six quizzes on pre-scheduled dates/times (maximum 75-90 minutes depending on the number of questions on each quiz).

This course focuses on the characteristics and manifestations of disease caused by alterations or injury to the body structure or functions, particularly the following:

- Altered metabolism

- Inadequate supply and use of oxygen

- Altered blood and nutrient transport

- Fluid, electrolyte, and acid-base imbalances

- Altered structures of bones and/or muscles

- Body defenses, including the stress response and the interrelationship of the physical, emotional, and psychological responses in actual disease or disease threat

- The physiology of pain and its significance as a symptom

Common disease conditions are discussed and serve as a prototype for understanding the pathophysiology that can occur in various systems in the body. These include

cardiovascular, respiratory, and neural dysfunction; abnormal cell growth or function; impaired renal function; and endocrine and hormonal alterations and disorders.

Student Learning Outcomes

After successfully completing this course, you should be able to:

- Describe the mechanism of the body's stress response and its relationship to homeostasis, adaptation, dysfunction, and disease.

- Examine the functions of the body's defense mechanisms and the pathophysiology of the immune response including hypersensitivity responses and immunodeficiency states with special consideration of HIV and AIDS and transplant rejection.

- Demonstrate knowledge of the physiology of fluid, electrolyte, and acid-base balance and the pathophysiology of conditions involving imbalances and/or deficiencies.

- Describe the pathophysiology of inadequate or altered oxygenation and blood supply and fluid and gas transport for common disease conditions of the cardiovascular and respiratory systems.

- Relate the significant pathophysiology involved in musculoskeletal alterations caused by trauma or conditions involving altered growth and/or functioning.

- Demonstrate an understanding of the pathophysiology involved in disease metabolism, especially conditions of the endocrine system such as diabetes mellitus/insipidus.

- Demonstrate an understanding of the physiology of pain, manifestations of the various types of pain, and the significance of pain as a symptom.

- Describe the pathophysiology and disease manifestations involved in common conditions of neural dysfunction.

- Demonstrate an understanding of the underlying pathophysiology and disease manifestations caused by abnormal cell growth or function.

- Develop an increased understanding of the diseases and corresponding pathophysiology of endocrine and hormonal alterations.

- Demonstrate an understanding of the common diseases and corresponding disorders of the gastrointestinal and hepatobiliary systems.

- Demonstrate knowledge of the disease process and manifestations in acute and chronic renal disease.

Course Materials/Required Textbook

- Huether, S., & Mccance, K. (2020}. Understanding.Pathophysiology.(7th ed.}. St. Louis, MO: Mosby, Elsevier. Paperback ISBN: 978-0-323-639088.

Course Organization

This 14-week course (8 weeks if taken in summer) is taught virtually using online discussion and quizzes based on the course textbook. You will be expected to spend at least 9-12 hours per week online (for courses offered in spring or fall; a summer course is more time-intensive), and you will be required to participate in the following activities as part of the course:

- Complete reading assignments in the textbook and PowerPoints provided online (3-4 hours each week).

- Read and contribute to discussions as described (5-7 hours each week).

- Complete six quizzes on pre-scheduled dates/times (maximum 75-90 minutes depending on the number of questions on each quiz).

- Complete additional assignments as outlined in the course calendar.

This course focuses on the characteristics and manifestations of disease caused by alterations or injury to the body structure or functions, particularly the following:

- Altered metabolism

- Inadequate supply and use of oxygen

- Altered blood and nutrient transport

- Fluid, electrolyte, and acid-base imbalances

- Altered structures of bones and/or muscles

- Body defenses, including the stress response and the interrelationship of the physical, emotional, and psychological responses in actual disease or disease threat

- The physiology of pain and its significance as a symptom

Common disease conditions are discussed and serve as a prototype for understanding the pathophysiology that can occur in various systems in the body. These include cardiovascular, respiratory, and neural dysfunction; abnormal cell growth or function; impaired renal function; and endocrine and hormonal alterations and disorders.

Quizzes

The six quizzes all contain 40 questions. These are timed quizzes. You may use notes or your textbook to take the quizzes. Missed quizzes will result in a zero for that quiz. Quizzes will not be open for review. You may reach out to your professor if you obtain a score of 80% or less for a possible exam review.

Other Assignments

Please refer to the "Assignment Descriptions" section of the syllabus for detailed descriptions of expectations for your work in discussions and on the pathophysiology educational pamphlet.

All due dates are posted in the course calendar.

Grading

Evaluation of achievement of course objectives is measured with performance on quizzes, discussion contributions, and other assignments as determined by the instructor.

Grade Breakdown

11 discussions and 3 learning activities@ 25 points each= 325 points= 32.5% of final grade

- 6 quizzes@ 100 points each = 600 points, with each counting as 10% of the final grade (60% total)

- One project= 75 points= 7.5% of final grade

- Total points for course= 1000 points

Grading 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.

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.

Grade	Percent	Grade	Percent
A	94-100	A	94-100
AB	89-93	A-	91-93
B	86-88	B+	89-90
BC	80-85	B	86-88
C	77-79	B-	83-85
CD*	71-76	C+	80-82
D	68-70	C	77-79
F	<68	C-	74-76
		D+	71-73
*UW-Madison does not use a grade of CD.		D	68-70
		D-	65-67
		F	<65

A grade of C or higher is required to pass all undergraduate courses and to progress in the program. If you have questions, please contact your instructor.

Assignment Descriptions Discussions Participation

Discussion participation is an integral part of this course. Discussion with peers is what makes this online class much more than just an "independent study" course. Through discussion participation, you will gain a deeper understanding of the readings and be able to apply the theoretical information from the text to clinical situations. You can share your clinical knowledge and learn from your peers. Since many of us work in different clinical areas, we each bring a special knowledge to our discussions of pathophysiology. Note: When sharing clinical information, always be sure to maintain patient confidentiality.

You are expected to participate in the discussion forums as designated by the course calendar. Discussions account for 32.5% of your course grade. In each discussion, you are expected to make scholarly contributions to questions based on the readings in the texts and your clinical experiences. You can use other sources {books, websites, etc.), but you are not expected to do so.

Discussion questions must be fully answered in each lesson. Some questions may generate more discussion than others. You are expected to be a "first poster" (posting your answer first to a question) as well as a responder to others' posts.

Please see the course calendar for appropriate due dates. We realize that work schedules and family obligations vary and that some may be able to get online sooner and more often than others, but it is essential that you make your initial post early in each lesson so a discussion can follow (so classmates can respond to your initial post later in that lesson).

You must make a total of two contributions to the discussion each lesson (per lesson, not per topic): one initial post and one reply post. Pay special attention to the schedule if you take this course during the summer. In summer, most weeks consist of more than one lesson per week

{requiring multiple initial posts and multiple reply posts). Remember that grades are based on content quality, not quantity. Here are the guidelines for posting:

1. Initial post: Pick an initial question to answer (choose a question that has not already been answered by a peer). The initial post should be completed no later than Wednesday at 23:59. Failure to do so will result in no credit for your grade for the initial post.

The initial post is worth up to 15 points. To receive full points, your posting must be meaningful and not just "cut and pasted" from the text. Include examples and cite your sources appropriately.

2. Reply post: Respond to one of your classmates' posts (due Sunday at 23:59). Response posts are also worth 10 points each. For full points, you must add to the discussion, not simply agree with the initial posting. This means supplying an example of further reading, a clinical example, or more information that was not in the initial post.

3. Active engagement (in addition to the initial and reply posts, you should read at least 80% of all classmates' posts).

4. Keep your posts scholarly and succinct. Typically, 1-3 paragraphs are adequate for each post. If you make your posts too long, it gets tedious to read (like monopolizing a conversation). However, you need to answer your question thoroughly.

5. Spelling and grammar matter. Proper spelling, punctuation, and grammar make reading your posts easier. Points will be deducted for grammatical errors, missing content, spelling errors, etc.

6. Do not copy from the book. Put things in your own words. Copying from the book does nothing to help your classmates understand the content. We all have the same books. Try to explain things by using analogies or other ways that can help us remember the content or the principles behind the content.

7. Do not repeat what others have already said unless you are clarifying, questioning, or verifying. If you are simply repeating what others have already said, it just gets more tedious to read through all of the posts.

8. If a question has been thoroughly answered, do not feel as though you need to continue discussing it. Move on to another one.

9. Remember, these posts should flow like a conversation. Feed off each other's knowledge! It is also important to be professional and respectful in all correspondence with faculty and peers.

To summarize, you will be assigned a grade (25 points maximum) for your discussion contribution in each lesson, as follows:

o   Initial post:0-15points

o   Response posts: 0-10 points

The remaining points are awarded for your response to a peer post, as well as for reading a majority of your classmates' postings.

You are expected to log in at least three times per lesson.

Educational Pamphlet Project

You are expected to develop an educational pamphlet on a disease process. See the assignment for details.

This assignment accounts for 75 points (7.5% of your final grade), and it is due by the due date listed in the course calendar. Please note that you need to sign up for your topic at the beginning of the course.

Instructions

To complete work for this assignment, please note the following:

1. During Preview Week, choose a disease process as your topic, then claim your topic by making a short post to the Educational Pamphlet Sign-Up page. Keep the subject line of your post simple: just your last name and a short form of your topic title will suffice (e.g., "Smith, Tissue Biology"). Only three students may sign up for each lesson. Please be sure to sign up for your topic before spending too much time researching and developing your topic, as sign-up is first come, first served. Please do not pick a topic for a week that three students have already signed up for. If you have any questions regarding this process, please ask your professor before starting your pamphlet. This assignment accounts for 7.5% of your grade.

2. Develop a pamphlet to describe the pathophysiology of the disease you have chosen. Include the following in your pamphlet: pathophysiology, risk factors, clinical manifestations, diagnostics, and common treatments and management, including lifestyle factors if applicable.

3. The pamphlet should be a minimum of two pages and a maximum of four pages. Write your pamphlet as if you were explaining the information to a patient.

4. Use APA format to cite your references. Please make sure your references are current (published within the last five years) and evidence-based.

5. You need to post your completed pamphlet in two places:

   o First, for the benefit of your peers, post it to the Post Your Completed Educational Pamphlet - Discussion page of the course during the week in which your disease process is covered. For example, if you were to choose heart failure as a topic, your pamphlet would be due by the Monday of Lesson 4.

   o In addition, for grading purposes, you need to post it to the Submit Completed Project: Pathophysiology Educational Pamphlet -Assignment page.

Again, note that assignment sign-up happens during Preview Week in the "Preview Week and Educational Pamphlet Assignment" module. Only three students are allowed to sign up per lesson. If you sign up for Lessons 1 or 2, you should get started on your topic during Preview Week, as the due date will come up very quickly.

Total points = 75

Course Policies

In addition to the information below, refer to your home campus's academic policies (e.g., regarding incompletes and academic misconduct). General policies are listed below.

Statement of Student Time Commitment

For each course credit, students are expected to spend a minimum of three hours/week on coursework. Therefore, for a three-credit course, at least nine 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. Summer versions of this course are delivered in an accelerated format, requiring at least 12-15 hours per week.

Class Participation

Many assignments in this course require that you read each other's work to post a peer reply. Please do not read the work of other students before making your initial post for any assignment. The reason for this is to encourage original thought and creativity and to avoid what is known as "groupthink." In groupthink, students seem to follow along with the first posts and reply similarly; this puts an undue responsibility on the person who had the courage to post first, and it may actually reduce the quality of your post if you structure yours like others already there. Regarding your reply posts, it is required that you view other students' posts before replying. The instructor reserves the right to grade students differently based on their participation in discussions and their failure to post their work before viewing the work of their peers.

Late Assignment Submission

Late submission of assignments is discouraged. The instructor reserves the right to take partial or full points off for late assignments. If you are going to be away, it is suggested you get the assignments done and posted ahead of time to avoid losing points for late submissions.

APA Style

Complete APA format is required for all formal papers submitted in this course. APA format specifies the format for the 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) or Rich Text Format (.rtf).

For assistance with APA formatting, you may refer to the Purdue OWL website (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) or your campuJ>_writlng_c_ent s.

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, or 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 following website: University of Wisconsin System: Student Academic Disciplinary Procedures (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 (e.g., Smith, 2010) at the end of the sentence. The Universities of Wisconsin 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, posts 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.a lbion.com/netiquette/corerules.html).

Confidentiality

When communicating information online or face to face based on personal or work-related experiences, keep in mind the rules and policies of 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 agency/institution 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 Guidance for Students (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html?src=rn)

- HIPAA (https://www.hhs.gov/hipaa/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 to 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 of their home campus within the first week of the semester so that appropriate accommodations may be arranged.

Course Information

Course number: NURS 441
Title: Chronic Care Management
Semester: Spring 2026
Credits: 3

Course Description
This is a three-credit course that explores the interaction of biological, psychological, social, and environmental factors important to understanding the 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 the management of chronic conditions within the context of a patient's individual situation.

Student Learning Outcomes
Upon successful completion of this course, you should be able to do the following:
- Analyze the interaction of biological, psychological, social, and environmental factors in the management of chronic conditions.
- Synthesize theories and concepts related to the management of chronic conditions to support self-management.
- 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 the 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
- American Psychological Association (2019). Publication Manual of the American Psychological Association (7th 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 this course, and to help you achieve the level of quality required, you may want to work with the writing center on your campus as you begin to plan and compose the first drafts of your writing assignments.

Course Organization
The course is organized into three units:
- Unit 1. Concepts and Theories in Chronic Care Management
- Unit 2. Nursing Strategies in Caring for Patients with Chronic Illness
- Unit 3. Collaborative Care in Chronic Care Management

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 Rubrics page in the Course Orientation section of the course 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 Assignment: MI Questions	5
Individual Assignment: Tommy's Story	10
Individual Assignment: Lewin's Force Field Analysis	10
Individual Assignment: Patient Interview	30
Discussions (individual and group)	15
Quizzes (each worth 10%)	30
Total	100

Grade Scale

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. The grading scale used for final letter grade in this course is based on the grading scale of the campus through which you are enrolled.

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

If you have questions, please contact your instructor.

Assignment Descriptions and Rubrics

Discussions
Online courses like this one depend heavily on discussions, and 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, and then to post at least two responses to the posts of classmates by midnight on Sunday (see course calendar}. If you are taking a 7-week N441 class, the pattern for due dates of discussion boards may vary. Please check your calendar and use your calendar as your guide. Responses posted after the deadline do not receive full credit.

Discussion work is rated using the criteria detailed in the N441 Discussion Rubric.

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N441 Discussion Rubric	
Criteria	Point Value

Initial post: • Synthesis of knowledge gained through readings and, if applicable, experience. • Evidence of critical analysis of the discussion question with connection drawn to professional practice. • Substantial and completely answers the discussion question. • The post has logic that can be supported. • Concise and well-written; free of grammar/spelling mistakes. • Where necessary citations should occur and be consistent with APA formatting. • Posted on time.	3
Reply post: • Insightful or thought-provoking. • Respectful and enhance further discussion. • Clear and well-written; free of grammar/spelling mistakes. • Posted on time	2
Total	5

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

Before posting, take time to organize your thoughts: once posted, you cannot edit discussion posts. 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.

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.

Motivational Interviewing Questions
See the assignment page for the full description and rubric for this assignment.

Tommy's Story
See the assignment page for the full description and rubric for this assignment.

Lewin Change Model
See the assignment page for the full description and rubric for this assignment.

Patient Interview
See the assignment page for the full description and rubric for this assignment.

Quizzes
The quizzes will test your knowledge of the theories learned in Units 1 and 2. Make sure you have gone through the presentation and the readings before attempting the quizzes. All quizzes are timed and open-book, meaning course materials may be used; however, to be successful you will need to study the materials well in advance.
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 the Academic Integrity policy.

You are responsible for taking quizzes at the scheduled times. Instructors 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. If you exceed that time you will be graded as late and your score will be lowered by 10 percent.

Course Policies

Statement of Student Time Commitment
For each course credit, students are expected to spend a minimum of three hours per week on coursework. Therefore, for a three-credit course, at least nine hours per week is expected. This is a general guideline that may vary depending on the assignments and/or quizzes. 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 or group assignments will be docked 5% for each overdue day including weekends and holidays. Late or missing peer evaluations (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 posts to the discussion forums. APA format for formal papers includes a title page, pagination, section headers, in-text citations, and a reference 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/).

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(UWSCh. 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.wiscansin.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 comments 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 Guidance for Students
  (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)
- HIPAA (https://www.hhs.gov/hipaa/index.html)

Social Media Policy

Consistent with UWGBSocial Media Policy(http://www.uwgb.edu/univcomm/policies/social-media-policy.asp) and the American Nurses Association's (ANA's) 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 posts.
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 of their home campus within the first week of the semester so that appropriate accommodations may be arranged.

Course Information

Course number: NURS 446
Title: Research and Evidence-Based Practice
Semester: Spring 2026
Credits: 3

Course Description
This course introduces the concept of evidence-based practice, the importance of evidence to improve clinical practice, strategies to evaluate the quality of evidence, and how to design an evidence-based project.

Student Learning Outcomes

Upon completion of this course, you should be able to:
- Contrasts the relationships between theory, research, and nursing practice.
- Differentiate selected quantitative and qualitative approaches to research.
- Manipulate search terms to retrieve best evidence for practice in search engines.
- Critique research studies considering research approaches and rights of human subjects.
- Discuss approaches for fostering adoption of an evidence-based practice change in a health-care setting.
- Design an evidence-based practice project.

Course Materials

Required Texts
- LoBiondo-Wood, G., & Haber, J. (2018). *Nursing research: Methods and critical appraisal for evidence-based practice* (9th ed.). St. Louis MO: Elsevier. ISBN 978-0-323-43131-6.

Required or Recommended Articles
- Reading and media assignments will be listed in each module.

Library Resources
This course asks you to do research, and for that you need a good library. The good news is that, while you are a student in the UW System, you have complete access to your campus library. And since most references and publications are online, this means you have the power of the UW behind you, even at home. You should never pay to read a research article or for access to a database, because your library can obtain a copy of the article for you, and it usually only takes a few hours or maybe a day. All you have to do is ask.

Your first task in the course will be to ensure you have access to your campus library. You'll need it to search the databases on a specific clinical question later in this lesson. There are many databases, but for health sciences and nursing research, we use PubMed and ClNAHL first. These two sources overlap a bit, but for the most part they cover distinct areas of science and complement each other well, so start your searches there. You'll find some database tutorials listed as optional reading assignments, as well as a few pages of required text readings.

In your research, your goal is to find primary sources: original research articles or documents. Always try to find these first. Secondary sources are works that interpret or analyze primary sources. It may be possible to use the secondary source when the primary source isn't available.

Online Writing Lab

To get the most from this course, and to help you achieve the level of quality required, you may want to work with the writing center on your campus as you begin to plan and compose the first drafts of your writing assignments.

Course Organization

The Course and Its Main Components

This course is divided into modules and is 100% online but is **not** self-paced. Modules include a lecture, reading/media assignments, quiz on module content, individual assignments, and small- group activities. You will follow the course calendar for module assignments and due dates and are required to check the course (in Canvas} regularly for updates, which are posted in the Announcements area of the course. To facilitate activities, you will sometimes be assigned to work in groups. Groups may be changed during the semester as needed. Viewing the Course Information lecture (under the Course Information tab in Canvas} is required before beginning the course modules, because it provides a complete overview and orientation to the course - allowing you to learn the most and do your best.

The Modules

Module	Topic
0	Course Introduction
1	Introducing Research and Evidence-Based Practice
2	Qualitative Research
3	EBP and Clinical Guidelines
4	Quantitative Research
5	Collecting and Analyzing Data
6	Protection of Human Subjects
7	EBP Project Completion (Final Project}

Special Out-of-Class Requirements (computers, software, calculators, field trips, etc.}
None

Grading

Grade Components
Your course grade will be based on the following required assignments:

Component	Percentage
Individual Qualitative Critique	25
Individual Quantitative Critique	25
Individual AGREE II Instrument Assignment	25
Group projects (includes PICOT assignment, Group Qualitative Critique Section, Group Quantitative Critique Section, Group AGREE Consensus & Short Paper)	15
Quizzes	10
Total	**100**

Refer to the course calendar on the Home page for all due dates:

Late Work Policy
Late penalties in this course are severe and will harm your final grade. It is essential that work is submitted on time. Plan ahead for due dates and set a reminder to take quizzes. Arrangements to submit late work must be approved in advance of the due date; the new due date will include a grade reduction but may be less severe than that standard policy.

Group work depends on timely submissions by all members of the team. For this reason, late group work is not accepted and will earn 0 points.

Quizzes must be taken when scheduled. In select circumstances, quizzes may be taken **before** the usual window. It is not possible to delay or re-do quizzes. Missed quizzes earn O points. *Set a reminder to take all quizzes!*

Individual assignments (Individual Qualitative Critique, Individual Quantitative Critique, Individual AGREE II Instrument) turned in late receive a 5% grade reduction for each day that is late, including weekends. **No work is accepted more than 7 days late or after the final day of the course.**

Grade Scales

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.

The grading scale used for final letter grade in BSN@Home courses is based on the grading scale of the campus through which you are enrolled.

Final course grades are not rounded. Course assignments and final grades are not curved. There is no extra credit available.

Grade	Percent	Grade	Percent
A	94-100	A	
AB	88-93.99	A-	
B	82-87.99	B+	
BC	76-81.99	B	
C	70-75.99	B-	
CD*	68-69.99-	C+	
D	65-67.99	C	
F	<65	C-	
*UW-Madison does not use a grade of CD. Grades 65-69.99 are recorded as D.		D+	
		D	
		D-	
		F	

Group Assignments and Rubrics

Shared assignments require you to complete work independently, then share the results with your group. You will help others in your group by reviewing and making comments for improvement.   Your grade comes from your work, not the work of your group.

PICO(T) Project

For this assignment, you are asked to demonstrate your understanding of the PICO(T) question by formulating a reasonable PICO(T) question and reviewing a colleague's PICO(T) submission. For details, see the assignment in Module 1 on the Home page.

Shared Critiques

For the shared critiques, you will complete an assigned portion of a standardized critique form, then add suggestions for improvement to a colleague's submission. Workload distribution information can be found under Module 1. For details about the shared critiques, see the assignments in Modules 2 and 5.

Shared PICOT/Critique Rubric

Each project is evaluated using a 4-point scale (3 points for the initial posting and 1 point for the discussion/reply.) **Initial postings are required to earn discussion/reply credit.** Work is not accepted after the discussion forum closes.

Initial Postings (3 points max):
- 3 = Outstanding initial posting that clearly demonstrates knowledge of the material.
- 2 = Excellent initial posting that clearly demonstrates knowledge of the material but may contain a minor error, omission, or typo.
- 1 = Very good work that may need clarification on one or more points and/or does not cover the scope of the question. Initial postings submitted late (after the initial posting deadline but before the discussion/reply deadline) can earn a maximum of 1 point plus discussion posting points.
- 0 = Initial posting is not submitted, not acceptable, or there are significant errors.

Discussion Postings (1 point max, an initial posting is required to earn any discussion points):
- 1 = Initial posting submitted on time. Full and complete participation in the discussion forum that advances knowledge and furthers the discussion.
- 0.5 = Initial posting submitted. Participation in the discussion forum present but may require additional information/clarification and/or does not fully advance knowledge.
- 0 = Initial posting was not submitted, there was no participation in the discussion, and/or discussion participation does not advance knowledge.

Individual Assignments

Individual Qualitative Critique and Individual Quantitative Critique

You will independently evaluate the quality of a research article by completing an in-depth critique using a standardized form, adding definitions of each criterion to guide your analysis. For details, see the actual assignments in Modules 3 and 6.

Be sure to submit your completed work by the due date indicated in the course calendar.

Individual AGREE II Instrument Assignment

For this assignment you will evaluate the quality of an assigned clinical practice guideline by completing an EBP project featuring an in-depth analysis using a widely used standardized tool (the AGREE II), to assess the methodological rigor and transparency of a clinical guideline's development. You will then add rationale/evidence to support your ratings/conclusions.

For details, and for the assignment itself, see Module 4 on the Home page.

Individual Assignment Rubric

Each criterion/question will be rated using a 3-point scale:

> 3 = Outstanding work that clearly and correctly answers all elements.
> > • For critique, this includes defining the criterion, reporting if criterion was met/unmet, and providing evidence from the article supporting the decision. For "Synopsis Section," clearly answered all questions providing sound rationale for decision.
> > • For Agree II Instrument, this includes completing a rating and including rationale from the guideline and completing all mean calculations. For "Overall Guideline Assessment," this includes congruence between overall mean and recommendation. For **Notes,** rationale is provided for decisions.
> 2 = Very good work but may not be as clear as possible or is missing one element
> 1 = Average work and/or is missing two elements.
> 0 = Not submitted, not acceptable, and/or three or more elements are missing.

Final Project (EBP Project Completion)

In the final project, you will perform a literature search to select and identify and discuss a recent qualitative study, quantitative study, and systematic or integrative review, identify the study type, and discuss the differences between the types of studies. For details, see the assignment in Module 7.

Final Project Rubric

This project is evaluated by grading each of the elements below on a 4-point scale (16 total points possible). For detailed instructions and information about each part, see the actual assignment in Module 7.

> • **Part 1 - Find and discuss the articles** *(12 points; 4 points for each article type-- qualitative, quantitative, systematic or integrative review)*
> • **Part 2 - General Understanding (4** *points)*

The project is evaluated using a 4-point scale. Late work is not accepted.

> 4 = Outstanding work that clearly and correctly answers **all** elements.
> 3 = Very good work but may not be as clear as possible or is missing one element.
> 2 = Average to very good work and/or is missing two elements.
> 1 = Average work that does not show comprehension of all concepts and/or is missing more than two elements.
> 0 = Below average work that does not show comprehension of concepts.

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 delivered **during the full term,** students are expected to spend a minimum of 3 hours per week per credit 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 and/or quizzes, your familiarity with the course content, and learning style. **Courses that are delivered in an accelerated format (such as the 7-week length) will require significantly more time per week to complete the work..**

Class Participation
In this course you may be asked to read each other's work, and then to post a peer reply. The course settings will require that you make your first post on any assignment prior to reading the postings of your peers. The reason for this is to encourage original thought, creativity, and avoid the threat of plagiarism from others. Discussions are required and graded; failure to submit discussion postings will result in a reduction of your overall course grade. The instructor reserves the right to grade students based on the quality of their work, participation in discussions and/or group activities, meeting course deadlines, and spelling/typo/grammatical errors.

A good practice is to draft your discussion content in Word and then paste it to discussion area once completed. Word provides a more robust editor and will catch small spelling and grammar issues that the discussion area does not. Comments such as "Yes, I agree with what you said," or "Great post" with no further "substance" are not appropriate and will not earn credit.

Being respectful of the learning community should not prevent full discussion of course content.
- Alternative points of view over answers can occur. In fact, if you have an alternative point of view you are encouraged to express why you think differently; provide evidence.
- If you have an alternative point of view, take care to express your view on the content of the answer; do not criticize the individual personally. It can be difficult to express an alternative view, but the intent of the discussion is to provide an opportunity to express our alternative views and develop our feedback skills.
- Please describe completely the rationale for your view and propose what you believe is a better answer.

Late Assignment Submission
Late penalties in this course are severe and will harm your final grade. It is essential that work is submitted on time. Plan ahead for due dates and set a reminder to take quizzes. Arrangements to submit late work must be approved in advance of the due date; the new due date will include a grade reduction but may be less severe than that standard policy.

Group work depends on timely submissions by all members of the team. For this reason, late group work is not accepted and will earn 0 points.

Quizzes must be taken when scheduled. In select circumstances, quizzes may be taken **before** the usual window. It is not possible to delay or re-do quizzes. Missed quizzes earn 0 points. **Set a reminder to take all quizzes!**

Individual assignments (Individual Qualitative Critique, Individual Quantitative Critique, Individual AGREE II Instrument Assignment) turned in late receive a 5% grade reduction for each day that is late, including weekends. **No work is accepted more than 7 days late or after the final day of the course.**

APA Format/Microsoft Word
All documents must be submitted using Microsoft Word (docx format). APA format is used (see current edition) in this course, unless instructions provide other information.

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.

The 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 University of Wisconsin System: Student Academic Disciplinary Procedures (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
Using someone's words or ideas (even if the words are different from your own words) without citing the source is plagiarism. APA format provides specific instruction on how to cite other work and avoid this issue. You must cite sources. Plagiarism reduces the trustworthiness and integrity of all work submitted; it is cheating and will result in a failing grade in the course. 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 vocal 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 anyway 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 the rules and policies of 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 members, or agencies/institutions by not disclosing confidential information outside of the course. To maintain anonymity, methods such as an alias or initials should be used. For more information on these laws, please refer to the following websites:
- **FERPA** General Guidance for Students (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)
- HIPAA (https://www.hhs.gov/hipaa/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 FERPA and HIPAA, also apply to 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 posts.
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.

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For more information, see the ANA Enterprise page at 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 for 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

Course Information

Course number: NURS 447
Title: Leadership and Management
Semester: Spring 2026
Credits: 3

Course Description
This three-credit course examines nursing leadership and management using relevant theories and concepts. Students in this course analyze decision-making in relation to communication, delegation, supervision and group process.

Student Learning Outcomes
Upon successful completion of this course, you should be able to:
- Demonstrate knowledge of the complex and dynamic economic, political, and social influences on health care organizations and professional nursing practice.
- Examine the interrelationships among organizational behavior, leadership and management strategies and processes, and professional nursing practice.
- Analyze decision-making in relation to ethics, communication, delegation, leadership and followership, supervision, and group process.
- Analyze leadership and management behaviors, evidence-based leadership, and management research to promote quality care and professional nursing practice.

You will also learn the Essentials II and V of Baccalaureate Education for Professional Nursing Practices (American Association of Colleges of Nursing, 2008):

II.   Basic Organizational and Systems Leadership for Quality Care and Patient Safe
   o   Knowledge and skills in leadership, quality improvement, and patient safety is necessary to provide high quality health care.
V.   Health Care Policy, Finance, and Regulatory Environments
   o   Health care policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

Course Materials (required)
- Huston, C. J. (2023). Leadership roles and management functions in nursing: Theory and application (11th ed.). Philadelphia. Wolters Kluwer Health. ISBN-13: 978-1-9751930-65
- American Psychological Association (2019). Publication manual of the American Psychological Association (7th ed.). Washington, DC. Author.

Online Writing Lab
To get the most from this course, and to help you achieve the level of quality required, you may want to work with the writing center on your campus as you begin to plan and compose the first drafts of your writing assignments.

Course   Organization

Course Structure
The course is organized as 14 lessons:
- Lesson 1. Introduction to Course and Leadership and Management
- Lesson 2. Ethical and Legal Management
- Lesson 3. Strategic and Operational Planning
- Lesson 4. Change Theory and Planned Change
- Lesson 5. Organizing Patient Care and Patient Safety
- Lesson 6. Organizational Structure and Power
- Lesson 7. Delegation and Conflict Resolution
- Lesson 8. Quality Control
- Lesson 9. Quality Improvement
- Lesson 10. Financial Management and Budgeting
- Lesson 11. Staffing and Scheduling
- Lesson 12. Recruiting, Retaining, and Educating Staff for Teams
- Lesson 13. Environmental Climate and Communication
- Lesson 14. Performance Appraisal and Discipline

Activities
Each lesson typically contains outcomes, learning resources, commentaries, and assignments.

Class-wide discussions typically require an original post and two responses to the posts of classmates. For small group/teamwork, the team members typically first interact with each other, entering individual responses within the group forum, and then sharing their conclusion with the rest of the team and then the class.

For individual written assignments, students prepare and submit a presentation and a paper to the instructor for grading; these assignments are not read by other students.

Start and end dates of the units and activities are posted in the course calendar.

Exams
The course does not include exams.

Grading

Grade Components
Your course grade will be based on the following required assignments, which will be dispersed throughout the course.

Assignment	Percentage
Quality Improvement Project	35
Leadership Presentation	15
Discussions	50
Total	100

Grade Scale
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. The grading scale used for final letter grade in BSN@Home courses is based on the grading scale of the campus through which you are enrolled.

Grade	Percent	Grade	Percent
A	93-100	A	93-100
AB	87-92	A-	90-92
B	83-86	B+	87-89
BC	77-82	B	83-86
C	73-76	B-	80-82
*CD	67-72	C+	77-79
D	63-66	C	73-76
F	< 60	C-	70-72
		D+	67-69
		D	63-66
*UW-Madison does not use a grade of CD.		D-	60-62
		F	<60

Please contact your instructor if you have questions.

Assignment Descriptions

Leadership Presentation
This assignment is worth 15 percent of your final grade.

The purpose of this assignment is to examine an important leadership issue in nursing. You can focus on any number of topics including but not limited to the following: ethical concerns, legal aspects, legislation, advocacy, organizational theory, motivation, team work, conflict, and/or communication in health care.

For details on this project and the criteria used to evaluate your work, see the separate Leadership PowerPoint Presentation page.

Quality Improvement Project
This assignment is worth 35 percent of your final grade.

The purpose of this assignment is to identify a patient care issue in the organization where you work that could be improved in order to increase the quality of care. For example, do you want to decrease patient falls or medication errors, reduce the incidence of ventilator-associated pneumonia or UTIs, assess for delirium, or respond to signs of patient deterioration? Your topic should be one that has some evidence for "research-based best practices."

For details on this project and the criteria used to evaluate your work, see the Quality Improvement Project page of the syllabus.

Discussions: Class-Wide and Small-Group/Team Discussion
This part of the course is worth 50 percent of your final grade.

Your postings are intended to demonstrate your understanding of the readings and your ability to make connections between the content and situations or experiences. Meaningful contributions to the class discussions is expected.

For class-wide discussion, you should respond to at least two different discussion posts not related to your own post.

For small group/team discussions, after posting your initial discussion, you should respond to at least two group members.

Each posting will be evaluated using the discussions rubric. Points will be deducted for late posts and responses.

For details on how discussions will be evaluated, see the Discussions page.

How We'll Interact
Interaction between instructor, students, and content will mainly occur within the discussions and via e-mail. 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 online classroom, and working collaboratively with others in the course. The role of the faculty is to

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facilitate students' learning, not to "present the oneright answer" or solve all the problems. Teaching strategies may include lecture via slides, readings/articles, online discussion, small-group/team work, and written assignments.

Discussions

This part of the course is worth 50 percent of your final grade.

Your postings are intended to demonstrate your understanding of the readings and your ability to make connections between the content and situations or experiences. Meaningful contributions to the class discussions is expected. Each weekly posting will be evaluated using the rubric below.

For the class-wide discussions, after your initial post you need to respond to at least two (2) other initial posts that are not related to your own post.

For small group/team discussions, after posting your initial discussion, you should respond to at least two (2) group members.

Each set of postings will be evaluated using the following criteria.

Discussions Rubric	
Points	Criteria

Excellent (5 points)	Discussion postings clearly indicate understanding of course readings and are completed before the deadline, exceed the minimum number required (initial posting and two responses to classmates posting), and are straight to the point, clearly worded, and respond constructively to others' ideas. Discussion postings include thought-provoking questions or additional insights designed to elicit responses from other participants. Clear evidence of critical analysis of a posted idea with clear connections drawn to professional practice. Includes a variety of appropriate, researched and informative sources (or references course materials) to support ideas. Quotes and sources of information are credited appropriately in APA format. Responses are posted to discussions/questions of other participants in a respectful manner to enhance the class discussion. Response is posted early in the lesson to allow time to return and add to the discussion in a timely manner.
Above Average (4 points)	Discussion postings are generally timely, relevant and include some feedback about the readings and include responses to others' comments in the discussions. Meets the minimum number of postings per week. Discussion postings include questions that move beyond yes or no answers and elicit responses from other participants and enhance dialogue. Some evidence of critical analysis of a posted idea with clear connections drawn to professional practice. Does not include a variety of appropriate, researched and informative sources (or references course materials) to support ideas. Response to discussions occurs within time frame of the lesson.

	Discussion postings do not fully speak to the discussion topic. Postings may address one element of the topic but fail to completely deal with the topic. Discussion postings include questions that do not move beyond yes or no answers, and fail to elicit responses from other participants. Little evidence of critical analysis of a posted idea with few or no clear connections drawn to professional practice. Response is posted near the very end of the lesson, not allowing time for full engagement with the ideas and discussion.
Partially Proficient (2 points)	Late or so far at the end of the lesson as to make any meaningful contribution. No inclusion of appropriate, researched and informative sources (or references course materials) to support ideas. Not clear from the discussion that reading assignments have been completed. Response to discussions occurs only occasionally. Responses only consist of paraphrasing or summary of readings.
Incomplete (1 point)	Discussion postings are merely perfunctory. For example, many of the postings are "I think so too" or "I disagree" without elaboration of thinking, or there is excessive quoting from the readings without any significant supporting evidence of the topic. Discussion postings include unclear questions that do not move beyond yes or no answers and/or fail to respond to classmates' postings. No evidence of critical analysis of a posted idea with any clear connections drawn to professional practice. Posting occurs after the lesson has been closed limiting the ability of other students to participate in your ideas and discussions.

Leadership PowerPoint Presentation
This narrated PowerPoint Presentation is worth 15 percent of your course grade.

The purpose of this assignment is to examine an important leadership issue in nursing. You can focus on any number of topics including but not limited to the following: ethical concerns, legal aspects, legislation, advocacy, organizational theory, motivation, team work, conflict, and/or communication in health care.

This assignment is a 10-minute narrated, or voice-over, PowerPoint presentation. Think of these as being about 10 slides long, running about 10 minutes, though many speakers will vary between 20 to 30 seconds or a minute per slide. Create only 10 or 12 slides, not including the title or reference slides, to be used during this 10-minute period. Information on the slides should be able to be immediately absorbed.

Your presentation should be free of grammatical errors, properly cited, and in compliance with APA style. An abstract and headings are required in this paper. Look in your APA Manual or online (https://owl.english.purdue.edu/owl/resource/560/16/) for the format of levels of headings.

Presentation Structure
- Intro slide: Title of presentation, date, presenter name.
- Outline slide: Presents the main points of what you will talk about.
- Content slides: Cover detailed information based on your outline.
- Final slide: The audience will likely take away the last thing you say.
- Reference slides: Sources used for presentation.

How to Format a PowerPoint in APA Style

The APA Manual does not have a section on how to format a PowerPoint presentation, but you can still follow APA style guidelines within your PowerPoint. For example:
- Include the same information on your title slide that you would have on a title page.
- Include in-text citations for any quote, paraphrase, image, graph, table, data, audio, or video file that you use within your presentation. Please note that photographs are considered figures in APA style. See section 7.30 of the APA manual for more information about this.
- The last slide or slides will be your Reference List.
- "No citation, permission, or copyright attribution is necessary for clip art from programs like Microsoft Word or PowerPoint" (American Psychological Association [APA], 2020, p. 346).
- Do not reproduce images without permission from the creator or owner of the image. See section 12.15 of the APA manual for more information about this.

Citing Sources in a PowerPoint Presentation

To cite your sources within a PowerPoint presentation, you can include your references or in-text citations on each slide. You can (a) provide the references verbally, (b) provide a reference list slide at the end of your presentation with corresponding in-text citations, or (c) combine these.

If you need to cite PowerPoint slides in your References list, use this format (don't forget to indent the second and subsequent lines):

Author, A. A. (year). Title of presentation [PowerPoint slides]. Website Name. https://xxxxx Please note that "if the slides come from a classroom website, learning management system [e.g., Blackboard], or company intranet and you are writing for an audience with access to that resource, provide the name of the site and its URL (use the login page URL for sites requiring login)"(APA, 2020, p. 347).

Additional Resources
- Top Eight Rules for Creating a PowerPoint
- APA formatting: https://youtu.be/xUDafR7TGZY
- How to add and record audio in your PowerPoint presentation
- To get the most from this course, and to help you achieve the level of quality required, you may want to work with the online writing lab on your campus, as you begin to plan and compose the first drafts of your writing assignments.

PowerPoint Presentation Components

The components of the Leadership PowerPoint Presentation are weighted as follows:
1. Abstract - 5 points
   - Approximately 1 slide in length
2. Identification/significance of the leadership issue in nursing- 15 points
   - Introduction to paper included
   - Approximately 2-3 slides in length
3. Review of literature (scholarly/primary up to date/recent sources [5 years or less] only) - 40 points
   - Minimum of 4 references from peer-reviewed journals
   - Approximately 3-4 slides in length
4. Implications for practice, policy, and education - 25 points
   - Includes all the 3 areas (practice, policy, education)
   - Approximately 2-3 slides in length
5. Conclusion - 5 points
   - Approximately 1 slide in length
6. Reference citations/APA format/grammar - 10 points
   - Approximately 1-3 slides or as many as needed to include all references
   - Headings are required.

References should have hanging indents and few to no errors. There is no need to double-space references on a PowerPoint slide. To get a hanging indent on your PPT, click Home, highlight your text, and then move the marker on the ruler to achieve the desired indentation, or follow the instructions below:

- Select the paragraph or paragraphs you want to indent.
- Click the Home tab, and then click the Paragraph dialog box launcher.
- Under Indentation, in the Before text box, click the arrow to approximately. 5".
- Click the arrow next to Special and choose Hanging.

Length: This assignment is a 10-minute narrated or voice-over PowerPoint presentation of 10 or 12 slides not including the title or reference slides.

References: minimum of 4-5 peer-reviewed journal articles (primary sources) for the literature review; additional sources can also be used throughout the PowerPoint presentation.

Maximum total grade points: 100

Submit your completed PowerPoint as an attachment.

Grading Criteria
Evaluation of the Leadership PowerPoint Presentation uses the following criteria:

Leadership PowerPoint Presentation Assignment Rubric				
1. Abstract				
Very Good to Exceptional (5 pts.) Abstract summarizes what presentation is about. Includes leadership issue and brief summary of literature, and identifies implications. Entices reader to read more.	Satisfactory (3-4 pts.) Abstract briefly summarizes what the presentation is about, but is missing one main point of presentation.	Marginally Acceptable (2 pts.) Abstract minimal and does not capture what the presentation is about.	Completely or Mostly Unacceptable (0-1 pts.) No abstract included or does not summarize what presentation is about.	___/5
2. Identification of Leadership Issue				
Very Good to Exceptional (14-15 pts.) Introduction paragraph included. Identification of nursing leadership issue included. Significance of issue included.	Satisfactory (11-13 pts.) Nursing leadership issue identified, but not clearly stated. Some significance of issue included. Rationale for selecting issue may	Marginally Acceptable (9-10 pts.) Nursing leadership issue not clearly identified. Missing either significance of issue or rationale for selecting issue.	Completely or Mostly Unacceptable (0-8 pts.) Nursing leadership issue not clearly identified. Missing significance and rationale for selecting issue.	___/15

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Rationale for selecting issue included. Minimum of 2-3 slides in length.	not be included or is brief, not meeting the minimum 2-3 slides in length.			

3. Review of Literature				
Very Good to Exceptional (36-40 pts.) Multiple peer-reviewed references included from a variety of sources and authors, with more than 4 references from peer-reviewed journal articles. Connections made between sources to discuss relevance of topic/issue. At least 3-4 slides in length.	Satisfactory (31-35 pts.) Minimum number of peer-reviewed references included. Some connections made between sources to discuss relevance of topic/issue. Less than minimum 3-4 slides in length.	Marginally Acceptable (16-30 pts.) Less than minimum number of peer-reviewed references included or references were not peer-reviewed. Minimal connection/discussion between references and topic/issue.	Completely or Mostly Unacceptable (0-15 pts.) References not peer-reviewed. No relevance of references to topic/issue of presentation.	___/40

4. Implications				
Very Good to Exceptional (22-25 pts.) Implications of this issue related to practice, policy, and education are included with support from literature. All areas are discussed and is at least 2-3 slides in length.	Satisfactory (18-21 pts.) Implications of this issue related to practice, policy, and/or education are included, but missing one area or not supported by literature. Less than minimum 2-3 slides in length.	Marginally Acceptable (15-17 pts.) Implications of this issue related to practice, policy, and/or education included briefly. Missing at least one area. Not supported by literature.	Completely or Mostly Unacceptable (0-14 pts.) Implications of this issue only address one area of practice, policy, or education. No support from the literature.	___/25

5. Conclusion				
Very Good to Exceptional (5 pts.) Conclusion identified and summarizes all aspects of presentation well. At least 1 slide in length.	Satisfactory (3-4 pts.) Conclusion identified and briefly summarizes presentation.	Marginally Acceptable 2 pts.) Conclusion minimal and does not summarize presentation.	Completely or Mostly Unacceptable (0-1 pt.) No conclusion identified or does not summarize presentation.	___/5 241

6. APA				
Very Good to Exceptional (9-10 pts.) No spelling or grammar errors. Headings used appropriately. APA formatted correctly. Reference slides with hanging indent and few to no errors.	Satisfactory (7-8 pts.) A few spelling or grammar errors. A few APA style issues with spacing or formatting noted. Headings used. Several errors on Reference slide or slides.	Marginally Acceptable (5-6 pts.) Many spelling or grammar errors throughout the paper. Many APA style or formatting issues noted throughout. No headings used. Several errors on Reference slide or slides.	Completely or Mostly Unacceptable (0-4 pts.) APA style not followed. Many spelling or grammar errors prevalent.	___/10
Total points				___/100
Note: Final score will be reduced by 1 point for every day an assignment is late.				

Quality Improvement Project

This paper is worth 35 percent of your course grade.

Introduction
Quality improvement can be accomplished using the planned change process. In planning for change, professional nurses use a structured process to assess aspects of the change, to carefully consider the culture or work climate affected by the proposed change, to figure out how to introduce the change and, then, how to evaluate the change. Engaging in the planned change process is the key to a successfully implemented quality improvement project. It is a strategy used by many businesses and professions world-wide. And as a professional nurse, this is a key strategy for you to gain control over your professional practice environment. Chapter 8 in your text describes the process of planned change. Chapter 23 in your text describes quality control- activities that are used to evaluate, monitor, or regulate services we provide to our patients.

The purpose of this assignment is to identify a patient care issue in the organization where you work that could be improved to increase the quality of care. For example, do you want to decrease patient falls or medication errors, reduce the incidence of ventilator-associated pneumonia or UTIs, assess for delirium, or respond to signs of patient deterioration? Your topic should be one that has some evidence for "research-based best practices." Quality improvement must be supported by evidence, similar to evidence-based practice, but focuses on the process for improving an issue.

To find topics with support from research, try research guides such as this one on the EPC Evidence-Based Reports

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(http://www.ahrq.gov/research/findings/evidence-based-reports/index.html) page of the AHRQ website.

Resources
To help you select a topic, consider the following:
- The Agency for Healthcare Research and Quality is a wonderful resource to explore resources delivering safe, high-quality care to patients in all clinical settings. A good page to start on is the QI Guide on Improved Nursing Care (https://www.ahrq.gov/professionals/systems/monahrq/myqi/nursing.html).
- If you work in a skilled nursing facility or nursing home, you may wish to select your topic based on one of the Minimum Data Set quality indicators from the Nursing Home Quality Initiative. Current nursing home quality measures can be found half way down on this page: Quality Measures (https://www.cms.gov/medicare/quality- initiatives-patient-assessment-instruments/nursinghomequalityinits/nhqiqualitymeasures.html).
- If you're interested in the NDNQI Nursing-Sensitive Indicators, you can find a list of those indicators here: NDNQI Nursing-Sensitive Indicators (https://nursingandnd nqi.weebly.com/ndnqi-indicators.html).
- Other organizations that help identify, monitor, and evaluate quality or provide resources include:
  - American Nurses Association's Standards of Nursing Practice
  - Agency for Healthcare Research and Quality (AHRQ)
  - Center for Disease Control (CDC)
  - Centers for Medicare and Medicaid Services (CMS)
  - Institute for Healthcare Improvement (IHI)
  - Joint Commission (JC)
  - National Database of Nursing Quality Indicators (NDNQI)
  - Quality and Safety Education for Nurses (QSEN)

Because this is a three-credit course without examinations, the Quality Improvement Project accounts for 35 percent of your grade. Keep in mind that, although we ask you to take the paper through the entire process, it is not an expectation of this course for you to implement your change. Why? Because most change processes require a year or more to get through the evaluation phase, and we have only a limited time together in this class.

Write your paper using APA format (utilize headings), with a minimum of 4 references from peer-reviewed journal articles/primary sources for rationale. Search on CINAHL for key terms for your topic. Your paper should be free of grammatical and typographical errors (including spelling). Students who seek an "A" on the Change Project will have a minimum of 8 to 10 primary source references (some of you may have more). Note: The final paper includes (in the following order) title page, executive summary, introduction, four phases of the project that were developed over the semester, summary or
conclusion, and reference list.

To get the most from this course, and to help you achieve the level of quality required, you may want to work with the online writing lab on your campus, as you begin to plan and compose the first drafts of your writing assignments.

Feedback

As you compose each phase of your paper, you will post it to your colleagues for feedback and will review their work to post feedback of your own. Use the QI Project Peer Feedback discussion for this part of the project.

Writing the Quality Improvement Project Paper

You will compose your project paper in stages throughout the course, gathering and giving feedback along the way, at points indicated in the lessons, on the course Home page.

Completing the Quality Improvement Project Paper

Take the four sections of your paper and executive summary and create a formal, end- of- semester "term paper," completed in APA format and with supporting primary source references. The executive summary, the introduction with the body of the paper, and the references should all start on new pages. The executive summary follows the title page and replaces the abstract. You may include appendices after the references. Appendices could include things like an assessment tool, a protocol, or a tool for outcome measurement.

Your final paper will be free of grammatical errors, properly cited, and in compliance with APA style. You must use headings/heading levels in your paper. Please refer to page 62 of the APA manual (6th ed.} for the format of levels of headings. Please use primary sources only. Websites are not acceptable.

Submit the final Quality Improvement Project paper as an attachment by the date indicated in the course calendar. As a general guideline, each of the four phases of the paper should be approximately 2-4 pages in length.

Paper Components

The components of the QIP paper are weighted as follows:
1. Executive Summary- 10 points
2. Strategic Assessment - 20 points
3. Change & Rationale - 25 points
4. Implementation - 15 points
5. Stabilizing & Evaluation - 20 points
6. APA - 10 points

Maximum total grade points: 100

Grading Criteria

Evaluation of the QIP paper uses the following criteria:

1. Executive Summary				
Very Good to Exceptional (9-10 pts.) In place of an abstract, this provides enough information about the project so the reader can understand the proposal, but without detail. Should include the project focus, implementation strategies, and intended outcomes. Between 1-2 pages in length.	Satisfactory (7-8 pts.) Assignment guidelines followed. Provides either too much or not enough information about the project; does not entice the reader to continue reading.	Marginally Acceptable (5-6 pts.) Very brief or short summary of the project and does not depict what the project is about. Assignment guidelines not followed.	Completely or Mostly Unacceptable (0-4 pts.) No executive summary included or is less than one half page in length and does not include information about project.	___/10
2. Strategic Assessment				
Very Good to Exceptional (18-20 pts.) Assignment guidelines clearly followed. Includes introduction with topic and rationale for project. Unit, organization, or work groups characteristics described clearly so reader can picture the situation. SWOT analysis evident of thorough review.	Satisfactory (15-17 pts.) Assignment guidelines followed. Strategic assessment leaves reader with a few questions about situation. Unit, work group, or organization, characteristics described.	Marginally Acceptable (11-14 pts.) Assignment guidelines followed marginally. Unit, organization, or work group characteristics briefly described, but leaves reader with many questions of situation.	Completely or Mostly Unacceptable (0-10 pts.) Assignment guidelines not followed. Unit, organization, or work group not well described. Reader does not have clear picture of situation.	___/20
3. Change and Rationale				
Very Good to Exceptional (22-25 pts.) Assignment guidelines clearly	Satisfactory (18-21 pts.) Assignment guidelines followed. Change or improvement	Marginally Acceptable (14-17 pts.) Assignment guidelines followed	Completely or Mostly Unacceptable (0-13 pts.) Assignment	___/25

followed. Change or improvement described clearly and thoroughly. Goals, target group, and timeline feasible and reasonable for project. Evident that financial implications were considered. Robust rationale from literature clearly identified and supports the described changed or improvement being proposed. Minimum of 4 peer-reviewed journal articles.	described adequately, but leaves reader with some questions. Goals, target group, and timeline described and reasonable. Financial considerations included. Rationale adequate to support change.	marginally. Change or improvement described incompletely. Goals, target group, timeline not clearly identified or appropriate. Financial considerations minimally addressed. Some rationale to support project included.	guidelines not followed. No change or improvement identified. No goals, target group, timeline, financial considerations, or rationale included.	
4. Implementation				
Very Good to Exceptional (14-15 pts.) Assignment guidelines clearly followed. Theory of change identified and strategies based on literature with references included. Clear description of teaching materials, motivational strategies, resistance tactics, involvement of people, and assignment of responsibility included with rationale from literature. Implementation strategies feasible and reasonable.	Satisfactory (12-13 pts.) Assignment guidelines followed. Strategies for implementing identified and include teaching materials, motivational strategies, resistance tactics, and description of responsibility for those involved. Some literature to support strategies included.	Marginally Acceptable (8-11 pts.) Assignment guidelines followed marginally. Some description of how change will be implemented, but leaves reader with many questions or is not appropriate for proposed change. No literature to support implementation strategies.	Completely or Mostly Unacceptable (0-7 pts.) Assignment guidelines not followed. Minimal description of how change will be implemented.	___/15
5. Stabilizing and Evaluation				246

Very Good to Exceptional (18-20 pts.) Assignment guidelines clearly followed. Outcome measures clearly identified and include financial considerations. Data collection, frequency, and reporting is described. Additional considerations included, such as policy change, communication, and ongoing review to keep change or improvement moving forward and prevent backsliding. Also included is discussion of how the change will be assessed and whether successful. Excellent conclusion, fully brings paper together.	Satisfactory (15-17 pts.) Assignment guidelines followed. Outcome measures identified, but not as clear. Minimal financial considerations included. Data collection, frequency, and reporting is included, but minimally described. Policy change, communication, ongoing review, and assessment of change is minimally described. ; Conclusion addresses some components of the paper but does not fully bring the paper together.	Marginally Acceptable (11-14 pts.) Assignment guidelines followed marginally. Outcome measures not clearly identified. No financial considerations. Data collection, frequency, and reporting minimized. Policy changes, communication, ongoing review, and assessment of change included, but minimal and/or missing an aspect. Minimal conclusion, does not fully bring the paper together.	Completely or Mostly Unacceptable (0-10 pts.) Assignment guidelines not followed. Outcome measures not identified. No financial considerations. Minimal description of data collection, frequency, reporting, policy change, communication, ongoing review, and assessment of change included, but missing several aspects. No conclusion.	___/20
6. APA				
Very Good to Exceptional (9-10 pts.) Title page formatted correctly. Headings used appropriately. No spelling or grammar errors. APA formatted correctly. Reference page double-spaced with hanging indent and formatted correctly.	Satisfactory (7-8 pts.) A few spelling or grammar errors noted throughout the paper. A few APA style issues with spacing or formatting noted. Reference page with some formatting errors.	Marginally Acceptable (5-6 pts.) Many spelling or grammar errors throughout the paper. Many APA style or formatting issues noted throughout the paper or reference page.	Completely or Mostly Unacceptable (0-4 pts.) APA style not followed. Many spelling or grammar errors prevalent.	___/10
Total points				___/100

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Note: Final score will be reduced by 1 point for every day the assignment is late.

Discussions

This part of the course is worth 50 percent of your final grade.

Your discussion posts demonstrate your understanding of the readings and your ability to make connections between the content and situations or experiences. Meaningful contribution to the class discussions is expected.

For all discussions, you should post one initial post and two response posts. Each set of discussion posts will be evaluated using the following criteria.

	Full Marks	Good	Mid	Lacking	No Marks
Initial Post	Completed on time and demonstrates good understanding of course readings; focused, concisely worded, with good critical analysis; connects discussion to professional practice. References are included. 2	Completed on time and demonstrates basic understanding of course readings; well-written and connects discussion to professional practice; references are included. 1.5	Completed on time but does not fully speak to discussion (lacking in substance or not well-focused) or elicits few responses from other participants and/or does not connect discussion to professional practice, references are included. 1	Completed late or is perfunctory (not substantial and/or does not move beyond yes/no answers) or excessive but not meaningful quoting from the readings: and/or references are not included or are not of a quality source. .5	No submission. 0

Reply Posts	Responds constructively to others' ideas, with thought-provoking questions or additional insights to elicit responses from other participants; good critical analysis of a posted idea with clear connections drawn to professional practice. References included for all responses. 2	Responds to others' ideas, with some additional insights; fair critical analysis of a posted idea with some connections drawn to professional practice; or does not respond to 2 peers' initial posts; or references are missing on 1 or more responses. 1.5	Responds to others' ideas but without offering additional insights; poor critical analysis of a posted idea and/or draws no connections to professional practice; and/or does not respond to 2 peers' initial posts; and/or references are missing on 1 or more responses. 1	Completed late or is perfunctory (Postings are essentially "I think so too" or "I disagree," without elaboration) or contains excessive but not meaningful quotation from the readings; and/or does not respond to 2 peers' initial response; and/or includes no references. .5	No submission. 0
APA	Includes variety of appropriate, researched, informative sources (or references to course materials) to support ideas; quotes and sources are properly credited in APA format. 1	Only one or two sources are included, or sources were not all relevant or well researched; or quotes and sources are not always properly credited in APA format. .75	One or two sources are included, but they are not relevant or well researched; and/or some quotes and sources are not properly credited in APA format. .5	APA style and format is used, but there are many errors in APA formatting. .25	APA is not used. 0

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, students are expected to spend a minimum 3 hours/week on coursework. Therefore, for a 3-credit course, at least 9 hours/week is expected. This is a general guideline which may vary depending on the assignments and/or quizzes. Summer versions of this course are delivered in an accelerated format, requiring at least 12-15 hours per week.

Class Participation
Many assignments in this course require that you read each other's work to post a peer reply. Do not read the work of other student's prior to posting your original or first post on any assignment. The reason for this is to encourage original thought, creativity, and avoid what is known as "group think." In group think students seem to follow along with the first posts and reply similarly; this puts an undue responsibility on the person who had the courage to post first, and it may reduce the quality of your post if you structure yours like others already there. It is required that you view other students' postings to post your peer replies. The instructor reserves the right to grade students differently based on their participation in discussions and their failure to post their work prior to viewing the work of peers.

Late Assignment Submission
Late submission of assignments is discouraged. The instructor reserves the right to take partial or full points off for late assignments. If you are going to be away, it is suggested you get the assignments done and posted ahead of time to avoid losing points for late submissions.

APA Style
Complete APA format is required for all formal papers. 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) or Rich Text Format (.rtf).

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(UWSCh. 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).

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.

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 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 General Guidance for Students
- (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)
- HIPPA
  (https://www.hhs.gov/hipaa/index.html)

Social Media Policy

Consistent with UWGBSocial 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 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, see the ANA Enterprise page on SocialMedia (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.

Course Information

Course number: NURS 453
Title: Information Management and Healthcare Technology
Semester: Spring 2026
Credits: 3

Course Description & Objectives

Catalog Description
Utilize computer and information/decision science to support quality and safety in health care. Explore informatics issues and examine nursing's role in healthcare technology. Opportunities to use and master various healthcare technologies and healthcare data will be given.

Course Description
This 3-credit course teaches how to utilize computers and information/decision science to support quality and safety in health care. It explores informatics issues and examines nursing's role in healthcare technology, and it provides opportunities to use and master various healthcare technologies and health care.

Student Course Learning Outcomes
Upon successful completion of this course, you 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 the relationship of healthcare informatics to ethical, legal, political, social, cultural, economic, and management issues that impact the delivery of quality and cost- effective health care.
4. Demonstrate mastery of select and current technology skills.
5. Evaluate healthcare forces, trends, and professional standards impacting healthcare informatics.

Program Outcomes, AACN Essentials and Course Competencies Addressed in this Course		
UWM School of Nursing RN-BS-Nursing Program Outcomes At the conclusion of this program, the graduate will:	2021 AACN Essentials Domains Address	2021 AACN Essentials **Competencies (number) & Sub- Competencies (letter)**
Domain 1: Knowledge for Nursing Practice - Apply established and evolving nursing knowledge, ways of knowing, and knowledge from other disciplines, including a	Domain 1: Knowledge for Nursing Practice: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other	1.1 a b c 1.1d 1.2 a 1.2 b c d 1.2e

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foundation in liberal arts and natural and social sciences.	disciplines, including a foundation in liberal arts and natural and social sciences.	
Domain 2: Person-Centered Care - Utilize the nursing process to provide person-centered care that is inclusive and respects patients as full partners in providing compassionate, evidence-based, coordinated, developmentally appropriate, and culturally safe care.	Domain 2: Person-Centered Care; Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate.	2.2 e 2.3 e 2.4 a d 2.5 c d e f g 2.7 c
Domain 3: Population Health - Participate in activities to advocate for equitable population health outcomes across the healthcare delivery continuum, by engaging in partnerships with communities, public health, industry, academia, health care, local government entities, and others.	Domain 3: Population Health; Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.	3.1 a d g h i 3.1e 3.3 a b 3.4 b c 3.5 a b 3.6 a
Domain 4: Scholarship for Nursing Discipline - Synthesize, translate, and apply nursing knowledge to improve health and health care delivery.	Domain 4: Scholarship for the Nursing Discipline; The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.	4.2a
Domain 5: Quality and Safety - Employ established and emerging principles of safety and quality improvement science to optimize patient outcomes that minimize risk of harm to patients and providers through system effectiveness and individual performance.	Domain 5: Quality and Safety; Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system	5.1 a c 5.1 b f 5.2 a b c e f 5.3 a d

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	effectiveness and individual performance.	
Domain 6: Interprofessional Partnerships - Collaborate and communicate with care teams including patients, families, and community partner's while integrating principles of team dynamics to foster a climate of mutual respect and shared values that enhance the healthcare experience and improve outcomes.	Domain 6: Interprofessional Partnerships; Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience and strengthen outcomes.	6.1a b c d e f 6.3a b
Domain 7: Systems-Based Practice - Demonstrate the ability to effectively use system resources to provide safe, quality, cost-effective, and equitable care across populations.	Domain 7: Systems-Based Practice; Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to **diverse populations**	7.1 d 7.1 b c 7.2 d e 7.2 a b c f 7.3 a c d
Domain 8: Informatics and Healthcare Technologies - Use healthcare, information, and communication technologies to gather data, inform decision-making, and provide and document safe care that meets patient needs in accordance with best practice and professional and regulatory standards.	Domain 8: Informatics and Healthcare Technologies. Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.	8.1 a b c 8.1 d f 8.2 a c 8.2 b d e 8.3 a c 8.3 b d e f 8.4 a b 8.4 c d 8.5 d 8.5a b c e f
Domain 9: Professionalism - Cultivate a professional nursing identity in alignment with the school of nursing's mission, vision, and values, demonstrating diversity, equity,	Domain 9: Professionalism; Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and	9.2d 9.3 a 9.3 g 9.5 c d e 9.5a b 9.6 a b

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inclusion, justice, accountability, collaboration, compassion, morality, civility, and ethics.	comportment, that reflects nursing's **characteristics and values.**	9.6 c
Domain 10: Personal, Professional, and Leadership Development - Participate in activities and self-reflection that foster well-being, resilience, adaptability, lifelong learning, support nursing expertise, and development of leadership capacity.	Domain 10: Personal, Professional, and Leadership Development; Participation in activities and self-reflection that fosters personal health, resilience, and well-being. contributes to lifelong learning; and supports the acquisition of nursing expertise and the assertion of leadership.	10.2 a c d f
*Color coding is based on ADN baseline knowledge demonstrated through ADN degree and NCLEX blueprint *Green= Competency met through NCLEX; scaffolded to reinforced, integrated, and verified mastery *Yellow=Competency partially through NCLEX; scaffolded to reinforced, integrated, and verified *Red= Competency unmet through NCLEX; competency scaffolded and introduced in this course		

Course format: Online through Canvas

Course Learning Format and Interaction: Students will learn through online activities provided within Canvas in online discussions with peers, papers, and projects. Prerequisites: Admission to RN to BSN Completion Program, permission as a special student, and/ or requisite for the major.

Investment of Time:
Students should expect to invest at least 144 hours of work in a culmination of theory, practice, and prior experiences that relate to the learning activities such as increasing knowledge and preparing for assessments by reading and integrating course content and exploring resources for use in their projects and their assessments. This would mean that across the duration of the term, students would invest a minimum of 144hours on the work needed to create and demonstrate competency in the course. See the credit hour equivalency document posted in Canvas for this course.

Significant Course Due dates: Start and end dates of the modules and module activities are posted in the 453 Course Calendar. Note: Follow the due dates closely for papers and discussion posts, especially if you're in the seven-week course.

Important UWM Dates: Visit this link for important dates and deadlineshttps://uwm.edu/finances/dates-and-deadlines/Linksto an external site. (Refer to your Home Campus for important dates and deadlines)

Course Materials

Required Readings and Cost:

Course Textbook:
- McGonigle,, & Mastrian, K.G. (2024). Nursing informatics and the foundation of knowledge (6th ed.).Jones & Bartlett Learning.
- ISBN# 9781284293432
- Cost $72-$110

APA Resource (You only need One of the following):
- American Psychological (2019). Concise guide to APA style (7th ed.). American Psychological Association.
- ISBN# 9781433832734
- Cost $14-$32

or

- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th). https:doi.org/1.1037/0000165-000
- ISBN# 978143383217 (Spiral)
- Cost $10-$25

Additional Resources: Additional learning resources are provided to students through the Canvas course site. Please see individual modules for additional required readings, including articles and Internet links.

Technology Requirements: To be successful in this online course, students will be required to have regular access to a computer and a stable internet connection. Mobile devices are not recommended as your primary method for participation in this course as mobile devices are limited in their ability to engage with the UWM Course System. Students should be familiar with UWM's Course Software- Canvas course navigation and Microsoft applications such as Word and PowerPoint. Students should additionally have proficient computer and online web-browsing skills for the purpose of this course. For a specified breakdown of Computer Skills and Technology information see below.

An Important Reminder! Being an online student please be mindful that even the most sophisticated technology is not 100% reliable. There may be breakdowns, server and connection issues, etc. For help with any technology issues, questions, or requests, contact UWM Help Desk:
(414) 229-4040, help_@uwm.edu, GetTechHelp.uwm.edu

Computer Skills:

- Be familiar with your chosen computer's operating
- Know functions concerning opening, saving, uploading, as well as sending files as an email
- A universal recommendation to back up files on your computer weekly. Another option is to know how to save files to an external drive.
- Be familiar with using a web browser such as Chrome, Safari, Microsoft Edge, etc. and conducting an internet search through search engines such as Google, Bing!, etc.
- Know how to use your UW-assigned email account through Office 365.

Technology:
1. Computer hardware: Either a PC or Apple device maybe It is recommended that you work from either a desktop or a laptop
2. Software:
   - Preferred software programs: Microsoft Word and PowerPoint

Course Interactions: Below are specifications for how students will interact with(1) their Instructor, (2) each other, and (3) the course content.
1) Instructor
- The student is expected to identify and discuss potential academic concerns with the faculty so appropriate counseling or intervention can be implemented.
- Any student who is experiencing difficulty is advised to contact the faculty early in the semester.
- Any student with accommodation or other information from ARC will share this with the instructor ideally the first day of class. This is the student's responsibility.
2) Each other
- Students are expected to respect the opinions of others and to offer thoughtful constructive feedback as needed.
- Students are expected to communicate respectfully with faculty and peers.
- Students are expected to demonstrate appropriate teamwork behaviors:
  o Actively contribute to the work of the team
  o Demonstrate respect for all team members.
  o Promote active participation from all group members.
  o Listen attentively and give thoughtful feedback.
  o Provide assistance or encouragement to team members.
  o Ask questions and seek assistance as needed from team members and/or instructor.

3) Course Content
- Students are expected to read assignment guidelines and rubrics, complete assignments, and make active contributions to discussions and group activities.
- Students are expected to demonstrate initiative and self-direction and to be active in the process of learning and self-appraisal.
- Students are expected to use technology appropriately for course related activities. Students who choose to disregard these guidelines may have points deducted in their course final grade.
- Students are expected to follow the Technology Use and Electronic Media Policy in the Undergraduate Handbook.
- All students are expected to check their UWM email and the course Canvas site often (daily).
- Students are expected to access appropriate course materials.

Course Organization

Course Structure

The course is organized into seven modules:
- Module 1: Introduction to Healthcare Informatics
- Module 2: The Role of the Nurse in Healthcare Informatics
- Module 3: Health Information Systems (HIS} & The Electronic Health Record (EHR}
- Module 4: Health Literacy & Patient Populations
- Module 5: The Human Technology Interface (HTI), Virtual Health, & Patient Access to Healthcare
- Module 6: Ethical & Legal Considerations
- Module 7: AI & The Future of Informatics in Healthcare

Module Activities

Each module spans a two-week period and includes the following:
- Module Commentary
- Module Overview containing:
  - Objectives
  - PowerPoint Presentation Lectures
  - Assigned and Additional Learning Resources
  - Assignment Due Date Reminders
    - Assignment Instructions, Guidelines, and Rubrics

For individual assignments, students prepare and submit papers to the instructor for grading; these assignments are not read by other students.

Grading

Please carefully review individual course assignment descriptions and the associated grading rubrics.

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Grade Components
Your course grade will be based on the following required assignments, which are dispersed throughout the course. Refer to the 453 Course Calendar for due dates.

Grading Component **(Assignments)**	Grade Percentage	AACN Baccalaureate Essentials Addressed:	Program Competencies Addressed	Course Competencies
Quiz (4 total)	20% (5 points each)	1, 2, 5, 6, 7, 8, 9	1, 2, 5, 6, 7, 8, 9	2, 3, 5
Module Discussions	20% (5 points each)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5
Self-Assessment of Technology in Healthcare (PATCH) Paper	20% (20 points)	1, 2, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5
EHR Case Study	20% (20 points)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5
Health Literacy Education Handout	20% (20 points)	1, 2, 3, 5, 7, 8, 9, 10	1, 2, 3, 5, 7, 8, 9, 10	1, 2, 3, 4, 5
Total	100			

NOTE: ALL assignments (quizzes, discussion posts, papers, etc.) must be completed on time and uploaded to the Canvas course site. *There are no exams in this course.

Grade Scale
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.

The grading scale used for final letter grade in BSN@Home courses is based on the grading scale of the campus through which you are enrolled.

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For this course: The minimum passing score for this course is 79, or a grade of C.

Grade	Percent	Grade	Percent
A	95-100	A	95-100
AB	91-94	A-	93-94
B	87-90	B+	91-92
BC	83-86	B	87-90
C	79-82	B-	85-86
CD*	75-78	C+	83-84
D	72-74	C	79-82
F	<72	C-	77-78
		D+	75-76
		D	72-74
		D-	70-71
		F	<70

Please contact your course instructor if you have questions.

Attendance Policies: Course attendance is noted through participation in weekly assignments.

Assignment Policies on Makeup or Late work: All assignments in Canvas have a due date and time listed. The Due Time for all assignments listed in the course is 2359 (11:59pm). Late assignments will result in a 5% deduction of the assignment grade for each day the assignment is late (e.g., reduction of 5% of total points possible from total points achieved on assignments. An assignment worth 20 points would receive a 1-point reduction if 1 day late, 2 points if 2 days late, and so on with 5 days late would be a 5-point reduction. Late assignments will not be accepted 5 days after the due date without prior approval from the instructor. The instructor reserves the right to implement more stringent expectations. Students with personal or medical emergencies should contact their instructor as soon as possible. Late policies may be adjusted with appropriate documentation.

Calendar of Assignments: 453 Course Calendar includes start and end dates of the modules and module activities. Students can locate the calendar in the Canvas course site. Note: Follow the due dates closely for papers and discussion posts, especially if you're in the seven-week course.

COURSE EXPECTATIONS
- Students are expected to demonstrate initiative and self-direction and to be active in the process of self-appraisal.
- The student is expected to identify and discuss academic problems with the Professor so appropriate counseling or intervention can be implemented.
- Any student who is repeating this course or any student who is experiencing difficulty is advised to meet with the professor early in the semester.
- All students are expected to check their UWM email and the course Canvas site daily.

Description of Assignments:

Module Quizzes
There will be four 10 question quizzes throughout this course. Each quiz is comprised of questions from the assigned textbook readings to ensure content retention and encouragement application to other course assignments.

Module Discussions (Module 2, 5, 6-Ethical & Legal SBAR, 7- AI Interview)

The purpose of the online discussion is to:
1. Share knowledge. Each student comes with a unique set of experiences and learning. Online discussion helps to clarify and solidify your knowledge based on past and current learning. Through discussion, you also enrich your peers' knowledge.
2. Reflect on ideas. Readings and brief lectures will include new information to reflect on and internalize in the information to knowledge process. The process of writing facilitates reflection.
3. Develop critical thinking skills. As you interact with peers and with the instructor in response to online discussion questions or activities, you will need to compare, contrast, analyze, synthesize, and evaluate. This is all part of critical thinking.

Though writing for the discussion forum is less formal than writing a scholarly paper, you are required to use full sentences and correct grammar, spelling, and punctuation, and to cite references in your discussion posts for any material that is NOT your original thought.

Self-Assessment of Technology in Healthcare Paper
The purpose of this assessment is for students to evaluate their knowledge, skills, and attitudes of informatics tools and technologies used in nursing practice as well as consider possible variations in scores.

EHR Case Study
This assignment will allow students the opportunity to review two EHRs in PowerPoint Presentations. After reviewing and completing the case study assignments, students will enhance their understanding of the usage, function, and capabilities the EHR has in its relationship to nursing informatics and technology and nursing care.

<u>Health Literacy Education Handout</u>
This assignment explores the relationships between health literacy and informatics in nursing practice within various healthcare settings. Students will gain an understanding on how technology can enhance health literacy amongst diverse patient populations.

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 comments can be deemed 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. <u>Albion Netiquettei</u> A helpful 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 the rules and policies of the 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 members, 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 Guidance for Students (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)
  • HIPAA (https://www.hhs.gov/hipaa/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 to 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.
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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.nursiogworld.org/social/)

Paper Descriptions and Rubrics
This page contains detailed information on three important course assignments.

Online Writing Lab
To get the most from this course, and to help you achieve the level of quality required, you may want to work with the writing center on your campus as you begin to plan and compose the first drafts of your writing assignments.

APA Style
Complete APA format is required for all writing-emphasis papers. APA format specifies formats for a title page, a running head with pagination, levels of headings, in-text citations, and a reference list. Discussions and papers require APA format using the APA Publication Manual 7th edition. All documents must be submitted in Word format (.doc or .docx).

Policies & Resources
**Refer to home campus academic policies (e.g., incompletes, academic misconduct); policies listed below are specific to UWM but there is more than likely an equivalent at your home campus.

The Secretary of the University's Syllabus outlines UWM Policies and Resources pertaining to students with disabilities, absences due to religious observation, students called to active military duty, incompletes, discriminatory conduct, Title IX, academic misconduct, complain procedures, grade appeal procedures, LGBT+ resources, and final exam policies.

1. Accommodations: If you need special accommodations to meet any of the requirements of this competency set, please contact your Success Coach as soon as possible. University policies about student conduct and rights are applicable to the activities and expectations of this course and interactions involving students and faculty. Know your rights and responsibilities.
   a. Visit The Accessibility Resource Center for additional accommodations https://uwm.edu/arc/Links to an external site.

b. Religious Observances. Accommodations for absences due to religious observance should be noted.

c. Active Military Duty for absences due to call-up of reserves to active military duty

d. Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of teamwork.

e. Discriminatory conduct. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.

f. Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education programs or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community, including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement.

2. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.

a. Students are expected to demonstrate academic integrity in all course activities. Academic integrity requires honesty concerning all aspects of academic work including:

• Correct procedures for citing sources of information, words, and ideas. Academic honesty with no plagiarism. Students should submit an academic honesty statement with each submission- see the Canvas course site for an example.

• Ways to properly credit collaborative work

• Strategies for planning and preparing course work

b. Artificial Intelligence. The use of Artificial Intelligence (AI) is not allowed in this class, ASIDE FROM MODULE 7. AI use to assist in assignment completion in part (e.g., generating ideas, brainstorming, summarizing information) or in whole (e.g., submitting direct text from an AI source) is considered Academic Misconduct as defined by UWS Chapter 14.

c. If you are uncertain if using an online learning support platform or AI appropriately for this class, please discuss this directly with me before submitting coursework. All assignments that use any external source other than you must be credited using a proper citation. Please see the UWM Library resource for citations or talk with me directly for assistance.

    d. Please review the student information posted on the UWM website related to academic honesty. https://uwm.edu/studenthandbook/policies/student-conduct/

    e. Students are encouraged to consult with their Advisor and Instructor regarding any questions about appropriate behaviors to maintain academic integrity. Any violation of academic integrity will result in a zero on the assessment and may result in additional sanctions consistent with university policy.

    f. Universities of Wisconsin System Chapter UWS 14 Student Academic Disciplinary Procedures promote academic integrity on our campus and hold all students accountable for misconduct violations. Students who are suspected of violating academic misconduct policies are subject to disciplinary action in accordance with Chapter UWS 14 Policy. UW System has subscribed to software called Turnltln that helps detect instances of plagiarism. Plagiarism will result in a failing grade. Reports of plagiarism are also made to university administration.

    g. Examples of academic misconduct include, but are not limited to, cheating on a test, assisting others on an assignment when it was not permitted, utilizing materials without proper citation, utilizing Artificial Intelligence tools such as ChatGPT without authorization or citation, impeding or damaging the work of another student, or assisting another student in violating Chapter 14.

3. Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

4. Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.

5. LGBT+ resources. Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment.

6. Smoke and Tobacco-Free campus. UWM prohibits smoking and the use of tobacco on all campus property.

7. Final Examinations. Information about the final exam requirement, the final exam date requirement, and make-up examinations.

8. Title IX.- is a federal law that prohibits gender-based discrimination, which includes sexual violence and sexual harassment, within colleges and universities. Under Title IX, such acts of violence categorically deny equal access to education.

    a. UWM Policy. -In addition to Title IX, members of the UWM community are also protected by UWM policy, which prohibits sexual violence, sexual harassment, dating violence, domestic violence, and stalking. UWM policy applies to all students, employees, affiliated persons, contractors, and visitors.

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b. For more information on Title IX and campus policy, or to file a report of sexual violence and/or sexual harassment to UWM officials, please contact the Title IX office.

c. Title IX Office 414.229.7012

9. Mandated Reporting: At UWM, all faculty and course instructors are considered "responsible employees," Links to an external site, and therefore,
mandated to report instances of sexual violence and harassment to the Title IX office at UWM. For example, if you disclose to me an experience of sexual violence, in accordance with Title IX and UWM policy, I am required to report the violation, with names, to the Title IX office. Title IX will then contact the named parties.

10. Inclusivity Statement: The UWM School of Nursing (SON) values equity and inclusion within our community around age, race, sex, ethnic origin, gender identity/expression, sexual orientation, abilities, body shape/size, economic status, and religion. Diversity makes our culture stronger. In our classrooms we embrace an environment where everyone is treated with dignity and respect, where every voice is recognized, and where every person belongs and thrives.

The UWM School of Nursing (SON) values equity and inclusion within our community around age, race, sex, ethnic origin, gender identity/expression, sexual orientation, abilities, body shape/size, economic status, and religion. Diversity makes our culture stronger. In our classrooms we embrace an environment where everyone is treated with dignity and respect, where every voice is recognized, and where every person belongs and thrives.

Specifically:
- We commit to creating an inclusive environment that is a safe space for dialogue that is grounded in our core values of accountability, collaboration, creativity, diversity & inclusion, excellence, human dignity, integrity, and social justice.
- We strive for an educational culture that will undo the harms of colonization so that all students can learn and succeed.
- We envision a future of healthcare leaders and peacebuilders who dismantle systems of oppression and address the dire consequences of health inequities.

We acknowledge in Milwaukee that we are on traditional Potawatomi, Ho-Chunk and Menominee homeland along the southwest shores of Michigamme, North America's largest system of freshwater lakes, where the Milwaukee, Menominee and Kinnikinnic rivers meet and the people of Wisconsin's sovereign Anishinaabe, Ho-Chunk, Menominee, Oneida and Mohican nations remain present.[Land acknowledgements for UWM can be found here: https://uwm.edu/eqi/about/land- acknowledgement/]

UWM RESOURCES FOR STUDENTS
1. Support U
Any student in need, or students that face challenges that are barriers to their education, are encouraged to contact the Dean of Students(dos@uwm.edu) for support. Support U offers wrap-around holistic support for students, including basic needs, accessing the food pantry, emergency funding, case management, and connecting to resources, etc. Support U is run by the Dean of Students Office

2. Student health and wellness. Also see UWM's MentalHealth Resources.
3. Writing Center Students are encouraged to take advantage of free one-on-one consultations. Additional information can be found on the Canvas Course Site.
   a. Students are encouraged to review CETL's tips on how to be a successful online student.
   b. See CETL List of Student Resources. and the Dean of Students List of Student Resources.
4. Safety techniques and strategies are described in School of Nursing Student Handbooks for undergraduate and graduate students available to all nursing students by enrolling in the Canvas site here: School of Nursing Policy and Procedures.
5. Policies printed in the Student Handbook, including:
   a. Standards of professional conduct
   b. Student responsibilities in the major
   c. Undergraduate student uniform and dress code policy
   d. Academic requirements for continued progression
   e. Safe professional practice by students in clinical settings
   f. Technology use and electronic media policy
   g. The statement about invasive procedures

On-Campus Confidential Services and Resources; Students who have experienced or are currently experiencing any form of prohibited gender-based violence and/or harassment are encouraged to first seek out confidential support (meaning a person who is not required to report to the Title IX office). If you want to speak to someone confidentially, meaning they do not report to the IX Office, please contact the following campus resources:

UWM's victim/survivor advocate. is here to help you understand your options moving forward. 414.229.4585 For more important information regarding action steps and resources, please visit UWM's- Sexual Violence Services.

Additional local and national resources.

Greater Milwaukee Services and Resources-Additional support and advocacy resources:
   • The Healing Center.

414.219.5555   24-hour crisis hotline
   • Sojourner Family Peace Center

414.276.1911

414.933.2722 24-hour crisis hotline
   • Milwaukee LGBT Community Center
     414-271-2656

National Resources:

- RAINN (Bage, Abuse, and Incest National Network).

800.656.HOPE (4673)   24-hour crisis hotline
online.rainn.org.
24-hour chat line

The Office of Equity/Diversity Services. is a resource for reporting a wide range of concerns.

"I realize reading this syllabus from beginning to end makes the course look daunting! Please know that I am aware of how much I am asking from you. Even so, I believe each one of you can succeed in this course, but that will require you to work hard and reach out when you need help!"

Course Information

Course number: NURS 454
Title: Community Health Nursing
Semester: Spring 2026
Credits: 3

Course Description

This 3-credit 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, telehealth, legal/ethical issues, disaster management, and a variety of other topics! It will be a full and productive semester, and you will learn a lot about a variety of topics and resources available to you as a nurse that you can pass on to your patients. You will also see there is a little "community health nurse" in any avenue of nursing. The various course topics will help you to compose the Community Health PowerPoint Presentation, as we cover the topics in a step-by-step format. A variety of teaching methods are used to communicate the content, including written lecture, PowerPoints, video clips, discussion, and virtual simulation. The course content is formulated through the review of evidence-based practice and highlights the major components of public health nursing. The foundation of course structure is the AACN BSN Essentials (https://www.aacnnursing.org/Portals/O/PDFs/Publications/Essentials-2021.pdf}. Note that this site will open in a new window. Close the window to return to the course.}

Note: This is a writing emphasis (WE} course. WE course assignments require papers to be written using APA formatting, including a title page with page numbers and running head and reference list. An abstract is not necessary.

All of the "Essentials" are the cornerstone to your BSN coursework and the Community Health course. This course incorporates components of each of the "Essentials" with the focus on "Essential VII Clinical Prevention and Population Health."

Student Learning Outcomes
Upon completion of this course, you should be able to:
- Compare the components of community health nursing, public health nursing, and community-based nursing, and compare how they are enacted in the community.
- Examine community health issues and health systems/resources using state, national, and international health planning documents.
- Use epidemiological principles as a foundation for community health nursing practice.

- Describe community health nursing interventions used to assess, protect, and improve the health of individuals, families, populations, and communities.
- Articulate the impact of social, cultural, political, and environmental determinants on individual and population health.
- Apply principles of technology (i.e., telehealth) to the specialty of community health nursing

Course   Materials
Textbook (required)
Nies, M.A.,& McEwen, M. (2019).Community/public health nursing: Promoting the health of populations (7th ed.). Elsevier Science. ISBN-13: 978-0323528948, ISBN-10: 0323528945.

You are encouraged to keep this textbook for future clinical courses in the BSN@Home program. Several of the universities use this text as a resource for the Community Health clinical.

Additional Readings
- Community-Based   Nursing (PDF)
- Community Health Nursing: A Challenging Career (PDF)
- Defining_the_Scope_of_Public_Engagement   (PDF)
- Nursing and Telehealth (PDF)
- Population-Based Public Health Nursing Interventions: A Model from Practice (PDF)
- Pump Up Your PowerPoint Presentations (PDF)

Additional readings are also listed in the individual lessons.

Lectures and PowerPoints
The unit lectures do an excellent job of reviewing information in the text. There are also occasional chapter PowerPoints throughout the course for a more condensed version of highlights. The lectures and chapter PowerPoints should serve as tools for you as they highlight important chapter content.

APA Resources
- Publication Manual of the American Psychological Association (APA), 7th edition
- OWL(https://owl.english.purdue.edu/owl/) - Online Writing Lab at Purdue
Samples
- PowerPoint sample
- Speaker Notes sample Download Speaker   Notes sample (Word doc)

Course Organization

Lessons
This course consists of 14 lessons. You should begin each lesson by checking the lesson Outcomes page, to review the learning objectives for that lesson. Also check the listing of learning resources and commentaries, as well as discussions and individual assignments. All due dates are listed in the course calendar on the Home page.

Unit 1. Orientation to Course and Public Health
- Lesson 1. Orientation to Course
- Lesson 2. Overview of Community Health Nursing/History
- Lesson 3. Population Focus and Healthy People 2020

Unit 2. Art and Science of Community Health Nursing
- Lesson 4. Community Assessment
- Lesson 5. Epidemiology/Communicable Disease
- Lesson 6. Environmental Health

Unit 3. Public Health in the U.S. and Global Community
- Lesson 7. U.S. Health Economics and Policy
- Lesson 8. Global Health

Unit 4. Aggregates
- Lesson 9. Aggregate Health Issues
- Lesson 10. Vulnerable Populations
- Lesson 11. Uninsured in America

Unit 5. Community Settings/Home Health and Telehealth
- Lesson 12. Sample of Community Health Nursing
- Lesson 13. Telehealth and Genomics

Unit 6. Violence and Disaster Preparedness
- Lesson 14. Violence and Disaster Preparedness

Unit Quizzes
Each unit includes a quiz near the end of the unit, to cover the work of that unit. Dates for the start and close of each quiz are given in the course calendar on the Home page and in the quizzes listing (under Assignments).

Quizzes taken after the final due date will have 10 percent deducted for each late day unless special arrangements are made with the course instructor before the last scheduled day of the exam.

After the allowed time period ends, you will not be able to answer additional questions. The quiz will close. Only questions responded to during the quiz time limit will be scored.

If you miss taking a quiz until after the scheduled time and request it to be reopened, 10 percent will be deducted from your quiz grade for each day your quiz is late. This deduction applies for three days after a quiz closes. Quizzes will not be reopened for late-takers three days after quiz closure, and the student will receive a grade of zero.

Each quiz consists of 15 to 20 multiple-choice questions focusing on the lesson learning objectives, readings, and class lectures. Quizzes are all available for a period of several days, but once you begin a quiz, the time allowed is 30 or 40 minutes, depending on the length of the quiz.

After the allowed time period ends, you will not be able to answer additional questions. The quiz will close. Only questions responded to during the quiz time limit will be scored.

Community Health PowerPoint Presentation
The guidelines for the Community Health PowerPoint Presentation assignment can be found in the Course Orientation area course. That page provides instructions and criteria as well as details about the recommended steps, or phases, of the work, that are built into the course to assist you in keeping on track with this important project. The various steps of the work parallel and build from the other course work.

Discussions that help build your final Community Health PowerPoint Presentation begin in Unit 2, and continue to build with each subsequent unit, based on identified community strengths and needs. These discussions tie in the relationship to your community assessment and the classroom work.

Discussions
Consult the course calendar on the Home page for all discussion due dates. Consult the Quizzes and Assignment Descriptions page for grading rubrics.

Except for the final unit, each unit is broken into two or more lessons with discussions. For each discussion, you should post a substantive comment (250 words, in well-written paragraphs with citations and reference/s) as an initial post to the topic you select, and then also post a substantive reply post to a classmate who posted to a different topic. For the reply post, content limited to "I agree" without rationale or further discussion are not considered quality responses. Learning from each other in these discussions requires thoughtful responses. Also, be sure to read additional classmates' posts, and to respond as needed to comment others post to your initial comment, as this interaction is a valuable part of learning.

Your class discussion posts are scored based on the quality and timeliness of your responses. Your initial post should be made early, to allow your peers plenty of time to review and provide feedback.

Posts made after the due date are considered late. Posts made after the week of the discussion are given a score of zero.

Learning Plans
Learning plans typically last two weeks.

The amount of work may seem overwhelming at this point, but once you get into the course, see how it works, and establish a routine, it will become manageable.

Checklist of Understanding
By the end of the first week of class, ask yourself the following. Do you know:
- Where to find the learning objectives, resources, and assignments for each lesson?
- How to (a) post to the discussions, (b) read classmates' comments, (c) read all of your classmates' postings easily, and (d) view unread and/or read comments?
- The course requirements and how you will be graded?
- How your discussion posts will be scored?
- How to access the journal article readings for the class?
- How to make your way through the various areas of the online course?
- How to copy and paste your postings from your computer and into the course?
- Where to find the announcements?

Grading
Please consult the course calendar on the Home page for all due dates. One point per day will be deducted for late work. A grade of zero will be given for work submitted beyond Day 3 of the due date.

Grade Components
Your grade for the course will be based on the extent to which you complete the following:

Activity	Points Possible
6 quizzes @ 15-20 pts each	100
Individual contributions to class discussion	65
Community Health PowerPoint Presentation - Part 1	100
Community Health PowerPoint Presentation - Parts 2 and 3	30
Total points possible	295

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.

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.

Grade	Percent	Grade
A	94-100	A
AB	89-93	A-
B	86-88	B+
BC	80-85	B
C	77-79	B-
CD*	71-76	C+
D	68-70	C
F	< 68	C-
*UW-Madison does not use a grade of CD.		D+ D D- F

Note: A grade of C or higher is required to pass all undergraduate courses and to progress in the program. If you have questions, please contact your instructor.

Quizzes and Assignment Descriptions

Community Health PowerPoint Presentation
For details on this project, see the Community Health PowerPoint Presentation - Steps, Samples, and Grading page of the course.

Quizzes
Quizzes evaluate your understanding and analysis of material from the readings and class discussions. The quizzes in this course use multiple-choice questions. Refer to the course calendar on the Home page for quiz access dates.

Quiz times are limited. After the time limit is reached, you will not be able to answer additional questions. The quiz will close. Only questions responded to during the quiz time limit will be scored.

If you miss taking a quiz until after the scheduled time and request it to be reopened, 10 percent will be deducted from your quiz grade for each day your quiz is late. This deduction applies for three days after a quiz closes. Quizzes will not be reopened for late-takers three days after quiz closure, and the student will receive a grade of zero.

The quiz is considered an individual activity. It is not to be discussed, nor are answers to be shared with other students. After everyone has completed the quiz, we can discuss the quiz in class.

Working with other students on the quiz is considered an infringement of the university's Academic Honesty Policy and will lead to disciplinary sanctions.

Class Discussion Grading Criteria

There will be a 0.5 point penalty per day for late submissions for class discussions. Work submitted five days or more past the due date will receive a grade of zero.

Please note: If you are using Word 2007 or another application for word processing that results in something other than a .doc when saved, please copy and paste your discussion posting into the discussion window rather than attaching it, to be sure all students can read it. All students are urged to post their discussion items by copying and pasting. Save a copy of your work to your word processor as a back-up of your work.

For all class discussions, a substantive initial response is required from each student, and a substantive, meaningful reply to another classmate is also required. "I agree" is not a meaningful or acceptable response and will not be accepted. Please remember to provide references or URLs for any works you might cite in your responses according to APA format. Also remember that participation (reading other classmates' posts) is a part of the discussion process. The discussion time replaces the face-to-face time we would spend in class if this were in traditional format. Students are encouraged to take the time to read at least 50 percent of other postings.

Please see the Grading page for more information.

Your contribution to class discussion will be graded after completion of both parts of each class discussion assignment. Each assignment is worth 10 points, which are awarded based on the following criteria:

0-4 points Response was minimal, incomplete, superficial, not substantive. No reply to classmate.
Response to question posted was complete and substantive.
5-7 points Substantive responses to classmate absent or brief.

8-10 points S u b s t a n t i v e response reflected thoughtful analysis posted in a timely fashion. References to support statements presented in APA format. Substantive, thorough reply to classmate.

Community Health PowerPoint Presentation - Steps, Samples, and Grading

How to Proceed

This assignment is worth a possible total of 130 points. It comprises three separate activities.

Part 1. Create a PowerPoint in which you report on your community, using the eight steps listed below. (100 points). You will post the PowerPoint in two places:
- In the Community Health PowerPoint Presentation - Part 1: Submission - Assignment page.
- In the Community Health PowerPoint Presentation - Part 1: Submission - Dropbox page.

Part 2. Peer Review. Critique - essentially, grade - o n e of your classmates' PowerPoints, using those same 8 steps. For your peer's delivery on each of the 8 steps listed below, you need to rate how well your peer met the particular step, using a 1-5 rating. (20 points). You will be assigned which PPT to peer review, at which point you need to:
- Go to the Community Health PowerPoint Presentation - Part 1: Submission - Dropbox page to find the PPT (but do not comment on it there or submit your peer review to that page).
- Read the PPT, then post your completed peer review form to the Community Health PowerPoint Presentation - Part 2: Peer Review assignment page.

Part 3. Discussion Comment. Post a meaningful reply to another - different - peer's PowerPoint. (10 points), Post this comment on the Community Health PowerPoint Presentation
- Part 3 - Discussion Comment page.

Part 1. Your Community Health PowerPoint Presentation

This is an important activity in this course, worth about a third of the overall course points. To help you manage this project, it is set up as a series of eight steps, and the pages of the course include work reminders and recommendations to help keep you on track. It is highly recommended that you complete the presentation in these phases, because doing so will streamline the process for you, and help you to see how the content fits into the bigger picture, including the course discussions. If you follow the "Step" reminders, you will find the project quite manageable: you will be able to compose your presentation as the course progresses, using the various course topics that we cover as building blocks. Working in this way will certainly save you headaches at the end of the semester!

Specifically, it is recommended that you build PowerPoint slides for each step, and provide discussion on the slides (and step components) in the notes windows below the slides. The discussion for each slide should be a maximum of three paragraphs, or about one single-spaced page. Make certain you are following APA format for your citations in the slide notes. To help you with this, you may want to refer to the very helpful "Pump Up Your PowerPoint Presentation," listed in the Course Materials page. Youshouldincludevisuals, pictures, graphs, etc., to enhance your PowerPoint. Avoid too much information on individual slides. Put key components on the slide and use the PowerPoint notes section to further discuss components.

The PowerPoint presentation sample at the bottom of this page is very helpful.

You are not required to turn in the individual steps as individual submissions: you only need to submit your work on the various steps as a final, completed presentation at the end of the course.

Step 1. Tellme a bit about your community, using statistics. As you begin work, search for data for your geographical area (either city or county). Sum up pertinent findings such as:
  • Demographics (age, income, education, etc.)
  • Five main causes of mortality and morbidity
  • Comparison of demographics and mortality/morbidity across the United States
 Findings may be presented in graph form with short narrative or as narrative only.

Step 2. Complete a windshield survey of your local community. Use the six areas addressed in the text (Community Vitality, Social and Economic Conditions, Health Resources, Environmental Conditions, Social Functioning, Attitude toward Health and Healthcare) to provide an analysis of what you see.
A great resource on windshield surveys is included at the very end of the Lesson 4 commentary.

Step 3. Based on your findings from the data collected in Step 1 and the windshield survey completed in Step 2:
  • Identify 3 problems you would like to address for the community. The problem maybe environmental, such as pollution, radon, or lead poisoning, or it may be something the community is lacking, such as transportation, access to healthcare, or handicap access.
  • Discuss your findings as to why you chose these three issues.

Step 4. Choose one of the three issues you identified in Step 3. Then:

  • Find an agency or agencies that deal with this problem using primary, secondary, and tertiary means. Select 1-2 agencies in your community that deal/s with this problem. Discuss specific examples of how they provide primary, secondary, and tertiary prevention.
We discussed methods of prevention in Lesson 2.

Step 5. Now consider a vulnerable population from your area. This population might be from any of the groups that we discussed in Lesson 10.
- Choose just one of the populations to focus on. How does this population fit into your community?
- Identify two pressing issues for this population. For example, it might be the elderly and transportation needs, access to care, children, accidental injuries, or obesity, etc.
- Support your choice with statistics and your survey results from the first two steps of the presentation. Perhaps you noticed many overweight children in your windshield assessment and are finding trends in diabetes in the youth of your area? Maybe you noticed a high ratio of taverns in your area contributing to men or women and substance abuse?
- Identify risk factors for this population.
- Which Healthy People indicators (discussed in Lesson 3) apply to this population? (https://health.gov/healthypeople/objectives-and-data/leading-health-indicators)

The point of this step is for you to tie in your findings from Steps 1 and 2 to a specific population.

Step 6. Consider the community health nurse's presence in your community.
- Identify a nurse from one of the specialty areas in Unit 5. The nursing role should tie in with the vulnerable population you identified in Step 5 of the presentation.
- You may choose either to interview a nurse in this role or to locate a journal article that discusses this specialty role.

For example: You may choose to interview a public health nurse from your county agency or an occupational health nurse if you noticed environmental concerns in your area, a home care nurse if you noticed elderly needs, a school health nurse if you noticed specific health needs in children or teens, and so on. If you can link the interview to one of the community or vulnerable population's needs, that would be ideal. Otherwise, you may choose to interview a community nurse who has a role that is intriguing to you (e.g., case management, correctional nurse, parish health nurse, etc.).

Questions for the interview should include (a) what a typical day is like in their role (job duties) and (b) what they perceive as major concerns for the population they work with.

Should you choose to review a journal article, it should be current and from a professional nursing journal. Summarize the article in two paragraphs.

Remember to cite personal communications in text per APA guidelines.

Step 7. Apply principles of community health to your practice. We know from the Hunt article we read in Lesson 2 that it isn't where but how we practice nursing that impacts most, if we utilize the 5 principles of community-based nursing:
- Where in the spectrum of health care system services do you provide nursing care to this population?
- What is the current focus (acute care, prevention, etc.) of your nursing care to this population?

- Using either the 5 components from the Hunt article (advocating for self-care; focusing on prevention; family, culture and community; continuity of care and collaborative care) or the Public Health Interventions Wheel(on page 15 of your text), provide specific examples of how you apply components of community health to your current practice. If you are using the Interventions Wheel, pick 5 of the functions on the outer wheel rim to discuss.

Step 8. Tying it all together. You now have an excellent snapshot of an assessment of your community. You named problems specific to the geographical area and discussed agencies and interventions to assist. We have moved from the general to the specific right down to how you can apply community-based principles to your own practice.

- Evaluate the strengths and weaknesses in your community. How could efforts be improved?
- If you could propose one service to be added to your community, what would it be and why?

When you have completed your PowerPoint presentation, submit your completed presentation (as a PowerPoint) for evaluation by the date indicated in the course calendar on the Home page. Submit the PowerPoint in two places:
- In the Community Health PowerPoint Presentation - Part 1: Submission - Assignment page.
- In the Community Health PowerPoint Presentation - Part 1: Submission - Dropbox page.

There will be one-point-per-day penalty for late work unless prior arrangements have been made. Unless prior arrangements have been made with the instructor, final presentations submitted more than 5 days after the due date will not be accepted.

Sample
- PowerPoint sample
- Speaker Notes sample Download Speaker Notes sample(Word doc)

Grading - Points Distribution

Step 1. Statistics	15 pts
Step 2. Windshield Survey	15 pts
Step 3. Problem Identification	10 pts
Step 4. Agencies/Resources	10 pts
Step 5. Vulnerable Population	15 pts
Step 6. Community Health Nurse	15 pts
Step 7. Community Health Applied to Practice	10 pts
Step 8. Evaluation and Summary	5 pts
APA format	5 pts
Total	100 pts

Part 2. Your Review of a Peer's Community Health PowerPoint Presentation

For Part 2 of the Community Health PowerPoint Presentation, you are asked to review a classmate's the PowerPoint. For details, see the Community Health PowerPoint Presentation - Part 2 assignment in Unit 5.

Part 3. Your Review of a Peer's Community Health PowerPoint Presentation

For Part 3 of the Community Health PowerPoint Presentation, you are asked to post a substantial comment to the PowerPoint of a different classmate (not the one you peer-reviewed). To do this, use the Community Health PowerPoint Presentation - Part 3 discussion in Unit 5.

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 3 hours/week on coursework. Therefore, for a 3-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.

Class Participation
Many assignments in this course require that you read each other's work to post a peer reply. Please do not read the work of other students prior to posting your original or first post on any assignment. The reason for this is to encourage original thought and creativity, and to avoid what is known as "group think." In group think students seem to follow along with the first posts and reply similarly; this puts an undue responsibility on the person who had the courage to post first, and it may reduce the quality of your post if you structure yours like others already there. It is required that you view other students' postings to post your peer replies. The instructor reserves the right to grade students differently based on their participation in discussions and their failure to post their work prior to viewing the work of peers.

Late Assignment Submission
Late submission of assignments is discouraged. The instructor reserves the right to take partial or full points off for late assignments. If you are going to be away, it is suggested you get the assignments done and posted ahead of time to avoid losing points for late submissions.

APA Style
Complete APA format is required for all formal papers. 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. Any attachments must be submitted in Word (.doc or .docx) or Rich Text Format (.rtf).

For assistance with APA formatting, you may refer to the Purdue OWL website (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/gen eral_format.html) or your campus writing center.

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(UWSCh. 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 Student Academic Disciplinary Procedures (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.

Agoodonlineetiquetteguide 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 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 General Guidance for Students (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)
- HIPPA (https://www.hhs.gov/hipaa/index.html)

Social Media Policy
Consistent withUWGBSocial Media Policy(https://www.uwgb.edu/marcomm/services/social-media/social-media/) 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 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- n u r s e 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 at 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 Accessibility Center (https://www.uwosh.edu/deanofstudents/accessibility-center/) on your home campus within the first week of the semester so that appropriate accommodations may be arranged. Also please contact your instructor.

UNIVERSITY OF WISCONSIN-SUPERIOR
DEPARTMENT OF HEALTH & HUMAN PERFORMANCE
(Insert Semester/Year)

Course Name: NURS 497 Nursing Synthesis & Application: Capstone Clinical
Course Credits: 4 Credits
Prerequisites: NRSG 301; Instructor permission

Instructor Information: Lorraine M Smith, DNP, MSN, RN, CCHP
                         Associate Professor
                         BSN (RN to BSN) Program Director
                         Office: MWC 1408
                         Office Phone: 715-395-4673
                         Email: lsmith52@uwsuper.edu
                         Student Hours: Online, by appointment

Class Meeting Day/Time: Capstone Didactic (Asynchronous online) and Capstone Clinical (Varied, self-scheduled)

Catalog Description:
This final semester capstone course for RN to BSN students integrates clinical and didactic learning. Students will develop leadership and management skills, apply evidence-based practice, and engage in interprofessional collaboration. Through community-engaged learning and a practicum focused on chronic disease and care for vulnerable populations such as Indigenous communities, students will design and implement evidence-based interventions to improve health outcomes. The course culminates with a formal presentation of their capstone project, demonstrating readiness for roles as baccalaureate-prepared nurse leaders in diverse settings.

Course Description:
This capstone clinical and didactic course is designed for RN to BSN students in their final semester. The didactic content supports professional growth through synthesis and application of knowledge in leadership, management, evidence-based practice, and interprofessional collaboration and application to practicum community clinical projects. The capstone practicum provides experiential learning opportunities that integrate knowledge in chronic diseases, skills in enhancing care to vulnerable populations, such as Indigenous communities that will support the development and implementation of evidence-based interventions that improve community health outcomes. The practicum will focus on community-engaged learning, interprofessional collaboration, and leadership activities, emphasizing integration of clinical reasoning, resource optimization, and the impact of diversity, values, ethics, and socioeconomic factors into healthcare delivery. The course culminates with a formal, recorded presentation of the capstone clinical project demonstrating readiness to transition into a baccalaureate-prepared nurse leader role in diverse settings to address complex health issues from a culturally competent lens.

Mode of Delivery: Asynchronous online (Didactic); Clinical (variable times negotiated with clinical partners)

Student Learning Outcomes:
Upon Successful completion of this course, students will:

1. Identify and analyze healthcare issues impacting individual and population health to provide holistic, patient-centered compassionate care to improve health outcomes.
2. Apply clinical reasoning skills to optimize resources to develop evidence-based nursing interventions within an interdisciplinary team that enhances the patient and care team experiences.
3. Evaluate the nursing role within the interprofessional healthcare team and demonstrate effective communication, professionalism, and leadership behaviors to enhance community engagement.
4. Address the impact of diversity, values, ethics, and socioeconomic factors in healthcare delivery to diverse populations to provide safe, equitable, and quality care across complex systems.

5. Complete an in-depth capstone project integrating nursing program knowledge with liberal arts education to enhance safe, quality, and equitable care delivery to diverse populations.

6. Attend and engage in community health meetings to understand local health issues, initiatives, and political processes to build citizenship and affect population health through professionalism and ethical conduct.

7. Develop a self-care, skill-enhancing, professional, and personal development plan to foster resilience strategies, maintain personal wellness, and foster career-long learning.

8. Complete clinical hours that apply concepts and synthesize new knowledge from didactic nursing courses to quality improvement or educational projects that improve health within vulnerable populations.

Course Format:

This is a clinical capstone course (2 credits didactic, 2 credits clinical practicum). The practicum is 90 clinical hours with most of the course requirements based on planned clinical experiences and project work in the community setting. There will be 90 hours of clinical time expected in this course (2 credit hours=6 credits of practicum X 15 weeks = 90 hours). These hours will be tracked and documented in the clinical log that is accompanied by a clinical journal that intersects with didactic content in this course. These documents will be submitted to the instructor weekly as reflected in the clinical calendar. Time used to research clinical topics and prepare educational materials are part of the 90 hours and must be noted in the clinical log. You will be given 20 bulk hours toward your clinical hours in anticipation of time taken for writing the capstone paper, finding sources for your literature review, and preparing your presentation.
If the 90-clinical 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 clinical hours' requirement is met. The end-of-semester presentation will be based on the project content available on the original due date.

Clinical Placement requirements:

There will be additional costs to students for health records/criminal background checks and other agency requirements, not UW-Superior requirements, such as student professional liability insurance (Possibly more than $100). We must maintain these documents and have them available for agency auditing to determine compliance with clinical contracts. All information regarding advanced planning for this capstone clinical is in the Student Handbook and in the Nursing Canvas course.

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

Students will complete 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 originate from faculty-community partnerships or from student-led initiatives based in their communities or work settings, excluding units 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. All projects will have a patient impact that can be measured by the student. The student must have a means of assessing their project impact on patient care outcomes and reported in the final capstone project paper (Work with a quality committee, complete a community project on an interdisciplinary team, etc.).

Intersection of Course assignments, University Outcomes, Course and Program Outcomes

Course Activities and Assignments	Experiential Learning	UW-S Student Learning Outcomes	Course Outcomes	BSN Program Outcomes
Discussions		1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8	1,2, 3, 4, 5, 6, 7, 8, 9, 10
Clinical Journal	X	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8	1,2, 3, 4, 5, 6, 7, 8, 9, 10

Capstone Presentation	X	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8	1,2, 3, 4, 5, 6, 7, 8, 9, 10
Indigenous Elder/Healer interview		1, 2, 3	1, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9,10
Case Studies		2, 3, 4	2, 3, 4, 5	1,2, 3, 4, 5, 6, 7, 8, 9, 10
Political Action Meeting recording	X	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 9, 10
Nurse Leader Interview		1, 2, 3, 4	1, 2	1, 2, 4, 5, 6, 7, 8, 9, 10
Liberal Education Reflection		1, 2, 3, 4	4, 7	1,2, 3, 4, 5, 6, 7, 8, 9, 10

University Student Learning Outcomes (2024): *The UW-Superior Student Learning Goals are a set of expectations for learning in majors, minors, and University Studies at UW-Superior. Our students gain skills, knowledge, and abilities in: **Communication, Creative & Critical Thinking, Civic Engagement, and Communication & Professionalism**. These goals align with and support the UW-Superior mission of individual growth and career preparation as well as the University's values of global awareness, respect for all persons, and community engagement. These goals are a unified commitment to high-quality liberal arts teaching and learning that also emphasizes the roots, methods, and bodies of knowledge within the array of disciplines at UW-Superior.*

Goals	Outcomes
1. Communication	a. Demonstrate understanding of the context, purpose, and audience for communication b. Execute a range of conventions particular to a specific discipline and/or communication task c. Express themselves clearly to achieve a purpose
2. Creative & Critical Thinking	a. Articulate important questions, theories, and creative processes b. Analyze information or data to produce thoughtful judgments and qualified conclusions c. Analyze own and others' assumptions and biases associated with information, processes, practices, and viewpoints d. Evaluate and apply diverse perspectives to complex subjects within natural and human systems to solve problems
3. Civic Engagement	a. Contribute to inclusive and equitable practices that influence individual and systemic change in a pluralistic society b. Engage in an exchange of ideas integrating diverse perspectives civilly c. Synthesize connections outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view
4. Collaboration & Professionalism	a. Demonstrate understanding of more than one worldview and an ability to act in a supportive manner that recognizes the experiences of others b. Collaborate constructively by building upon or synthesizing contributions of others, treating others respectfully, and being accountable for their part c. Consider multiple sides of ethical questions and their implications according to disciplinary standards

d. Understand and/or use technology in disciplinarily appropriate ways

*Each goal area may have further outcomes per each department/discipline

BSN Program Outcomes:

1. **Knowledge for Nursing Practice:** Integrate and apply nursing knowledge with a liberal education (University studies) foundation and knowledge from other disciplines.
2. **Person-centered Care:** Provide just, high-quality, holistic, client-centered care that is evidence-based and at an appropriate developmental level. Nursing care is delivered in a respectful, compassionate and coordinated manner across diverse healthcare settings.
3. **Population Health:** Analyze public health issues and policies, and identify strategies for health promotion through advocacy, interdisciplinary collaboration, and the implementation of culturally congruent interventions and policies that improve health, health equity, and crisis preparedness with an emphasis in rural and indigenous populations.
4. **Scholarship for the Nursing Discipline:** Integrate evidence-based knowledge and research into clinical decision-making to promote quality improvement in nursing practice and recognize the importance of nursing scholarship in nursing practice to improve health outcomes and healthcare of communities.
5. **Quality and Safety:** Applies safety, risk management, and quality improvement in nursing practice.
6. **Interprofessional Partnerships:** Intentionally and effectively collaborate in an interdisciplinary manner with healthcare professionals from diverse disciplines to improve patient outcomes and promote interdisciplinary teamwork with care team members including patients, facilities, and communities to optimize care, enhance the healthcare experience, and strengthen health outcomes with an emphasis on respecting indigenous health beliefs and practices.
7. **Systems-based Practice:** Coordinates resources across complex healthcare systems to provide safe, quality and equitable care to diverse populations.
8. **Informatics and healthcare technologies:** Proficiently utilize healthcare technology, informatic processes, and data to guide, manage, and enhance patient care, documentation, and communication within healthcare teams and improve overall healthcare delivery.
9. **Professionalism:** Demonstrate the formation and cultivation of professional nursing identity, ethical conduct, and professional integrity, adhering to professional standards of practice and code of ethics.
10. **Personal, professional, and leadership development:** Participates in activities that foster personal health and well-being, career-long learning, professional resilience, and the development of nursing expertise through ongoing professional development and education. Demonstrate advanced leadership skills in nursing practice, including the ability to effectively collaborate with interdisciplinary teams, initiate change, and advocate for quality patient care.
    The Essentials: Core Competencies for Professional Nursing Education, AACN 2021

Required Texts:
Nies, M. A., & McEwen, M. (2022). *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 use other BSN@HOME core course textbooks

Experiential Learning:
In this course, experiential learning will occur throughout the semester. Specific assignments that address this include the Capstone presentation on community projects, Political Action recording, and the clinical journal that reflects community-enhanced learning experiences.

Evaluation:

UW-Superior Grading Scale	
Grade	Percent
A	93-100
A-	90-92
B+	88-89
B-	80-81
C+	78-79
C	72-77
C-	70-71
D+	68-69
D	62-67
D-	60-61
F	59 and below

Please review the Student Information link in your Canvas courses' navigation menu. This includes policies and information related to: student **characteristics**, including policies and services related to those who are active military/veterans, those who are pregnant or expecting new family members, and students seeking services for differing abilities and accommodations student services, and others.

Course Requirements and Participation:

In this online asynchronous course, students need to access and actively engage in the Canvas site at least weekly. Students are expected to participate and remain active in group work throughout the semester. All course assignments, activities, and end-of-semester rubrics must be fully completed to pass this course. Instructors must be contacted as soon as possible when emergencies arise and result in late coursework to avoid grade penalties. Students must contact the instructor for any expected late assignments before the assignment due date for changes in due dates when warranted. Any notification or arrangements will be given one grade lower than earned unless excused per university policy. Instructors will respond to emails within 24 hours, Monday-Friday. Weekend/holiday emails will be responded to on Monday or the first available workday following the holiday.

Assessment Methods

Assignment	Points
Discussion Posts/Activities	20%
Project Proposal	5%
Literature Review	5%
Community Snapshot Report	5%
Project Plan	5%
Midterm Project Report	5%
Indigenous Cultural Practices	10%
Final Capstone Project Presentation	25%
Reflective Clinical Journals	10%
Liberal Education Reflection Paper	10%

Online Discussion:

Online discussions will challenge students to view nursing and professional practice issues from different perspectives and build on their different nursing experiences. Honing skills in posting and responding to online discussions will enhance future success in the BSN program. Discussions are based on readings and personal experiences,

incorporating professional journal articles and scholarly sources to add depth to discussions providing more depth to the discussion.

Participation grades are based on contributions to online discussions and other activities, such as small group meetings. Handouts, PowerPoints, and readings will be posted one week before the scheduled topic. Initial discussion posts are due according to the Activity Grid/Course Calendar, with at least two responses by the due date. Submit all written assignments (Word or Rich Text Format) to the Assignment area for grading. (See Discussion Rubric below)

APA Format:
Writing is a crucial part of nursing education, serving both as a learning strategy and an evaluation method. In this course, you will use writing to explore new ideas and demonstrate your understanding. Adhering to the American Psychological Association (APA) format is essential for all written work (use professional version, not student), ensuring clarity and consistency. Mastery of APA style will enhance your writing skills and positively impact your current and future grades in this program. The University <u>Center for Writing Excellence</u> is available to support you in developing these skills.

Teaching and Learning Strategies:
To engage students in an online asynchronous learning environment, we will use interactive learning tools such as Padlet, Flip, and Kaltura (for recording presentations). Students are expected to take responsibility for their learning by actively participating and collaborating with peers. The instructor's role is facilitating learning rather than providing all the answers. Having student-driven activities and working with real-world problems are the hallmarks of project-based learning, which will be used in this course. We work to create a class culture where issues are examined, questions are encouraged in a safe environment, and inclusiveness is expected. Teaching strategies include lectures, small group work, assigned readings, written assignments, oral presentations, and online discussions. TED Talks, YouTube, or other media may supplement course teaching to enhance student learning.

Late policy:
Work that is submitted after the discussion period of a lesson will be penalized by one full point from the grade obtained according to discussion criteria. In other words, you need to be on time to earn 100%. Late work will not be accepted after 1 week unless previously approved by the instructor.

Class Civility:
As members of this class, we are part of a larger learning community where excellence is achieved through civility. kindness, and inclusivity. Our actions and online tone affect everyone. Courtesy extends beyond our virtual classroom to discussion responses, peer feedback, emails, virtual meetings, and future professional community partner interactions. Civility is practiced as a community.

Plagiarism:
All work submitted in this course must be your own. Plagiarism is a serious academic offense, and students should be aware that the University of Wisconsin-Superior reserves the right to suspend or terminate any student who copies or otherwise plagiarizes the work or assignments/projects of other students or professionals, or who otherwise displays conduct detrimental to his or her own academic progress or ultimate success in the field for which he or she is being educated. Plagiarism includes but is not limited to, either deliberately or inadvertently:

- Using another person's exact words, ideas, or theories without quotation marks and/or without proper acknowledgment
- Presenting a person's ideas without proper documentation
- Paraphrasing, such as changing a few words, but leaving the ideas and reasoning of the original author intact
- Turning in your roommate's paper or assignment as your own
- Cutting/pasting segments from one or more sources to form a research paper

Technology Requirements:

Students are required to use an electronic device that allows access to the Canvas Course site, UWS library, and other resources as requested in the course. Students will also need internet access, whether landline or Wi-Fi, to complete the course successfully.

Diversity and Inclusion at UW-Superior:
Diversity and inclusion are integral to the educational mission of the University of Wisconsin-Superior. As a community we commit to recognize, include, and value inherent worth and dignity of each person; foster tolerance, sensitivity, understanding, mutual respect, and justice among its members; and encourage everyone to strive to reach their own potential. The institution recognizes these experiences are crucial for developing the requisite skills to thrive as a member of a pluralistic society and as a responsible global citizen.

In pursuit of its goal of inclusive excellence, the University actively seeks to attract students, faculty, and staff from diverse backgrounds and life experiences, including but not limited to: race, ethnicity, sex, gender identity, gender expression, sexual orientation, age, socio-economic background, cognitive ability, physical ability, religion and spirituality, value system, national origin, immigration or refugee status, veteran status, and political beliefs.

The University believes that diversity among its members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The University of Wisconsin-Superior views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals.

For more information about Equity, Diversity, and Inclusion and/or to report bias, discrimination, or harassment, please email edi@uwsuper.edu or call 715-394-8015.

Religious and Cultural Observance:
All classes at UW-Superior comply with the Accommodation of Religious Beliefs Policy (AP1003). This policy requires instructors to accommodate students for examinations or other academic/course requirements, when a scheduling conflict occurs due to a student's sincerely held religious belief. Students must notify the instructor within the first 3 weeks of the term (or the first week of summer and shorter terms) of the specific days or dates on which they will need an accommodation. See the policy for details.

Generative AI Use:
Generative artificial intelligence (AI), including ChatGPT or similar tools used for creating text, images, computer code, audio, or other media, are incorporated into some of the course assignments. However, these tools must be used responsibly and the work submitted must be original. Using these tools incorrectly could be in violation of UW-Superior's academic misconduct policy. If you are in doubt as to whether you are using a tool appropriately in this course, I encourage you to discuss your situation with your instructor.

Policies and Practices to Help Your Learning and Growth:
The University of Wisconsin-Superior is dedicated to a safe, supportive, and nondiscriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with university policies regarding special accommodations, academic misconduct, religious beliefs accommodation, discrimination, and absence for University-sponsored events.

Please review the Student Information link in your Canvas courses' navigation menu. This includes policies and information related to:

- **Student characteristics**, including policies and services related to those who are active military/veterans, those who are pregnant or expecting new family members, and students seeking services for differing abilities and accommodations student services, and others.

- **Academic integrity,** including information on plagiarism and steps that an instructor can take.

- **Campus policies,** including how to sign up for Safe Alerts, information on course evaluations, the process for submitting a formal grievance regarding academics and/or discrimination, and others.

NURS 497 Nursing Synthesis & Application: Capstone Clinical
Course Schedule
[Term]

Week 1: Course Introduction and Overview

- **Activities:** Course orientation, introduction to capstone project
- **Readings:** Course syllabus, Capstone Project Guidelines
- **Assignments:** Initial discussion post (due Tuesday), responses to peers (due Friday)
- **Discussion Topic:** Setting Goals for the Semester
- **Reflection Journal Due:** Sunday
    - **Weekly Prompt:** Reflect on your initial thoughts and feelings about the course. What are your goals for the semester? How do you plan to approach the capstone project?
    - **NEXT (Next Exploration and examination Topic):** Based on your goals, what strategies will you use to identify and analyze health issues in your community?

Week 2: Health Issues and Factors

- **Activities:** Identify and discuss health determinants
- **Readings:** "Public Health Nursing: Population-Centered Health Care in the Community" (Nies & McEwen)
- **Assignments:** Initial discussion post (due Tuesday), responses to peers (due Friday)
- **Discussion Topic:** Identifying Population Health Issues
- **Check-In:** Submit Project Proposal (due Sunday)
- **Reflection Journal Due:** Sunday
    - **Weekly Prompt:** Identify a health determinant you encountered this week. How does it impact individual and population health? What strategies could be used to address this issue?
    - **NEXT (Next Exploration and examination Topic):** How can clinical reasoning skills be applied to optimize resources in addressing the health determinant you identified?
    - **Response to Week 1 NEXT Question Based on your goals, what strategies will you use to identify and analyze health issues in your community**? [Enter response to Week 3 NEXT question here]

Week 3: Clinical Reasoning and Resource Optimization

- **Activities:** Case studies on clinical reasoning
- **Readings:** Clinical Reasoning in the Health Professions
- **Assignments:** Initial discussion post (due Tuesday), responses to peers (due Friday)
- **Discussion Topic:** Applying Clinical Reasoning Skills
- **Reflection Journal Due:** Sunday
    - **Weekly Prompt:** Describe a case study you worked on. How did you apply clinical reasoning skills? What resources did you optimize to develop a health intervention?
    - **NEXT (Next Exploration and examination Topic):** What community health insights can be gained from conducting a windshield survey?

- o **Response to Week 2 NEXT Question How can clinical reasoning skills be applied to optimize resources in addressing the health determinant you identified?** [Enter response to Week 4 NEXT question here]

Week 4: Windshield Survey and Simulated Research Activity

- **Activities:** Conduct a windshield survey of clinical placements, simulated windshield survey using the movie "Skins"
- **Readings:** Guidelines for conducting a windshield survey, review windshield study information (Nies)
- **Assignments:** Initial discussion post (due Tuesday), responses to peers (due Friday), Community snapshot report (due Sunday)
- **Discussion Topic:** Community Health Insights
- **Check-In:** Submit Literature Review (due Sunday)
- **Reflection Journal Due:** Sunday
    - o **Weekly Prompt:** Summarize your findings from the windshield survey. What community health insights did you gain? How will these insights inform your capstone project?
    - o **NEXT (Next Exploration and examination Topic):** How can inter-professional collaboration enhance healthcare outcomes?
    - o **Response to Week 3 NEXT Question** [Enter response to NEXT question here]

Week 5: Inter-professional Collaboration

- **Activities:** Role-playing inter-professional scenarios
- **Readings:** Interprofessional Education and Collaboration in Canvas
- **Assignments:** Initial discussion post (due Tuesday), responses to peers (due Friday), project timeline discussion post (due Sunday)
- **Discussion Topic:** Effective Collaboration in Healthcare
- **Reflection Journal Due:** Sunday
    - o **Weekly Prompt:** Reflect on the role-playing scenarios. How did inter-professional collaboration enhance the outcomes? What did you learn about effective teamwork in healthcare?
    - o **NEXT (Next Exploration and examination Topic):** What communication skills are essential for effective healthcare delivery?
    - o **Response to Week 4 NEXT Question:** [Enter response to NEXT question here]

Week 6: Communication Skills

- **Activities:** Communication workshops
- **Readings:** Communication in Nursing in Canvas
- **Assignments:** Initial discussion post (due Tuesday), responses to peers (due Friday)
- **Discussion Topic:** Enhancing Communication Skills
- **Check-In:** Submit Project Plan (due Sunday)
- **Reflection Journal Due:** Sunday

- o **Weekly Prompt:** Discuss the communication workshops. What new communication skills did you develop? How will these skills improve your interactions with patients and colleagues?
- o **NEXT (Next Exploration and examination Topic):** What leadership qualities are important for a nurse leader?
- o **Response to Week 5 NEXT Question:** [Enter response to NEXT question here]

Week 7: Professionalism and Leadership

- **Activities:** Leadership case studies, shadow a nurse leader for a day
- **Readings:** Chapter 9-10 of "Leadership Roles and Management Functions in Nursing"
- **Assignments:** Initial discussion post (due Tuesday), responses to peers (due Friday), Reflection discussion post (due Sunday)
- **Discussion Topic:** Leadership in Nursing
- **Reflection Journal Due:** Sunday
    - o **Weekly Prompt:** Reflect on your experience shadowing a nurse leader. What leadership qualities did you observe? How can you incorporate these qualities into your practice?
    - o **NEXT (Next Exploration and examination Topic):** How do socioeconomic factors impact healthcare delivery?
    - o **Response to Week 6 NEXT Question:** [Enter response to NEXT question here]

Week 8: Socioeconomic Factors in Healthcare

- **Activities:** Analysis of socioeconomic impacts on health
- **Readings:** Chapter 13-14 of "Social Determinants of Health"
- **Assignments:** Initial discussion post (due Tuesday), responses to peers (due Friday)
- **Discussion Topic:** Addressing Socioeconomic Factors
- **Reflection Journal Due:** Sunday
    - o **Weekly Prompt:** Analyze the socioeconomic factors you studied. How do these factors affect healthcare delivery? What strategies can be implemented to address these challenges?
    - o **NEXT (Next Exploration and examination Topic):** What progress have you made on your capstone project? What challenges have you encountered?
    - o **Response to Week 7 NEXT Question:** [Enter response to NEXT question here]

Week 9: Midterm Project Check-In

- **Activities:** Midterm project progress reports
- **Readings:** Review previous readings
- **Assignments:** Initial discussion post (due Tuesday), responses to peers (due Friday), Midterm project report (due Sunday)
- **Discussion Topic:** Project Progress and Challenges
- **Reflection Journal Due:** Sunday
    - o **Weekly Prompt:** Provide an update on your capstone project. What progress have you made? What challenges have you encountered, and how are you addressing them?

- o **NEXT (Next Exploration and examination Topic):** How can community engagement strategies enhance service-learning projects?
- o **Response to Week 8 NEXT Question:** [Enter response to NEXT question here]

Week 10: Service Learning and Community Engagement

- **Activities:** Service-learning project planning, interview a community leader
- **Readings:** Chapter 15-16 of "Community Health Nursing"
- **Assignment:** Interview an elder or healthcare provider in an Indigenous community regarding important aspects of cultural practices they would like to see more respected or honored in Western medicine interactions with nurses. Prepare a professional 15-minute lunch and learn presentation on the topic that could be shared in the workplace to improve Indigenous health in the acute care setting. Record the presentation for grading (due Sunday).
- **Assignments:** Initial discussion post (due Tuesday), responses to peers (due Friday), Interview summary discussion post (due Sunday)
- **Discussion Topic:** Community Engagement Strategies
- **Reflection Journal Due:** Sunday
  - o **Weekly Prompt:** Reflect on your service learning project planning. How did interviewing a community leader enhance your understanding of community engagement strategies?
  - o **NEXT (Next Exploration and examination Topic):** What steps are you taking to balance work and life as part of your personal development plan?
  - o **Response to Week 9 NEXT Question:** [Enter response to NEXT question here]

Week 11: Self-Learning and Skill Development

- **Activities:** Personal development plans
- **Readings:** Chapter 17-18 of "Professional Nursing: Concepts & Challenges"
- **Assignments:** Initial discussion post (due Tuesday), responses to peers (due Friday), Self-care plan discussion post (due Sunday)
- **Discussion Topic:** Balancing Work and Life
- **Reflection Journal Due:** Sunday
  - o **Weekly Prompt:** Discuss your personal development plan. What steps are you taking to balance work and life? How will this plan help you transition successfully as a baccalaureate-prepared nurse?
  - o **NEXT (Next Exploration and examination Topic):** What insights did you gain from attending a community health meeting?
  - o **Response to Week 10 NEXT Question:** [Enter response to NEXT question here]

Week 12: Political Action Meeting Attendance

- **Activities:** Attend a community health meeting at the township or county level
- **Readings:** Review local health department resources and meeting agendas

- **Assignments:** Initial discussion post (due Tuesday), responses to peers (due Friday), Meeting attendance report (due Sunday)
- **Discussion Topic:** Insights from Community Health Meetings
- **Reflection Journal Due:** Sunday
  - o **Weekly Prompt:** Summarize your experience attending a community health meeting. What insights did you gain? How will these insights inform your practice?
  - o **NEXT (Next Exploration and examination Topic):** How will you implement the health intervention strategies you studied?
  - o **Response to Week 11 NEXT Question:** [Enter response to NEXT question here

Week 13: Implementation of Health Interventions

- **Activities:** Implementation strategies
- **Readings:** Chapter 19-20 of "Health Promotion Throughout the Life Span"
- **Assignments:** Initial discussion post (due Tuesday), responses to peers (due Friday)
- **Discussion Topic:** Implementing Health Interventions
- **Check-In:** Submit Draft Presentation
- **Reflection Journal Due:** Sunday
  - o **Weekly Prompt:** Describe the health intervention strategies you studied. How will you implement these strategies in your practice? What outcomes do you anticipate?
  - o **NEXT (Next Exploration and examination Topic):** What ethical dilemmas might you encounter in nursing practice, and how would you address them?
  - o **Response to Week 12 NEXT Question:** [Enter response to NEXT question here

Week 14: Legal and Ethical Case Studies

- **Activities:** Analyze and debate legal and ethical case studies in nursing
- **Readings:** Case study materials provided
- **Assignments:** Debate recording and consensus report, initial discussion post, responses to peers
- **Discussion Topic:** Ethical Dilemmas in Nursing
- **Reflection Journal Due:** Sunday
  - o **Prompt:** Reflect on the legal and ethical case studies. What ethical dilemmas did you encounter? How would you address these dilemmas in your practice?
  - o **NEXT (Next Exploration and examination Topic):** You
  - o **Response to Week 13 NEXT Question:** [Enter response to NEXT question here

Week 15: Conference Identification and Planning

- **Activities:** Identify and plan to attend a conference for project dissemination
- **Readings:** Conference guidelines and submission requirements
- **Assignments:** Conference plan report, initial discussion post, responses to peers
- **Discussion Topic:** Professional Development and Networking
- **Check-In:** Submit Handout/Brochure/Poster

- **Reflection Journal Due:** Sunday
    - o **Prompt:** Discuss your plan for attending a conference. How will this conference contribute to your professional development and networking?
    - o **Prompt:** Reflect on your capstone project presentation. What did you learn from this experience? How has the course prepared you for your future career?

Week 16: Capstone Project Presentation and Course Wrap-Up

- **Activities:** Capstone project presentations, course reflection and evaluation
- **Readings:** None
- **Assignments:** Final capstone project, initial discussion post, responses to peers
- **Discussion Topic:** Reflecting on the Capstone Experience
- **Check-In:** Submit Executive Summary and PSA
- **Reflection Journal Due:** Sunday

Course schedule is subject to change

Welcome to the BSN@Home Program Spreadsheet.

Population and maintenance of this primary information resource is the responsibility of the program ID/s. Program ID/s may adjust/add to these pages as needed, but should as much as possible retain template formatting and content sections.

For other program-specific information, see BSN Program Info (Word doc).

Program Course List	Prerequisites	Campus	Canvas Naming Conventions for LRMS (adjust dates when copying!)		Industry Partner, etc.	Email Address
Core			**Corxe Code**	**Course Title**		
407: Foundations of Professional Nursing Practice	none	Green Bay	N407_SP21_SEC01	Foundations of Professional Nursing Practice - SP21		
			N407_SP21_S1_SEC01	Foundations of Professional Nursing Practice - SP21 - 7-Week Early		
			N407_SP21_S2_SEC01	Foundations of Professional Nursing Practice - SP21 - 7-Week Late		
441: Chronic Care Management	none	Stevens Point	N441_SP21_SEC01	Chronic Care Management - SP21		
			N441_SP21_S1_SEC01	Chronic Care Management - SP21 - 7-Week Early		
			N441_SP21_S2_SEC01	Chronic Care Management - SP21 - 7-Week Late		
446: Nursing Research and Evidence-Based Practice	none	Madison	N446_SP21_SEC01	Nursing Research and Evidence-Based Practice - SP21		
			N446_SP21_S1_SEC01	Nursing Research and Evidence-Based Practice - SP21 - 7-Week Early		
			N446_SP21_S2_SEC01	Nursing Research and Evidence-Based Practice - SP21 - 7-Week Late		
447: Leadership and Management	none	Oshkosh	N447_SP21_SEC01	Leadership and Management - SP21		
			N447_SP21_S1_SEC01	Leadership and Management - SP21 - 7-Week Early		
			N447_SP21_S2_SEC01	Leadership and Management - SP21 - 7-Week Late		
453: Information Management and Healthcare Technology	none	Milwaukee	N453_SP21_SEC01	Information Management and Healthcare Technology - SP21		
			N453_SP21_S1_SEC01	Information Management and Healthcare Technology - SP21 - 7-Week Early		
			N453_SP21_S2_SEC01	Information Management and Healthcare Technology - SP21 - 7-Week Late		
454: Community Health Nursing	none	Oshkosh	N454_SP21_SEC01	Community Health Nursing - SP21		
			N454_SP21_S1_SEC01	Community Health Nursing - SP21 - 7-Week Early		
			N454_SP21_S2_SEC01	Community Health Nursing - SP21 - 7-Week Late		
Electives	none					
492: Pathophysiology		Green Bay	N492_SP21_SEC01	Pathophysiology - SP21		
492P: Clinical Pharmacology		Oshkosh	N492P_SP21_SEC01	Clinical Pharmacology - SP21		

Note: As of January 2021 we are to use "SEC01" as a suffix on all course codes - so, for course name, no "SEC01" (unless there is actually more than one section of, say, the 14wk or one of the 7wk offerings), but for the course code, do include it: e.g., course name only "Chronic Care Management - FA21 - 7-Week Early" - but course code: N441_FA21_S1_SEC01. This overrules anything in Stephen's word on this in his email of 5 Dec 2019, which included this otherwise useful link: https://docs.google.com/document/d/1Sut_aHaBtVp8jX5xNURXwJLfglhUA1OglCZMt28YXRc/edit?usp=sharing

Note: For semesters before SP2020, see the course archives in DD drive (K drive).

Spring 2022

Course	Sections	Instructor (* = lead) First name	Last name	Email address	Campus	Published	Dates	copy from	Initial emai	cal/s sent	cal/s in	sections set up
407 14wk	1				Green Bay	[date]	14 week: Preview week: 1/17; Start: 1/24; End: 5/6					
407 7wk1	1						7-week Session 1: Preview week:1/17; Start: 1/24; End: 3/11					
407 7wk2	1						7-week Session 2: Preview week: 3/14; Start: 3/21; End: 5/6					
441 14wk	1				Stevens Point							
441 7wk1	1											
441 7wk2	1											
446 14wk	1				Madison							
446 7wk1	1											
446 7wk2	1											
447 14wk	1				Eau Claire							
447 7wk1	1											
447 7wk2	1											
453 14wk	1				Milwaukee							
453 7wk1	1											
453 7wk2	1											
454 14wk REV	1				Oshkosh							
454 7wk1	1											
454 7wk2	1											
492 REV	1				Oshkosh							
492P	1				Green Bay							

Fall 2021

Course	Sections	Instructor (* = lead) First name	Last name	Email address	Campus	Published	Dates	copy from	Initial emai	cal/s sent	cal/s in	sections set up
407 14wk	1	Myunghee	Jun*	<junm@uwgb.edu>;	Green Bay	[date]	14 week: Preview week: 8/26; Start: 9/2; End: 12/13	SU21-done	x7-14-21	x7-14-21	8-1-21 or so	x
407 7wk1	1	Mimi	Kubsch	<kubschm@uwgb.edu>;			7-week Session 1: Preview week: 8/26; Start: 9/2; End: 10/21			x	x	x
407 7wk2	1	Mimi	Kubsch				7-week Session 2: Preview week: 10/18; Start: 10/25; End: 12/13			x	x	x
441 14wk	1	Heidi	Wincentsen (*Zorom	<hwincent@uwsp.edu>; <lzor	Stevens Point			SU21-done	x7-9-21	x7-9-21	x7-21-21	x
441 7wk1	1	Karen	Hugill	<Khugill@UWSP.edu>;						x	x	x
441 7wk2	1	Karen	Hugill							x	x	x
446 14wk	1	Katie	Pavek	<kausher@wisc.edu>;	Madison			SU21-done	xJune 21	x7-14-21	x7-26-21	x
446 7wk1	1	Dave	Dwyer*	<dedwyer@wisc.edu>;						x	x	x
446 7wk2	1	Katie	Pavek							x	x	x
447 14wk	1	Linda	Sargent	<SARGENLL@uwec.edu>;	Eau Claire			SP21-14wk-d	x6-2-21	x7-19-21	x	x
447 7wk1	1	Kitty	Kenney*	<KROMRICC@uwec.edu>;						x	x	x
447 7wk2	1		Sargent					???		x		
453 14wk	1	Therese	VanMale	<taoleary@uwm.edu>;	Milwaukee			SP21-14wk-d	x7-12-21	x7-19-21	x8-17-21	x
453 7wk1	1	Marijo	Rommelfaenger*	<rommelfa@uwm.edu>;						x	x	x
453 7wk2	1		Rommelfaenger					FA21-7wkS1		x		x
454 14wk REV	1	Donna	Hawley	<hawleydj@uwosh.edu>;	Oshkosh			SU21-done	rev	x7-19-21	x	x
454 7wk1	1	Shelley	Strojny*	<strojny@uwosh.edu>;						x	x	x
454 7wk2	1		Strojny				still needs end-of-semester eval link	???		x		
492 REV	1	Lindsay	Buttles*	<buttlesl@uwosh.edu>;	Oshkosh			SU21-done	rev	x7-20-21	8/17/2021	x
492P	1	Janet	Reilly*	<reillyj@uwgb.edu>;	Green Bay			SP21-done		x-------	8/25/2021	x

Summer 2021

Course	Sections	Instructor (* = lead) First name	Last name	Email address	Campus	Published	Dates	copy from	Initial emai	cal/s sent	cal/s in
407	1	Mimi	Kubsch*	<kubschm@uwgb.edu>;	Green Bay	x4-29	Preview week: 5/17; Start: 5/24; End: 6/18	done-sp21-s	x	x	x4-29-21

Course	Sections	First name	Last name	Email address	Campus	Published	Dates				
441	1	Heidi	Wincentsen*	<hwincent@uwsp.edu>;	Stevens Point	x4-29	Preview week: 5/17; Start: 5/24; End: 7/2	done-sp21-s	x	x	x4-28-21
446	1	Dave	Dwyer*	<dedwyer@wisc.edu>;	Madison	x4-22	Preview week: 6/7; Start: 6/14; End: 7/30	done-sp21-s	x	x	x4-14-21
447	1	Gail	Hanson-Brenner*	<brennegm@uwec.edu>;	Eau Claire	x5-12-21	Preview week: 5/31; Start: 6/7; End: 7/25	done	x	x	x5-12-21
453	1	Michelle	Polfuss (*Rommelfa	<mpolfuss@uwm.edu>;	Milwaukee	x5-4-21	Preview week: 6/7; Start: 6/14; End: 7/10	done-sp21-s	x	x	x5-4-21
454	1	Shelley	Strojny*	<strojny@uwosh.edu>;	Oshkosh	x6-7-21	Preview week: 6/7; Start: 6/14; End: 8/6	done-sp21-s	x	x	x6-4-21
492	1	Lindsay	Buttles*	<buttlesl@uwosh.edu>;	Oshkosh	x5-4-21	Preview week: 6/7; Start: 6/14; End: 8/6	done-sp21---	x	x	x4-12-21

Spring 2021

Course	Sections	Instructor (* = lead) First name	Last name	Email address	Campus	Published	Dates
407 14wk	1	Myunghee	Jun*	<junm@uwgb.edu>;	Green Bay	[date]	14wk: Preview week: 1/19; Start: 1/25; End: 5/7; Grades due: 5/--
407 7wk1	1	Mimi	Kubsch	<kubschm@uwgb.edu>;			7wk1: Preview week: 1/19; Start: 1/25; End: 3/15; Grades due: 3/--
407 7wk2	1	Mimi	Kubsch				7wk2: Preview week: 3/15; Start: 3/22; End: 5/7; Grades due: 5/--
441 14wk	1	Colleen	Kane (*Zoromski)	<lzoromsk@uwsp.edu>;	Stevens Point		
441 7wk1	1	Colleen	Kane	<ckane@uwsp.edu>;			
441 7wk2	1	Heidi	Wincentsen	<hwincent@uwsp.edu>;			
446 14wk	1	Katie	Pavek	<kausher@wisc.edu>;	Madison		
446 7wk1	1	Dave	Dwyer*	<dedwyer@wisc.edu>;			
446 7wk2	1	Katie	Pavek	<kausher@wisc.edu>;			
447 14wk	1	Linda	Sargent	<SARGENLL@uwec.edu>;	Eau Claire		
447 7wk1	1	Catherine	Kenney*	<KROMRICC@uwec.edu>;			
447 7wk2	1	Linda	Sargent	<SARGENLL@uwec.edu>;			
453 14wk	1	Therese	Van Male	<taoleary@uwm.edu>;	Milwaukee		
453 7wk1	1	Marijo	Rommelfaenger*	<rommelfa@uwm.edu>;			
453 7wk2	1	Marijo	Rommelfaenger				
454 14wk	1	Lindsay	Buttles	<buttlesl@uwosh.edu>;	Oshkosh		
454 7wk1	1	Shelley	Strojny*	<strojny@uwosh.edu>;			
454 7wk2	1	Shelley	Strojny				
492P	1	Lindsay	Buttles	<buttlesl@uwosh.edu>;	Oshkosh		
492P	1	Janet	Reilly	<reillyj@uwgb.edu>;	Green Bay		

Fall 2020

Course	Sections	Instructor (* = lead) First name	Last name	Email address	Campus	Published	Dates
407 14wk	1					[date]	14 week: Preview week: -/-; Start: -/-; End: -/-
407 7wk1	1						7-week Session 1: Preview week: -/-; Start: -/-; End: -/-
407 7wk2	1						7-week Session 2: Preview week: -/-; Start: -/-; End: -/-
441 14wk	1						
441 7wk1	1						
441 7wk2	1						
446 14wk	1						
446 7wk1	1						
446 7wk2	1						
447 14wk	1						
447 7wk1	1						
447 7wk2	1						
453 14wk	1						
453 7wk1	1						
453 7wk2	1						
454 14wk	1						
454 7wk1	1						
454 7wk2	1						
492	1						
492P	1						

Summer 2020

Course	Sections	Instructor (* = lead) First name	Last name	Email address	Campus	Published	Dates
407	1					[date]	Preview week: 5/11; Start: 5/18; End: 6/14
441	1						Preview week: 5/11; Start: 5/18; End: 7/12
446	1						Preview week: 6/8; Start: 6/15; End: 8/9
447	1						Preview week: 6/8; Start: 6/15; End: 8/7
453	1						Preview week: 6/1; Start: 6/8; End: 7/18
454	1						Preview week: 6/8; Start: 6/15; End: 8/7
492P	1						Preview week: 6/8; Start: 6/15; End: 8/9

Spring 2020

Course	Sections	Instructor (* = lead) First name	Last name	Enauk address	Campus	Published	Dates
407 14wk	3					[date]	14 week: Preview week: -/-; Start: -/-; End: -/-
441 14wk	1						7-week Session 1: Preview week: -/-; Start: -/-; End: -/-
441 7wk1	1						7-week Session 2: Preview week: -/-; Start: -/-; End: -/-
441 7wk2	1						
446 14wk	3						
447 14wk	3						
453 14wk	1						
453 7wk1	1						
453 7wk2	1						
454 14wk	1						
454 7wk1	1						
454 7wk2	1						
492	1						
492P	1						

For courses before SP20, see the Course Lists (pre-SP20) folder.

For other basic program Info (program manager, steering committee details, etc.), see BSN Program Info (Word doc).

Faculty				
Name (last, first)	**Courses Taught**	**Location**	**Email Address**	**Phone Number**
Current				
Buttles, Lindsay	454, 492	Oshkosh	<buttlesl@uwosh.edu>;	
Dwyer, David (Dave)	446	Madison	<dedwyer@wisc.edu>;	
Greene, -- (Mady)	446	Madison	<mgreene8@wisc.edu>;	
Hanson Brenner, Gail	447	Eau Claire	<brennegm@uwec.edu>;	
Hawley, Donna	454	Oshkosh	<hawleydj@uwosh.edu>:	
Hugill, Karen	441	Stevens Point	<khugill@uwsp.edu>;	
Jun, Myunghee	407	Green Bay	<junm@uwgb.edu>;	
Kane, Colleen	441	Stevens Point	<ckane@uwsp.edu>;	
Kenney, Catherine (Kitty)	447	Eau Claire	<KROMRICC@uwec.edu>;	
Kubsch, Sylvia (Mimi)	441	Green Bay	<kubschm@uwgb.edu>;	
Pavek, Katie	446	Madison	<kausher@wisc.edu>;	
Polfuss, Michelle	453	Milwaukee	<mpolfuss@uwm.edu>;	
Reilly, Janet	492P	Green Bay	<reillyj@uwgb.edu>;	
Rommelfaenger, Marijo	453	Milwaukee	<rommelfa@uwm.edu>;	
Strojny, Shelley	454	Oshkosh	<strojny@uwosh.edu>;	
Van Male, Therese	453	Milwaukee	<taoleary@uwm.edu>;	
Vandenhouten, Chris		Green Bay	<vandenhc@uwgb.edu>;	
Wincentsen, Heidi	441	Stevens Point	<hwincent@uwsp.edu>;	
Zoromski, Lorraine	441	Stevens Point	<lzoromsk@uwsp.edu>;	
Previous				
Arriola, Jodi	447	Eau Claire	<arriolam@uwec.edu>;	
Blakeslee, Teresa (Terri)	454	Oshkosh	<blakeslt@uwosh.edu>;	
Crary, Wendy	446	Madison	<crary@wisc.edu>;	
Frazier, Sharon	441	Stevens Point	<shfrazie@uwsp.edu>;	
Gajeski, Sharon	441, 492	Green Bay	<gajeskis@uwgb.edu>;	
Gehring, Michelle	453	Milwaukee	<gehring3@uwm.edu>;	
Kleba, Patricia (Pat)	407, 492P	Green Bay	<KLEBAP@UWGB.EDU>;	
Nickasch, Bonnie	492	Oshkosh	<nickascb@uwosh.edu>;	
Park, Diane	454	Oshkosh	<parkd32@uwosh.edu>;	
Wren, Timothy (Tim)	492	Oshkosh	<wrent@uwosh.edu>;	

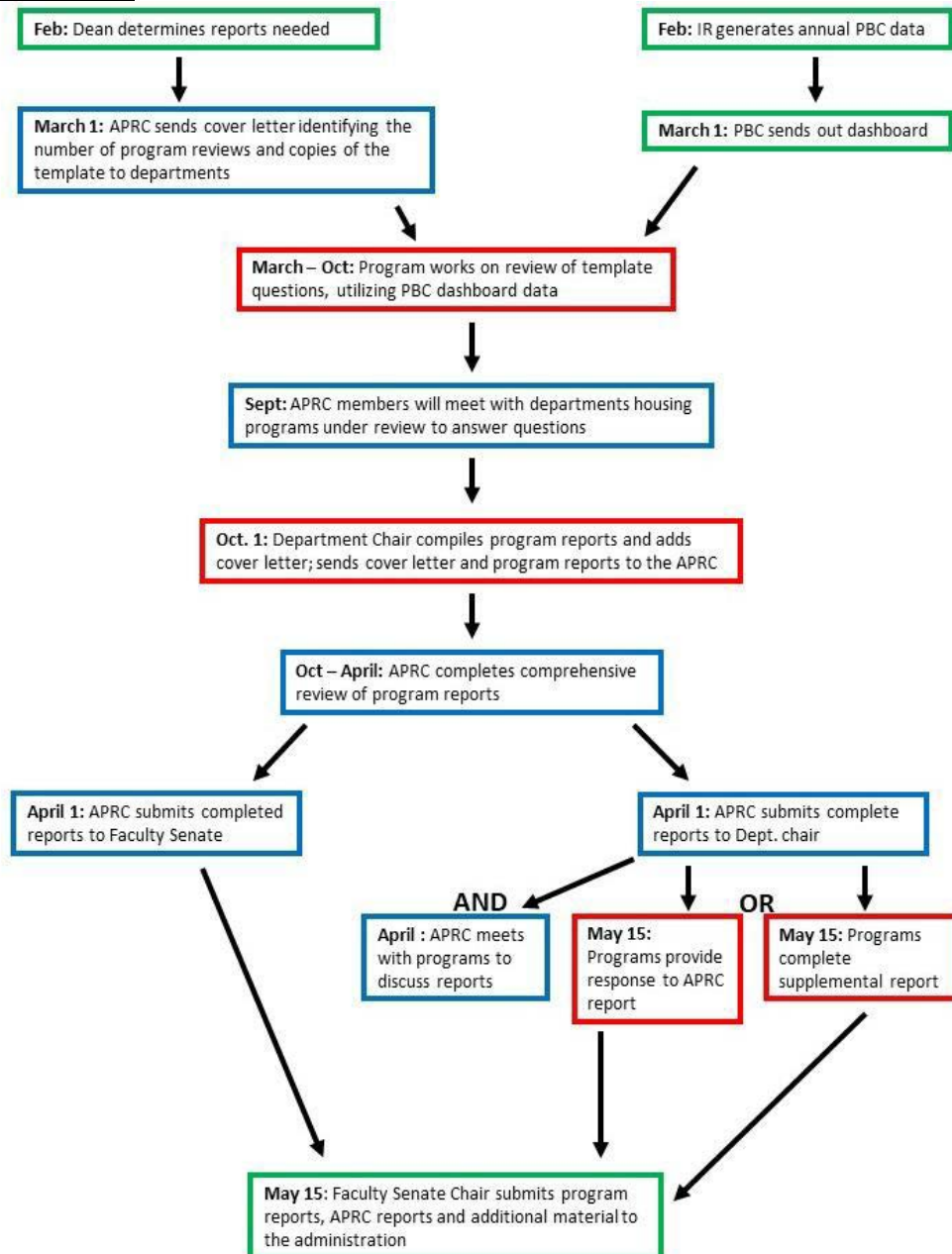| **Other**	

BSN Completion Curriculum Mapping to PSLO

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10
	Integrates nursing knowledge with a liberal education foundation and knowledge from other disciplines.	Provides holistic, compassionate, coordinated, just, respectful, and developmentally appropriate nursing care that is client-focused and evidence-based.	Promotes population health through collaboration, advocacy, and implementation of policies that improve health, health equity, and crisis preparedness.	Understands the role of scholarship in nursing practice and uses evidence to improve health and healthcare.	Applies principles of safety, risk management, and quality improvement in nursing practice.	Intentionally collaborates with care team members including patients, families, communities, stakeholders, and other professions.	Coordinates resources across complex healthcare systems to provide safe, quality, and equitable care to diverse populations.	Uses informatic processes, technologies, and data to guide, manage, and improve the delivery of healthcare.	Demonstrates the formation and cultivation of the professional nursing identity and ethical conduct.	Participates in activities that foster personal health and well-being, career-long learning, professional resilience, and the development of nursing expertise and leadership attributes.
NURS 301 Transition to BSN	x	x				x			x	x
NURS 407 Foundations of Professional Nursing Practice	X	X	X		X	X	X		X	
NURS 441 Chronic Care Management	X	X				X	X		X	
NURS 446 Research and Evidence-Based Practice	X	X	X	X	X	X	X	X	X	X
NURS 447 Leadership & Management	X			X	X			X		X
NURS 453 Information Management and Healthcare Technology	X	X	X	X	X	X	X	X	X	
NURS 454 Community Health Nursing	X	X	X	X	X		X	X	X	
NURS 497	A	A	A	A	A	A	A	A	A	A

APRC Undergraduate Template

Program Report Instructions

The following categories are designed for academic programs to accurately demonstrate their strengths and contributions to the university, as well as to identify areas for improvement. Programs are encouraged to respond both retrospectively and forward-looking where appropriate. It is recognized that not every program contributes to the university in the same manner, so while responses are required for every prompt, some responses may be more thorough and comprehensive than others. If the prompt is not applicable to your program's priorities, explain why. Include supporting evidence/examples for the claims made in each category. Accompanying this template is an appendix that provides ideas and examples of evidence that may be used when addressing the prompts below.

APRC Review Process

Preface

As an accredited institution, the University of Wisconsin - Superior (UWS) is committed to establishing ongoing evaluation and assessment processes that provide reliable evidence of programmatic effectiveness. This information will be used to inform strategies for continuous institutional improvement. Program review of academic disciplines provides qualitative context for the Planning and Budgetary Council's (PBC) quantitative dashboard reports, allowing for interpretation, discussion, and decisions to take place in an explicit, clear, and accurate way. Before the start of the review process for programs within a department, the department under review, Academic Program Review Council, and Administration will have a dialogue to determine what program reports are required based on each department's unique curriculum. It is critical that every aspect of a department's curriculum be addressed.

Purposes of Program Review

- To identify the key strengths of the program, its contributions to the mission and strategic priorities of UW-Superior and to what it offers to the region.
- To reflect on and analyze the program's past performance, noting trends over the review period, including both successes and weaknesses.
- To reflect on and analyze how the program can address challenges to its program, identifying opportunities that could improve effectiveness and viability.
- To reflect on and identify strategies for growth including necessary monetary and non-monetary resources that would be necessary to undertake expansion.

Audiences for Program Review

In addition to internal department and program assessment and review, the program's self-study report will be viewed and used by these audiences in the following ways:

- **By Faculty Senate:** UW-System policy enjoins shared governance to play an active role in academic programs. Through its Councils, Faculty Senate will use Academic Program Review (APR) reports to:
  - i. Acknowledge and celebrate the work of faculty and staff in academic departments.
  - ii. Monitor the effectiveness of the institution's academic policies and processes and the performance of majors, concentrations, tracks, sub-set curriculum, certificates or other derivatives on our campus. It may also mean an interdisciplinary degree program (major and/or minor) or a graduate program that also has UW System entitlement.
  - iii. Plan by examining areas of strengths, weaknesses, and opportunities and work collaboratively with departments and administration for continual improvement of programs.
  - iv. Provide valuable information for purposes of future UW System Policy 3 actions related to renaming, repurposing, suspensions, reinstatement.

- **By Administration:** The Office of the Provost and Dean of Academic Affairs & Graduate Studies will review all academic program reviews and recommendations of APRC. Upon review, administration will provide feedback to departments/programs as well as route recommendations to the Strategic Planning Core Team (or equivalent), the Integrated Planning and Budgeting processes and Chancellor to celebrate the achievements of departments/programs, articulate concerns about program or department performance if

APRC Undergraduate Template

needed and to develop plans to meet department/program needs where possible. In addition, APR's may be forwarded to UW System for review when required.

i.   As per the process above, administration reserves the right to meet with programs who completed reviews and may request supplemental reports providing additional information that was lacking in original reports. At this point, administration may implement a one-time reduction in the program's annual S&E budget of 5%.

- **By Higher Learning Commission:** HLC examines program reviews when conducting their accreditation evaluation.

Program Review Categories

Category 1: Overview

    A. Introduce your program by outlining the components of your program mission and describing for what students are being prepared.
    B. Describe the relationship of your program to the mission and current strategic priorities of UW-Superior and to what it offers to the region.
    C. Recognizing that each program has different functions within the university, identify two or three priorities of your program (taken from the categories and prompts below) and briefly discuss how these priorities contribute to the success of your program and the university.

Category 2: Curriculum- Teaching and Learning- Innovative Activities

    A. Provide a list of programmatic student learning objectives (SLOs) and how they are scaffolded and/or incorporated across your required curriculum.
    B. How does your program review and revise SLOs and scaffolded curriculum? When did this last occur?
    C. What benchmarks are in place to assure students are achieving these learning outcomes?
    D. How does your program respond to low performing students?
    E. How does your program solicit and incorporate internal and external feedback into curricular development?
    F. What high impact practices (HIPs) does your program implement? How does your program embed HIPs into the scaffolded curriculum?
    G. How does your program strive for inclusive excellence in the curriculum*? How does the program consider diverse student perspectives and experiences into classroom activities?
    H. How do you ensure that teaching strategies follow best practices and respond to an evolving student population?
    I. Are there institutional policies, practices, or expectations that are challenges to programmatic success? What changes would you recommend to improve the success of your program?

*UW-Superior Inclusive Excellence statement: We are committed to inclusive excellence; creating a space for all students regardless of background, economic status, race, ethnicity, sexual orientation, ability, identity or spirituality to thrive and reach their fullest academic and personal potential. We provide individualized support for you throughout your educational journey

Category 3: Community Engagement

    A. Summarize the highlights of your program contributions in community. In providing relevant evidence of your engagement activities please include a summary of both quantitative factors and qualitative factors.

Category 4: Student Professional Development

    A. Summarize the major contributions and successes of your program in student professional development pre and post-graduation. In providing relevant evidence of your development activities please include a summary of both quantitative factors and qualitative factors.

    B. How does your program ensure the successful advisement and mentorship of a diverse student population?

Category 5: Recruitment and Retention

    A. Summarize your programs <u>recruitment</u> related activities.
    B. Does your program seek to recruit from diverse populations? If so, how?
    C. What challenges does your program have in recruiting new students and what resources could assist you in these efforts?
    D. Summarize your programs effort to <u>retain</u> current students.
    E. What identifiable trends and/or challenges does your program have in retaining students and what resources could assist you in these efforts?

Category 6: Program Metrics

    A. Comment and provide context to the previous three years of PBC dashboard reports on student enrollment, class sizes, student credit hours, average teaching credit hours, cost per credit hours and average number of credits towards graduation.

Category 7: Faculty Development, Scholarship and Service
(While the information requested in this section may appear redundant with annual faculty reviews, it is important to note that the majority of audiences for this report, including Faculty Senate, Academic Program Review Council, and the Higher Learning Commission, do not have access to faculty annual reviews.)

    A. What steps do you take when hiring faculty/IAS to increase the likelihood of hiring diverse people? What are unique aspects of your program that might make it an attractive choice for diverse candidates?
    B. Summarize the significant nominations and awards of your faculty and instructional academic staff in program defined scholarship activities and major contributions to your discipline, the community, university reputation, colleagues, etc. (note: it is understood that depending on position title and job duties, instructional academic staff may or may not have scholarship requirements)
    C. Summarize the major contributions of your faculty and instructional academic staff to the successful operation of the campus.
    D. Summarize the efforts of your program to apply for external funding.

Category 8: Future Plans
    A. In what ways could your program and curriculum more effectively address or incorporate current priorities as established by your discipline and/or the UW-Superior strategic plan?
    B. As you have worked through this academic program review process, what areas has your program recognized as strengths and what are areas that need further attention?
    C. Describe what resources would be necessary to address the areas of attention and change outlined above (specifically time, space, human, and monetary).

UW-Superior BSN@Home Handbook (DRAFT TABLE OF CONTENTS)

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      ii. School of Nursing Directory
   b. Program Overview
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      ii. Accreditation and program standards
      iii. Credit hours and transfer credit information
         1. Course selection FAQ's
         2. Core course descriptions
         3. Course add/drop procedure
         4. Nursing electives
      iv. Expected time to completion
         1. Course registration process
         2. Course waitlist procedure
2. Academic Policies and Expectations
   a. Admission and progression requirements
      i. Pre-requisites
      ii. BSN@HOME website and function
   b. Academic Integrity
      i. Code of conduct for nursing students
      ii. Plagiarism and cheating policies
   c. Grading and Evaluation
      i. Grading scale
      ii. Evaluation methods
      iii. Grievance
      iv. Incomplete grade
      v. Stop out and re-entry
      vi. Withdrawal
   d. Attendance and Participation
      i. Expectations for online participation
      ii. Civility and Inclusivity
   e. Student Performance Standards
      i. Maintaining GPA standards
      ii. APA writing style and guidelines
   f. Policies for Accommodation and Support
      i. Accessibility and disability accommodations
      ii. Academic advising and counseling resources
   g. Health and Safety Requirements

        i. Immunizations and health screening

        ii. CPR and first aid certification

        iii. Infection control and safety protocols

    h. Legal and Ethical Considerations and Clinical Practice

        i. Patient confidentiality (HIPAA)

        ii. Professional ethics and scope of practice

3. Transitions Course (NURS 301)

    a. First course- prepare for success

        i. Two credits, asynchronous

        ii. Course description

4. Capstone Practicum for Registered Nurses (NURS 497)

    a. Capstone Clinical Practicum

        i. Overview of clinical experiences

        ii. Course description

        iii. Types of clinical settings

        iv. Capstone practicum credit load

        v. Capstone practicum site selection

        vi. Documentation and reporting requirements for clinical

5. Resources and Support Services

    a. Academic Support

        i. Study resources

        ii. Writing center and research assistance

    b. Library Services

        i. Access to nursing and healthcare databases

        ii. Research and citation tools

    c. Student Wellness and Counseling

        i. Mental health support services

        ii. Stress management and work-life balance resources

    d. Career Services

        i. Job search assistance and resume building

        ii. Networking and professional development opportunities

    e. Technology Resources

        i. Online learning platforms and access

        ii. Technical support and troubleshooting

6. Graduation and Beyond

    a. Graduation Requirements

        i. Completion of required coursework and clinical hours

        ii. Application for graduation and degree conferral process

        iii. Graduation Ceremonies

        iv. Degree-Posting and Diploma-Timing

UW-Superior Course Syllabus Requirements
12/20/2024

UNIVERSITY *of* WISCONSIN
Superior

This document provides a checklist of minimum elements required of all course syllabi at the University of Wisconsin-Superior. The checklist was created to make explicit to all instructors the required standards of our accrediting agency, the Higher Learning Commission, and the Universities of Wisconsin, and to bring syllabi into alignment with these requirements. This was reviewed by Faculty Senate on 01/30/2024 and Academic Staff Senate on 12/07/2023.

Every semester, instructors are to provide a syllabus to both students and administration that complies with all requirements for every course they are responsible for.

1. **CREATE YOUR SYLLABUS**
   - **For all graduate and undergraduate courses, include all the elements listed on the checklist below (pg. 2).** Additional information (and the text for 'University Information') can be found starting on page 3.
   - If applicable, cross-check the learning outcomes in your syllabus with the learning outcomes of other sections of this same course being taught by other instructors or in other modalities; all sections of the same course must have the same learning outcomes as each other.
   - Regarding the look of the syllabus, there are no specific requirements for font, text size, or other aspects related to appearance. Please check with your department chair and/or program coordinator as your discipline may have requirements.
   - If you have any questions, concerns or suggestions while completing your syllabus, please feel free to contact the Office of the Dean of Academic Affairs and Graduate Studies.

2. **SHARE YOUR SYLLABUS**
   - Upload the document to your course website in Canvas or build out the Syllabus component in Canvas with this information (if the latter, this can be downloaded as a PDF and can serve as the document submitted to the department and Office of the Dean of Academic Affairs, if it includes all required elements).
   - Submit the final document to your department, as communicated by your department chair. Departments forward all course syllabi to the Office of the Dean of Academic Affairs, where they are kept on file permanently.
   - Highlight and review the syllabus with students during the first week of class.
   - The Student Information section is in Canvas, automatically, and doesn't need to be in the syllabus.

The checklist of minimum information that must be included in the syllabus is listed below. Instructors may add additional content to the syllabus; the checklist simply identifies the minimum information that is required in a syllabus.

Checklist of Required Elements for All Course Syllabi

Required elements are provided here as a checklist; this is intended to aid instructors in confirming for themselves that they have included all required elements in a course syllabus. This checklist may also be of use to department chairs/school directors or personnel committees, as they review syllabi. More detailed information regarding each required element is found below the checklist, starting on page 3. Topics are not required to be presented in the syllabus in this exact order.

Required Elements:
_____ Indicate that the course is from University of Wisconsin-Superior
_____ Semester and year of the course
_____ Class meeting day/time (applicable to on-campus, online synchronous, hybrid, and Room&Zoom sections)
_____ Prefix, number and name of course (e.g., PSYC 101 – Introduction to Psychology)
_____ Instructor information:
     _____ Instructor name
     _____ Office location, if applicable
     _____ Email
     _____ Phone
     _____ Office/Virtual meeting hours (include schedule, modality options, and how students access them)
_____ Course materials (what they are and how students procure them)
_____ Catalog description of the course
_____ Mode of delivery (see the definition guide for more details)
_____ Learning outcomes (every course must have at least one of these categories of learning outcomes; multiple sections of the same course are to have identical learning outcomes)
     _____ UWS Student Learning Outcomes (SLO's), as applicable
     _____ Academic program/department learning outcomes, as applicable
     _____ Course-specific learning outcomes, as applicable
_____ Experiential learning
_____ Course schedule and outline of topics (including due dates for readings, exams/quizzes, key assignments)
_____ Attendance and absence policies/practices
_____ Assignments, assessments, and grading
_____ Generative AI use policy
_____ Policy for exam proctoring (in-person or online), if applicable
_____ Student driver policy information, if applicable
_____ Required university information (to be included in its entirety, see page 4):
     _____ Diversity and Inclusion at UW-Superior
     _____ Religious and Cultural Observance
     _____ Policies and Practices to Help Your Learning and Growth
     _____ Please review the Student Information link provided in your Canvas courses' navigation menu

Indicate that the course is from University of Wisconsin-Superior

SEMESTER AND YEAR

CLASS MEETING DAY/TIME (if applicable)

PREFIX AND # OF COURSE: NAME OF COURSE

INSTRUCTOR
- Name
- Office location
- Email
- Phone
- Office or Virtual Meeting Hours (include schedule, modality options, and how students access them)

COURSE MATERIALS
Include information on required textbooks or similar. Other materials (videos and other media, etc.) can be provided in this section, or identified in an area in the learning management system course shell.

CATALOG DESCRIPTION OF THE COURSE – include the catalog description of the course, and note if the course meets requirements (e.g., University Studies – including which categories or core requirements, major or minor requirements).

MODE OF DELIVERY – on-campus, online synchronous, online asynchronous, hybrid, or Room&Zoom

LEARNING OUTCOMES -- include as appropriate (every course must have learning outcomes from at least one of these categories):
- UWS Student Learning Goals 2024
- Major learning outcomes
- Minor learning outcomes
- Course-specific learning outcomes

If multiple sections of the same course are taught within a semester, they **MUST** have the same learning outcomes as each other (for all learning outcome types: student learning goals, major/minor-specific learning outcomes, or course-specific learning outcomes). This is required, regardless of whether they are in different modalities or are UWS sections vs. high school dual enrollment sections.

EXPERIENTIAL LEARNING
Include a statement that indicates what form of experiential learning will be utilized with this fillable line: *In this course, experiential learning will occur in [week/unit/project] with the [activity/assignment/project/etc.]*

Example: In this course, experiential learning will occur in Unit 2 starting October 10th with group research projects on a local small business during which you will interview the owner.

COURSE SCHEDULE AND OUTLINE
It needs to be clear to students when specific content will be reviewed in the course and when assignments are due, in accordance with Forward Superior 1.2 Standards of Teaching Quality. This provides students with the

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information they need regarding the content to be covered in the class. It also provides a record for students who transfer that allows other institutions to determine whether the UWS class will meet their requirements.

Should an instructor need to revise content/topics, assignments, due dates, and readings or other material, it should be done in response to student needs and in support of their learning, and clearly communicated to students.

ATTENDANCE AND ABSENCES
List clear practices regarding attendance and absences in keeping with university academic policy AP1004.

ASSIGNMENTS, ASSESSMENTS, AND GRADING
Identify and describe each type of assignment and assessment in the course and the weight of each assignment (percentage and/or points out of total). This does not require that the full instructions for each assignment are included in the syllabus. This information, though, must contain sufficient detail of the work students will complete to support the assignment of credit hour and course level. Our accrediting body (Higher Learning Commission) requires that instructors have given thought to how the assigned workload is in accordance with the credit hour definition policy for the institution; this section of the syllabus is how we can document that instructors have planned their course with the credit hour definition in mind. Instructors are not, however, required to provide a calculation of the student's workload (either per week or in total).

Include information on how you use the online learning management (Canvas) system to provide students with feedback and assessment. This must include the gradebook and tools for assignment completion and submission.

Explanation of what thresholds/standards/criteria are used to determine the final letter grade for students is needed.

GENERATIVE AI USE POLICY
All instructors at UW-Superior must include a statement in the syllabus explaining when and how students can use generative AI (if at all). See the 'UW-Superior Generative AI Policy Requirement and Sample Syllabi Statements' document for further details.

EXAM PROCTORING
If you utilize online proctoring in your courses, indicate that proctoring will be used, the dates of scheduled proctored exams, instructions or links regarding the use of the proctoring application, and any other relevant details. Please see the exam proctoring policy AP2002 for more details.

STUDENT DRIVER POLICY
If students will be required to drive as part of completing required components of a course, the students must be covered by the State Self-funded Liability program, which requires that they are notified in writing about the driving requirement AND that they complete the Vehicle Use Agreement. For courses with a required travel requirement, the syllabus must indicate what the course-related driving requirements are for students and provide the information to students how they can become authorized drivers, through the Vehicle Use Agreement program. Examples of required student driving include: students serving as a driver on a field trip, travel to a professional associate event/competition, or to a university fundraiser. These students are considered acting as an agent for the State and are required to be directed in writing regarding their travel requirements and need to complete the Vehicle Use Agreement.

This would **not** apply to a student's typical commute to a class/internship/student teaching/volunteer opportunity, optional driving situations or driving to activities that are not controlled by UW-Superior (e.g.,

student organization or recreational activities not under the direction and control of UW-Superior, such as non-athletes attending sporting events or driving to an optional volunteer opportunity).

For additional details or examples of situations where students qualify as 'agents' of the State for purposes of liability coverage, see section "6. Policy Statement" of the UW System Administrative Policy 616.

UNIVERSITY INFORMATION [Note to instructor: This section must be included in its entirety.]

Diversity and Inclusion at UW-Superior
Diversity and inclusion are integral to the educational mission of the University of Wisconsin-Superior. As a community we commit to recognize, include, and value inherent worth and dignity of each person; foster tolerance, sensitivity, understanding, mutual respect, and justice among its members; and encourage everyone to strive to reach their own potential. The institution recognizes these experiences are crucial for developing the requisite skills to thrive as a member of a pluralistic society and as a responsible global citizen.

In pursuit of its goal of inclusive excellence, the University actively seeks to attract students, faculty, and staff from diverse backgrounds and life experiences, including but not limited to: race, ethnicity, sex, gender identity, gender expression, sexual orientation, age, socio-economic background, cognitive ability, physical ability, religion and spirituality, value system, national origin, immigration or refugee status, veteran status, and political beliefs.

The University believes that diversity among its members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The University of Wisconsin-Superior views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals.

For more information about Equity, Diversity, and Inclusion and/or to report bias, discrimination, or harassment, please email edi@uwsuper.edu or call 715-394-8015.

Religious and Cultural Observance
All classes at UW-Superior comply with the Accommodation of Religious Beliefs Policy (AP1003). This policy requires instructors to accommodate students for examinations or other academic/course requirements, when a scheduling conflict occurs due to a student's sincerely held religious belief. Students must notify the instructor within the first 3 weeks of the term (or the first week of summer and shorter terms) of the specific days or dates on which they will need an accommodation. See the policy for details.

Policies and Practices to Help Your Learning and Growth
The University of Wisconsin-Superior is dedicated to a safe, supportive, and nondiscriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding special accommodations, academic misconduct, religious beliefs accommodation, discrimination, and absence for University-sponsored events.

Please review the Student Information link in your Canvas courses' navigation menu. This includes policies and information related to:

- **Student characteristics**, including policies and services related to those who are active military/veterans, those who are pregnant or expecting new family members, and students seeking services for differing abilities and accommodations student services, and others.

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- **Academic integrity,** including information on plagiarism and steps that an instructor can take.
- **Campus policies,** including how to sign up for Safe Alerts, information on course evaluations, process for submitting a formal grievance regarding academics and/or discrimination, and others.

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UNIVERSITY *of* WISCONSIN
Superior

The Link Center

Partnership Agreement for UW-Superior Students (PASS Agreement)

Formerly known as UW-System Affiliation Agreements

UWS FORM RM-100   UNIFORM AFFILIATION AGREEMENT

SECTION 1. AGREEMENT

1.1. Parties. This Agreement is between both of the following:

    1.1.1. The University. BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM, doing business as the University of Wisconsin-Superior, (the "University").

    1.1.2. The Facility. (the "Facility").

1.2. Recitals. In consideration of the mutual benefits to the respective parties, the University and the Facility agree to the terms set forth below by which any and all schools or colleges of the University may enter into a field or clinical education placement program with the Facility (a "Program").

SECTION 2. TERM OF AGREEMENT.

2.1. Term & Renewal. The Agreement shall become effective on the ___3/26/2025 | 1:02 PM___ and shall automatically renew on each August 1, for an additional year, unless terminated as provided by this Agreement.

2.2. Termination. This agreement may be terminated solely by written notice, one year in advance, by either party to the designated agent of the other.

SECTION 3. PROGRAM MEMORANDUM.

3.1. School or College. For the purposes of this agreement, a "School or College" shall mean any school or college of the University wishing to participate in a Program with the Facility.

3.2. Proposal. The School or College will annually provide the Facility with a "Program Memorandum," or a "Service Learning Contract" which will include the following:

    3.2.1. A discussion of program concepts.

    3.2.2. The controls which the University and the Facility may exercise or are required to exercise.

    3.2.3. The rights of the Facility to send representatives to review the University's program.

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3.2.4.   The following information about the students to be assigned under the Program Memorandum:

      3.2.4.1.   The number.

      3.2.4.2.   The qualifications, academic and otherwise.

      3.2.4.3.   The schedules of those students.

3.2.5.   Any other matters pertaining to the specific program proposed by the School or College.

3.3. Review.

3.3.1.   Facility. The Facility will review any Program Memorandum concerning any Program which is submitted by the School or College.

3.3.2.   Notice. Upon review, the Facility will promptly notify the School or College of its acceptance or rejection of the Program Memorandum or any proposed revisions thereto.

3.3.3.   University. Upon review, the School or College will promptly notify the Facility of its acceptance or rejection of the proposed revisions.

3.3.4.   Withholding Acceptance. The University and the Facility will not unreasonably withhold their acceptance of the Program Memorandum or any proposed revisions thereto.

3.4. Accepted Program Memoranda.

3.4.1.   Incorporation. Upon acceptance of an unrevised Program Memorandum by the Facility or a Program Memorandum with any revisions by both parties, it shall become a part of this agreement and shall be incorporated by reference as an "Accepted Program Memorandum."

3.4.2.   Period & Renewal. Accepted Program Memoranda shall be effective for a period of one (1) year, and may be renewed upon mutual agreement.

3.4.3.   Conflict. If the Accepted Program Memorandum is construed to be inconsistent in any manner with this Agreement, the terms of this Agreement shall apply.

SECTION 4.   PLACEMENT OF STUDENTS.

4.1. List. The University will provide the Facility with a listing of students who will be participating under the program and will update that listing periodically.

4.2. Certification for Acceptance. The Facility will not accept students as participants in the program unless the student is certified as a program participant in writing by the appropriate coordinator of the School or College.

SECTION 5.   NO DISCRIMINATION.

5.1.   Protected Classes. The parties shall not discriminate against any person in any actions taken as a result of this Agreement on the basis of race, color, national origin, ancestry, creed, religion, sex, sexual orientation, marital status, pregnancy, parental status, physical condition, handicap, developmental or other disability.

5.2.   Reasonable Accommodations. Each party will make reasonable accommodations to assure accessibility to training programs for persons with disabilities.

SECTION 6.   LIABILITY.

6.1.   Limitation. The liability of the University and other political subdivisions of the State of Wisconsin is governed and limited by Wis. Stat. §§ 893.82 and 895.46.

6.2.   Indemnification. To the extent permitted by law, the Facility and the University will indemnify their own employees, officers, and agents against liability for damages arising out of their activities while acting within the scope of their respective employment or agency, either by providing insurance or for political subdivisions of the State of Wisconsin pursuant to §§ 893.82 and 895.46.

6.3.   Students. To the extent permitted and required by law, the University will indemnify students in a training program for credit required for graduation.

6.4.   No Waiver. By executing this agreement, neither the University nor the Facility waives any constitutional, statutory or common law defenses, nor shall the provisions of agreement create any rights in any third party.

SECTION 7.   GOVERNING LAW. This agreement shall be construed and governed by the laws of the State of Wisconsin.

UWS Form RM-105   **CAREGIVER AFFILIATION AGREEMENT ADDENDUM**

SECTION 8.   ADDENDUM

8.1. Parties. This Caregiver Affiliation Agreement Addendum is between both of the following:

8.1.1.   The University. BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM, doing business as the University of Wisconsin-Superior (the "University")

8.1.2.   The Facility. , (the "Facility").

8.2. Recitals. In consideration of the mutual benefits to the respective parties, the University and the Facility agree to the terms set forth below by which any and all schools or colleges of the University may enter into a healthcare-related field or clinical education placement program with the Facility (a "Program").

SECTION 9.   HUMAN SUBJECT PROTECTION. The Facility will satisfy the provisions contained in 45 C.F.R. Part 46, existing for the protection of human subjects, (*to the extent that such regulations are applicable*) to the respective program involved.

SECTION 10. CAREGIVER BACKGROUND CHECKS. The University shall conduct a caregiver background check in accordance with the Caregiver Background Check statutes (Wis. Stat. §§ 48.685 and 50.065) and regulations (Wis. Admin. Code ch. DHS 12) for the University's students who have or are expected to have regular, direct contact with Facility's clients.

10.1. Background Information Disclosure Forms.

10.1.1. The University shall maintain completed Background Information Disclosure ("BID") forms for those students, as well as the information that results from caregiver background checks.

10.1.2. The University will retain the BID form and caregiver background check results for inspection by the Department of Health Services.

10.1.3. As required by the relevant regulations, the University agrees to notify the Facility of any information contained on a BID form and/or caregiver background check results about a student that could bar that student from regular, direct contact.

10.2. Determination on Student/Client Contact.

10.2.1. The Facility shall make the final determination whether a student may have regular, direct contact with the Facility's clients.

10.2.2. Nevertheless, the Facility shall consult with the appropriate University official before barring any such student from regular, direct contact with the Facility's clients.

10.2.3. If the Facility determines a student may not have regular, direct contact with the Facility's clients, the University agrees not to permit that student to begin participation, or to continue participation that was properly allowed pending the results of the caregiver background check for up to sixty (60) days, in the program created by this Agreement.

SECTION 11. CAREGIVER MISCONDUCT. The University agrees to inform the Facility of allegations of caregiver misconduct as defined in Wis. Admin. Code ch. DHS 13 that come to the University's attention.

SECTION 12. CONFLICT. If the accompanying Affiliation Agreement or an Accepted Program Memorandum is construed to be inconsistent in any manner with this Addendum, the terms of this Addendum shall apply.

FOR THE UNIVERSITY

DocuSigned by:

Jeff Kahler

Signature of Authorized Official

Jeff Kahler

Printed Name

Vice Chancellor of Administration and Finance

Title

3/26/2025 | 3:19 PM CDT

Date

FOR THE FACILITY

DocuSigned by:

Amy Starzecki

Signature of Authorized Official

Amy Starzecki

Printed Name

District Administrator

Title

3/26/2025 | 1:02 PM PDT

Date

UNIVERSITY *of* WISCONSIN

Superior

The Link Center

Appendix 8A

Partnership Agreement for UW-Superior Students (PASS Agreement)

Formerly known as UW-System Affiliation Agreements

UWS FORM RM-100   UNIFORM AFFILIATION AGREEMENT

SECTION 1.   AGREEMENT

1.1.   Parties. This Agreement is between both of the following:

1.1.1.   The University. BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM, doing business as the University of Wisconsin-Superior, (the "University").

1.1.2.   The Facility. (the "Facility").

1.2.   Recitals. In consideration of the mutual benefits to the respective parties, the University and the Facility agree to the terms set forth below by which any and all schools or colleges of the University may enter into a field or clinical education placement program with the Facility (a "Program").

SECTION 2.   TERM OF AGREEMENT.

2.1.   Term & Renewal. The Agreement shall become effective on the ___3/27/2025 | 9:27 AM_ and shall automatically renew on each August 1, for an additional year, unless terminated as provided by this Agreement.

2.2.   Termination. This agreement may be terminated solely by written notice, one year in advance, by either party to the designated agent of the other.

SECTION 3.   PROGRAM MEMORANDUM.

3.1.   School or College. For the purposes of this agreement, a "School or College" shall mean any school or college of the University wishing to participate in a Program with the Facility.

3.2.   Proposal. The School or College will annually provide the Facility with a "Program Memorandum," or a "Service Learning Contract" which will include the following:

3.2.1.   A discussion of program concepts.

3.2.2.   The controls which the University and the Facility may exercise or are required to exercise.

3.2.3.   The rights of the Facility to send representatives to review the University's program.

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3.2.4.   The following information about the students to be assigned under the Program Memorandum:

   3.2.4.1. The number.

   3.2.4.2. The qualifications, academic and otherwise.

   3.2.4.3. The schedules of those students.

3.2.5.   Any other matters pertaining to the specific program proposed by the School or College.

3.3. Review.

3.3.1.   Facility. The Facility will review any Program Memorandum concerning any Program which is submitted by the School or College.

3.3.2.   Notice. Upon review, the Facility will promptly notify the School or College of its acceptance or rejection of the Program Memorandum or any proposed revisions thereto.

3.3.3.   University. Upon review, the School or College will promptly notify the Facility of its acceptance or rejection of the proposed revisions.

3.3.4.   Withholding Acceptance. The University and the Facility will not unreasonably withhold their acceptance of the Program Memorandum or any proposed revisions thereto.

3.4. Accepted Program Memoranda.

3.4.1.   Incorporation. Upon acceptance of an unrevised Program Memorandum by the Facility or a Program Memorandum with any revisions by both parties, it shall become a part of this agreement and shall be incorporated by reference as an "Accepted Program Memorandum."

3.4.2.   Period & Renewal. Accepted Program Memoranda shall be effective for a period of one (1) year, and may be renewed upon mutual agreement.

3.4.3.   Conflict. If the Accepted Program Memorandum is construed to be inconsistent in any manner with this Agreement, the terms of this Agreement shall apply.

SECTION 4.   PLACEMENT OF STUDENTS.

4.1. List. The University will provide the Facility with a listing of students who will be participating under the program and will update that listing periodically.

4.2. Certification for Acceptance. The Facility will not accept students as participants in the program unless the student is certified as a program participant in writing by the appropriate coordinator of the School or College.

SECTION 5. NO DISCRIMINATION.

5.1. Protected Classes. The parties shall not discriminate against any person in any actions taken as a result of this Agreement on the basis of race, color, national origin, ancestry, creed, religion, sex, sexual orientation, marital status, pregnancy, parental status, physical condition, handicap, developmental or other disability.

5.2. Reasonable Accommodations. Each party will make reasonable accommodations to assure accessibility to training programs for persons with disabilities.

SECTION 6. LIABILITY.

6.1. Limitation. The liability of the University and other political subdivisions of the State of Wisconsin is governed and limited by Wis. Stat. §§ 893.82 and 895.46.

6.2. Indemnification. To the extent permitted by law, the Facility and the University will indemnify their own employees, officers, and agents against liability for damages arising out of their activities while acting within the scope of their respective employment or agency, either by providing insurance or for political subdivisions of the State of Wisconsin pursuant to §§ 893.82 and 895.46.

6.3. Students. To the extent permitted and required by law, the University will indemnify students in a training program for credit required for graduation.

6.4. No Waiver. By executing this agreement, neither the University nor the Facility waives any constitutional, statutory or common law defenses, nor shall the provisions of agreement create any rights in any third party.

SECTION 7. GOVERNING LAW. This agreement shall be construed and governed by the laws of the State of Wisconsin.

UWS Form RM-105 **CAREGIVER AFFILIATION AGREEMENT ADDENDUM**

SECTION 8. ADDENDUM

  8.1. Parties. This Caregiver Affiliation Agreement Addendum is between both of the following:

  8.1.1. The University. BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM, doing business as the University of Wisconsin-Superior (the "University")

  8.1.2. The Facility. , (the "Facility").

  8.2. Recitals. In consideration of the mutual benefits to the respective parties, the University and the Facility agree to the terms set forth below by which any and all schools or colleges of the University may enter into a healthcare-related field or clinical education placement program with the Facility (a "Program").

SECTION 9. HUMAN SUBJECT PROTECTION. The Facility will satisfy the provisions contained in 45 C.F.R. Part 46, existing for the protection of human subjects, (*to the extent that such regulations are applicable*) to the respective program involved.

SECTION 10. CAREGIVER BACKGROUND CHECKS. The University shall conduct a caregiver background check in accordance with the Caregiver Background Check statutes (Wis. Stat. §§ 48.685 and 50.065) and regulations (Wis. Admin. Code ch. DHS 12) for the University's students who have or are expected to have regular, direct contact with Facility's clients.

  10.1. Background Information Disclosure Forms.

  10.1.1. The University shall maintain completed Background Information Disclosure ("BID") forms for those students, as well as the information that results from caregiver background checks.

  10.1.2. The University will retain the BID form and caregiver background check results for inspection by the Department of Health Services.

  10.1.3. As required by the relevant regulations, the University agrees to notify the Facility of any information contained on a BID form and/or caregiver background check results about a student that could bar that student from regular, direct contact.

  10.2. Determination on Student/Client Contact.

  10.2.1. The Facility shall make the final determination whether a student may have regular, direct contact with the Facility's clients.

  10.2.2. Nevertheless, the Facility shall consult with the appropriate University official before barring any such student from regular, direct contact with the Facility's clients.

  10.2.3. If the Facility determines a student may not have regular, direct contact with the Facility's clients, the University agrees not to permit that student to begin participation, or to continue participation that was properly allowed pending the results of the caregiver background check for up to sixty (60) days, in the program created by this Agreement.

SECTION 11. **CAREGIVER MISCONDUCT.** The University agrees to inform the Facility of allegations of caregiver misconduct as defined in Wis. Admin. Code ch. DHS 13 that come to the University's attention.

SECTION 12. **CONFLICT.** If the accompanying Affiliation Agreement or an Accepted Program Memorandum is construed to be inconsistent in any manner with this Addendum, the terms of this Addendum shall apply.

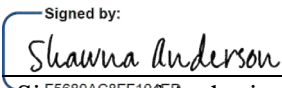FOR THE UNIVERSITY

DocuSigned by:

Jeff Kahler

Signature of Authorized Official

Jeff Kahler

Printed Name

Vice Chancellor of Administration and Finance

Title

3/27/2025 | 11:35 AM CDT

Date

FOR THE FACILITY

Signed by:

Shawna Anderson

Signature of Authorized Official

Shawna Anderson

Printed Name

Executive Director

Title

3/27/2025 | 9:27 AM PDT

Date

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UNIVERSITY of WISCONSIN
Superior
The Link Center

Appendix 8a

Partnership Agreement for UW-Superior Students (PASS Agreement)

Formerly known as UW-System Affiliation Agreements

UWS FORM RM-100   UNIFORM AFFILIATION AGREEMENT

SECTION 1.   AGREEMENT

1.1. Parties. This Agreement is between both of the following:

1.1.1.   The University. BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM, doing business as the University of Wisconsin-Superior, (the "University").

1.1.2.   The Facility. (the "Facility").

1.2. Recitals. In consideration of the mutual benefits to the respective parties, the University and the Facility agree to the terms set forth below by which any and all schools or colleges of the University may enter into a field or clinical education placement program with the Facility (a "Program").

SECTION 2.   TERM OF AGREEMENT.

2.1. Term & Renewal. The Agreement shall become effective on the ___3/27/2025 | 8:01 AM PhD.T1___ and shall automatically renew on each August 1, for an additional year, unless terminated as provided by this Agreement.

2.2. Termination. This agreement may be terminated solely by written notice, one year in advance, by either party to the designated agent of the other.

SECTION 3.   PROGRAM MEMORANDUM.

3.1. School or College. For the purposes of this agreement, a "School or College" shall mean any school or college of the University wishing to participate in a Program with the Facility.

3.2. Proposal. The School or College will annually provide the Facility with a "Program Memorandum," or a "Service Learning Contract" which will include the following:

3.2.1.   A discussion of program concepts.

3.2.2.   The controls which the University and the Facility may exercise or are required to exercise.

3.2.3.   The rights of the Facility to send representatives to review the University's program.

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3.2.4.   The following information about the students to be assigned under the Program Memorandum:

      3.2.4.1.   The number.

      3.2.4.2.   The qualifications, academic and otherwise.

      3.2.4.3.   The schedules of those students.

3.2.5.   Any other matters pertaining to the specific program proposed by the School or College.

3.3. *Review.*

3.3.1.   Facility. The Facility will review any Program Memorandum concerning any Program which is submitted by the School or College.

3.3.2.   Notice. Upon review, the Facility will promptly notify the School or College of its acceptance or rejection of the Program Memorandum or any proposed revisions thereto.

3.3.3.   University. Upon review, the School or College will promptly notify the Facility of its acceptance or rejection of the proposed revisions.

3.3.4.   Withholding Acceptance. The University and the Facility will not unreasonably withhold their acceptance of the Program Memorandum or any proposed revisions thereto.

3.4. *Accepted Program Memoranda.*

3.4.1.   Incorporation. Upon acceptance of an unrevised Program Memorandum by the Facility or a Program Memorandum with any revisions by both parties, it shall become a part of this agreement and shall be incorporated by reference as an "Accepted Program Memorandum."

3.4.2.   Period & Renewal. Accepted Program Memoranda shall be effective for a period of one (1) year, and may be renewed upon mutual agreement.

3.4.3.   Conflict. If the Accepted Program Memorandum is construed to be inconsistent in any manner with this Agreement, the terms of this Agreement shall apply.

SECTION 4.   PLACEMENT OF STUDENTS.

4.1. *List.* The University will provide the Facility with a listing of students who will be participating under the program and will update that listing periodically.

4.2. *Certification for Acceptance.* The Facility will not accept students as participants in the program unless the student is certified as a program participant in writing by the appropriate coordinator of the School or College.

SECTION 5. **NO DISCRIMINATION.**

5.1. *Protected Classes.* The parties shall not discriminate against any person in any actions taken as a result of this Agreement on the basis of race, color, national origin, ancestry, creed, religion, sex, sexual orientation, marital status, pregnancy, parental status, physical condition, handicap, developmental or other disability.

5.2. *Reasonable Accommodations.* Each party will make reasonable accommodations to assure accessibility to training programs for persons with disabilities.

SECTION 6. **LIABILITY.**

6.1. *Limitation.* The liability of the University and other political subdivisions of the State of Wisconsin is governed and limited by Wis. Stat. §§ 893.82 and 895.46.

6.2. *Indemnification.* To the extent permitted by law, the Facility and the University will indemnify their own employees, officers, and agents against liability for damages arising out of their activities while acting within the scope of their respective employment or agency, either by providing insurance or for political subdivisions of the State of Wisconsin pursuant to §§ 893.82 and 895.46.

6.3. *Students.* To the extent permitted and required by law, the University will indemnify students in a training program for credit required for graduation.

6.4. *No Waiver.* By executing this agreement, neither the University nor the Facility waives any constitutional, statutory or common law defenses, nor shall the provisions of agreement create any rights in any third party.

SECTION 7. **GOVERNING LAW.** This agreement shall be construed and governed by the laws of the State of Wisconsin.

UWS Form RM-105 **CAREGIVER AFFILIATION AGREEMENT ADDENDUM**

SECTION 8.   **ADDENDUM**

    8.1.   *Parties.* This Caregiver Affiliation Agreement Addendum is between both of the following:

        8.1.1.   The University. BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM, doing business as the University of Wisconsin-Superior (the "University")

        8.1.2.   The Facility. , (the "Facility").

    8.2.   *Recitals.* In consideration of the mutual benefits to the respective parties, the University and the Facility agree to the terms set forth below by which any and all schools or colleges of the University may enter into a healthcare-related field or clinical education placement program with the Facility (a "Program").

SECTION 9.   **HUMAN SUBJECT PROTECTION.** The Facility will satisfy the provisions contained in 45 C.F.R. Part 46, existing for the protection of human subjects, (*to the extent that such regulations are applicable*) to the respective program involved.

SECTION 10.   **CAREGIVER BACKGROUND CHECKS. The** University shall conduct a caregiver background check in accordance with the Caregiver Background Check statutes (Wis. Stat. §§ 48.685 and 50.065) and regulations (Wis. Admin. Code ch. DHS 12) for the University's students who have or are expected to have regular, direct contact with Facility's clients.

    10.1. Background Information Disclosure Forms.

        10.1.1. The University shall maintain completed Background Information Disclosure ("BID") forms for those students, as well as the information that results from caregiver background checks.

        10.1.2. The University will retain the BID form and caregiver background check results for inspection by the Department of Health Services.

        10.1.3. As required by the relevant regulations, the University agrees to notify the Facility of any information contained on a BID form and/or caregiver background check results about a student that could bar that student from regular, direct contact.

    10.2. Determination on Student/Client Contact.

        10.2.1. The Facility shall make the final determination whether a student may have regular, direct contact with the Facility's clients.

        10.2.2. Nevertheless, the Facility shall consult with the appropriate University official before barring any such student from regular, direct contact with the Facility's clients.

        10.2.3. If the Facility determines a student may not have regular, direct contact with the Facility's clients, the University agrees not to permit that student to begin participation, or to continue participation that was properly allowed pending the results of the caregiver background check for up to sixty (60) days, in the program created by this Agreement.

SECTION 11. CAREGIVER MISCONDUCT. The University agrees to inform the Facility of allegations of caregiver misconduct as defined in Wis. Admin. Code ch. DHS 13 that come to the University's attention.

SECTION 12. CONFLICT. If the accompanying Affiliation Agreement or an Accepted Program Memorandum is construed to be inconsistent in any manner with this Addendum, the terms of this Addendum shall apply.

FOR THE UNIVERSITY
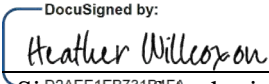
Jeff Kahler

Signature of Authorized Official

Jeff Kahler

Printed Name

Vice Chancellor of Administration and Finance

Title

3/27/2025 | 10:19 AM CDT

Date

FOR THE FACILITY

Heather Willcoxon

Signature of Authorized Official

Heather Willcoxon

Printed Name

Executive Director

Title

3/27/2025 | 8:01 AM PDT

Date

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UNIVERSITY *of* WISCONSIN
Superior
The Link Center

APPENDIX 8a

Partnership Agreement for UW-Superior Students (PASS Agreement)

Formerly known as UW-System Affiliation Agreements

UWS FORM RM-100   UNIFORM AFFILIATION AGREEMENT

SECTION 1.   AGREEMENT

1.1.   Parties. This Agreement is between both of the following:

1.1.1.   The University. BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM, doing business as the University of Wisconsin-Superior, (the "University").

1.1.2.   The Facility. (the "Facility").

1.2.   Recitals. In consideration of the mutual benefits to the respective parties, the University and the Facility agree to the terms set forth below by which any and all schools or colleges of the University may enter into a field or clinical education placement program with the Facility (a "Program").

SECTION 2.   TERM OF AGREEMENT.

2.1.   Term & Renewal. The Agreement shall become effective on the ___3/28/2025 | 7:43 AM___ and shall automatically renew on each August 1, for an additional year, unless terminated as provided by this Agreement.

2.2.   Termination. This agreement may be terminated solely by written notice, one year in advance, by either party to the designated agent of the other.

SECTION 3.   PROGRAM MEMORANDUM.

3.1.   School or College. For the purposes of this agreement, a "School or College" shall mean any school or college of the University wishing to participate in a Program with the Facility.

3.2.   Proposal. The School or College will annually provide the Facility with a "Program Memorandum," or a "Service Learning Contract" which will include the following:

3.2.1.   A discussion of program concepts.

3.2.2.   The controls which the University and the Facility may exercise or are required to exercise.

3.2.3.   The rights of the Facility to send representatives to review the University's program.

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3.2.4.   The following information about the students to be assigned under the Program Memorandum:

   3.2.4.1. The number.

   3.2.4.2. The qualifications, academic and otherwise.

   3.2.4.3. The schedules of those students.

3.2.5.   Any other matters pertaining to the specific program proposed by the School or College.

3.3. Review.

3.3.1.   Facility. The Facility will review any Program Memorandum concerning any Program which is submitted by the School or College.

3.3.2.   Notice. Upon review, the Facility will promptly notify the School or College of its acceptance or rejection of the Program Memorandum or any proposed revisions thereto.

3.3.3.   University. Upon review, the School or College will promptly notify the Facility of its acceptance or rejection of the proposed revisions.

3.3.4.   Withholding Acceptance. The University and the Facility will not unreasonably withhold their acceptance of the Program Memorandum or any proposed revisions thereto.

3.4. Accepted Program Memoranda.

3.4.1.   Incorporation. Upon acceptance of an unrevised Program Memorandum by the Facility or a Program Memorandum with any revisions by both parties, it shall become a part of this agreement and shall be incorporated by reference as an "Accepted Program Memorandum."

3.4.2.   Period & Renewal. Accepted Program Memoranda shall be effective for a period of one (1) year, and may be renewed upon mutual agreement.

3.4.3.   Conflict. If the Accepted Program Memorandum is construed to be inconsistent in any manner with this Agreement, the terms of this Agreement shall apply.

SECTION 4.   PLACEMENT OF STUDENTS.

4.1. List. The University will provide the Facility with a listing of students who will be participating under the program and will update that listing periodically.

4.2. Certification for Acceptance. The Facility will not accept students as participants in the program unless the student is certified as a program participant in writing by the appropriate coordinator of the School or College.

SECTION 5.   NO DISCRIMINATION.

5.1.   Protected Classes. The parties shall not discriminate against any person in any actions taken as a result of this Agreement on the basis of race, color, national origin, ancestry, creed, religion, sex, sexual orientation, marital status, pregnancy, parental status, physical condition, handicap, developmental or other disability.

5.2.   Reasonable Accommodations. Each party will make reasonable accommodations to assure accessibility to training programs for persons with disabilities.

SECTION 6.   LIABILITY.

6.1.   Limitation. The liability of the University and other political subdivisions of the State of Wisconsin is governed and limited by Wis. Stat. §§ 893.82 and 895.46.

6.2.   Indemnification. To the extent permitted by law, the Facility and the University will indemnify their own employees, officers, and agents against liability for damages arising out of their activities while acting within the scope of their respective employment or agency, either by providing insurance or for political subdivisions of the State of Wisconsin pursuant to §§ 893.82 and 895.46.

6.3.   Students. To the extent permitted and required by law, the University will indemnify students in a training program for credit required for graduation.

6.4.   No Waiver. By executing this agreement, neither the University nor the Facility waives any constitutional, statutory or common law defenses, nor shall the provisions of agreement create any rights in any third party.

SECTION 7.   GOVERNING LAW. This agreement shall be construed and governed by the laws of the State of Wisconsin.

UWS Form RM-105 **CAREGIVER AFFILIATION AGREEMENT ADDENDUM**

SECTION 8. ADDENDUM

    8.1. Parties. This Caregiver Affiliation Agreement Addendum is between both of the following:

        8.1.1. The University. BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM, doing business as the University of Wisconsin-Superior (the "University")

        8.1.2. The Facility. . (the "Facility").

    8.2. Recitals. In consideration of the mutual benefits to the respective parties, the University and the Facility agree to the terms set forth below by which any and all schools or colleges of the University may enter into a healthcare-related field or clinical education placement program with the Facility (a "Program").

SECTION 9. HUMAN SUBJECT PROTECTION. The Facility will satisfy the provisions contained in 45 C.F.R. Part 46, existing for the protection of human subjects, (*to the extent that such regulations are applicable*) to the respective program involved.

SECTION 10. CAREGIVER BACKGROUND CHECKS. The University shall conduct a caregiver background check in accordance with the Caregiver Background Check statutes (Wis. Stat. §§ 48.685 and 50.065) and regulations (Wis. Admin. Code ch. DHS 12) for the University's students who have or are expected to have regular, direct contact with Facility's clients.

    10.1. Background Information Disclosure Forms.

        10.1.1. The University shall maintain completed Background Information Disclosure ("BID") forms for those students, as well as the information that results from caregiver background checks.

        10.1.2. The University will retain the BID form and caregiver background check results for inspection by the Department of Health Services.

        10.1.3. As required by the relevant regulations, the University agrees to notify the Facility of any information contained on a BID form and/or caregiver background check results about a student that could bar that student from regular, direct contact.

    10.2. Determination on Student/Client Contact.

        10.2.1. The Facility shall make the final determination whether a student may have regular, direct contact with the Facility's clients.

        10.2.2. Nevertheless, the Facility shall consult with the appropriate University official before barring any such student from regular, direct contact with the Facility's clients.

        10.2.3. If the Facility determines a student may not have regular, direct contact with the Facility's clients, the University agrees not to permit that student to begin participation, or to continue participation that was properly allowed pending the results of the caregiver background check for up to sixty (60) days, in the program created by this Agreement.

SECTION 11. CAREGIVER MISCONDUCT. The University agrees to inform the Facility of allegations of caregiver misconduct as defined in Wis. Admin. Code ch. DHS 13 that come to the University's attention.

SECTION 12. CONFLICT. If the accompanying Affiliation Agreement or an Accepted Program Memorandum is construed to be inconsistent in any manner with this Addendum, the terms of this Addendum shall apply.

FOR THE UNIVERSITY

DocuSigned by:

Jeff Kahler

Signature of Authorized Official

Jeff Kahler

Printed Name

Vice Chancellor of Administration and Finance

Title

3/28/2025 | 10:14 AM CDT

Date

FOR THE FACILITY

DocuSigned by:

Dan Williams

Signature of Authorized Official

Dan Williams

Printed Name

Executive Director

Title

3/28/2025 | 7:43 AM PDT

Date

Wisconsin Department of Safety and Professional Services

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school. Please submit this completed form to DSPSBON@Wisconsin.gov.

I.   IDENTIFYING DATA

    A.   Name of facility: **Superior School District**

        Address: **3025 Tower Ave**

        Superior, WI 54880

        Telephone: _____

    B.   Type of facility: ☐ Hospital   ☐ Nursing Home   ☐ Community Health Agency
                      ☑ Other: **Schools**

    C.   Number of beds at facility: **NA**

    D.   Types of patients: **NA**

    E.   Administrator of facility: **Amy Starzecki, Superintendent**

    F.   Director of nursing service: **Brynn Larrabee, Coordinator of Health Services**

    G.   School(s) of nursing utilizing the facility: **UW-Superior RN to BSN Nursing Program**

II.   EXHIBITS (*attach to this form*)

    A.   Copy of formal agreement signed by:

       1. Administrator of facility

       2. Educational administrator of nursing school

    B.   Copy of the position description for:

       1. Registered Nurses

       2. Licensed Practical Nurses

    C.   Listing of simulation activities provided and a listing of types of simulation equipment utilized

Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? ☑Yes ☐No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? ☑Yes ☐No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? ☑Yes ☐No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter N 6, Wisconsin Administrative Code? (If no, facility may not be approved.) ☑Yes ☐No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter N 6, Wisconsin Administrative Code? (If no, facility may not be approved.) ☑Yes ☐No

Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

_____

_____

_____

UW-Superior
Nursing School

RN to BSN Nursing
Nursing Program(s) Utilizing Facility/Simulated Setting

Dr. Lorraine Smith
Educational Administrator

Associate Professor, Program Director
Title

[signature]
Signature

3/28/2025
Date

(715) 395-4673
Telephone Number

lsmith52@uwec.edu
Email Address

Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366
        Madison, WI 53705-8366
FAX #:   (608) 251-3018
Phone #: (608) 266-2112

4822 Madison Yards Way Madison,
WI 53705-8366
E-Mail: DSPSBON@Wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school. Please submit this completed form to DSPSBON@Wisconsin.gov.

I.   IDENTIFYING DATA

    A.   Name of facility: **American Red Cross Northern MN/WI**

        Address: **2524 West Maple Grove Rd**

        Duluth , MN 55811

        Telephone: **218-380-3365**

    B.   Type of facility: ☐ Hospital   ☐ Nursing Home   ☑ Community Health Agency

        ☐ Other: **American Red Cross**

    C.   Number of beds at facility: **NA**

    D.   Types of patients: **NA**

    E.   Administrator of facility: **Dan Williams. Executive Director**

    F.   Director of nursing service: **NA**

    G.   School(s) of nursing utilizing the facility: **UW-Superior RN to BSN Nursing Program**

II.   EXHIBITS *(attach to this form)*

    A.   Copy of formal agreement signed by:

        1.   Administrator of facility

        2.   Educational administrator of nursing school

    B.   Copy of the position description for:

        1.   Registered Nurses

        2.   Licensed Practical Nurses

    C.   Listing of simulation activities provided and a listing of types of simulation equipment utilized

#1004 (Rev. 9/22)
Wis. Admin Ch.
N 1.08

Committed to Equal Opportunity in Employment and Licensing

Page 1 of 2

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Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? ☑ Yes ☐ No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? ☑ Yes ☐ No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? ☑ Yes ☐ No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter N 6, Wisconsin Administrative Code? (If no, facility may not be approved.) ☑ Yes ☐ No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter N 6, Wisconsin Administrative Code? (If no, facility may not be approved.) ☑ Yes ☐ No

Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

_____

_____

_____

UW-Superior	RN to BSN Nursing
Nursing School	Nursing Program(s) Utilizing Facility/Simulated Setting
Dr. Lorraine Smith	Associate Professor, Program Director
Educational Administrator	Title
Lorraine M Smith (Signature)	3/28/2025
Signature	Date
(715) 395-4673	lsmith52@uwec.edu
Telephone Number	Email Address

Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366
      Madison, WI 53705-8366
FAX #:   (608) 251-3018
Phone #: (608) 266-2112

4822 Madison Yards Way Madison,
WI 53705-8366
E-Mail: DSPSBON@Wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school. Please submit this completed form to DSPSBON@Wisconsin.gov.

I.   IDENTIFYING DATA

    A.   Name of facility: **Embark Supportive Employment**

         Address: **2320 Hill Ave**

                 Superior , WI 54880

         Telephone:

    B.   Type of facility: ☐ Hospital   ☐ Nursing Home   ☐ Community Health Agency
                      ☑ Other: **Supportive Employment agency**

    C.   Number of beds at facility: **NA**

    D.   Types of patients: **NA**

    E.   Administrator of facility: **Shawna Anderson, Executive Director**

    F.   Director of nursing service: **NA**

    G.   School(s) of nursing utilizing the facility: **UW-Superior RN to BSN Nursing Program**

II.   EXHIBITS (*attach to this form*)

    A.   Copy of formal agreement signed by:

        1. Administrator of facility

        2. Educational administrator of nursing school

    B.   Copy of the position description for:

        1. Registered Nurses

        2. Licensed Practical Nurses

    C.   Listing of simulation activities provided and a listing of types of simulation equipment utilized

#1004 (Rev. 9/22)
Wis. Admin Ch.
N 1.08

Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? ☑ Yes ☐ No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? ☑ Yes ☐ No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? ☑ Yes ☐ No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter N 6, Wisconsin Administrative Code? (If no, facility may not be approved.) ☑ Yes ☐ No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter N 6, Wisconsin Administrative Code? (If no, facility may not be approved.) ☑ Yes ☐ No

Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

_____

_____

_____

UW-Superior
Nursing School

Dr. Lorraine Smith
Educational Administrator

[signature: Lorraine M Smith]
Signature

(715) 395-
Telephone Number

RN to BSN Nursing
Nursing Program(s) Utilizing Facility/Simulated Setting

Associate Professor, Program Director
Title

3/28/2025
Date

lsmith52@uwec.edu
Email Address

Wisconsin Department of Safety and Professional Services

Mail To: **P.O. Box 8366**
Madison, WI 53705-8366
FAX #: (608) 251-3018
Phone #: (608) 266-2112

4822 Madison Yards Way Madison,
WI 53705-8366
E-Mail: DSPSBON@Wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school. Please submit this completed form to DSPSBON@Wisconsin.gov.

I. IDENTIFYING DATA

A. Name of facility: **Health Care Clinic**

   Address: **1406 Belknap Street**

   Superior, WI 54880

   Telephone: _____

B. Type of facility: ☐ Hospital ☐ Nursing Home ☐ Community Health Agency
   ☑ Other: **Clinic**

C. Number of beds at facility: **NA**

D. Types of patients: **NA**

E. Administrator of facility: **Heather Willcoxon, ED**

F. Director of nursing service: **NA**

G. School(s) of nursing utilizing the facility: **UW-Superior RN to BSN Nursing Program**

II. EXHIBITS (*attach to this form*)

A. Copy of formal agreement signed by:

   1. Administrator of facility

   2. Educational administrator of nursing school

B. Copy of the position description for:

   1. Registered Nurses

   2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

#1004 (Rev. 9/22)
Wis. Admin Ch.
N 1.08

Committed to Equal Opportunity in Employment and Licensing

Page 1 of 2

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Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? ☑Yes ☐No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? ☑Yes ☐No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? ☑Yes ☐No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter N 6, Wisconsin Administrative Code? (If no, facility may not be approved.) ☑Yes ☐No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter N 6, Wisconsin Administrative Code? (If no, facility may not be approved.) ☑Yes ☐No

Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

_____

_____

_____

UW-Superior
Nursing School

Dr. Lorraine Smith
Educational Administrator

[signature]
Signature

(715) 395-4673
Telephone Number

RN to BSN Nursing
Nursing Program(s) Utilizing Facility/Simulated Setting

Associate Professor, Program Director
Title

3/28/2025
Date

lsmith52@uwec.edu
Email Address

DOUGLAS COUNTY
Job Description

Job title	Public Health Nurse
Department	Health & Human Services
Reports to	Public Health Officer

Job Overview

The job duties of the Public Health Nurse include, but are not limited to, providing generalized public health nursing services necessary to implement the department's public health nursing program per Wisconsin DHS 140 under the direction of the Douglas County Health Officer. To assess, plan, implement, and evaluate public health nursing services delivered to individual clients, families, public facilities, and populations to prevent disease, promote healthy behaviors, and protect communities from threats to the health of the public. This is not an exhaustive list of job responsibilities; therefore, other duties may be assigned.

Duties and responsibilities

- Provide communicable disease surveillance, investigation, and control following Wisconsin DHS and Centers for Disease Control (CDC) guidance. Ensure correct disease follow-up is provided to individuals and assess the need for population-based interventions using epidemiologic methods. Monitor local trends and community outbreaks, and provide guidance for vulnerable populations. (Examples: long-term care facilities, daycares, schools)
- Provide immunizations to prevent diseases within the community following Wisconsin's Department of Health Services recommendations and guidance. Monitor vaccine-preventable disease trends and local vaccination rates to determine community education and outreach needs.
- Provide targeted health education and outreach on public health topics of concern following federal and state recommendations and guidelines. Collaborate and coordinate with environmental health, local partners, and providers to achieve safety and wellness in the community. Make appropriate referrals based on findings. (Examples: Foodborne and Waterborne illnesses, Lead Poisoning Prevention, Maternal Child Health, Prenatal Care Coordination)
- Assure public health staff readiness to respond to public health emergencies. Complete assigned training for Incident Command Structure (ICS) job duties, demonstrate competencies of roles and responsibilities for assigned ICS position and participate in exercises and/or drills. Collaborate with other agencies involved as determined based on the emergent situation.
- Participate in department-wide preparedness activities and assist in public health emergency response as assigned. Assumes leadership roles and duties for public health emergency response.. Administers vaccines and medications for emergency plans as needed.
- Maintains timely, complete, and accurate documentation in the electronic health record, which reflects nursing observations, assessments, and interventions and meets funding partners' requirements. Data will be documented and submitted for required reports. Uses reporting/information systems as indicated (RedCAP, WEDSS, WIR, SharePoint, etc.). Reports activities to the Health Department and, when required, state and federal government agencies.

- Participates in quality assurance programs for the continuity and improvement of client services. Seeks out and attends training sessions and/or continuing education classes as needed.
- Participates in team meetings and various inter-department teams to ensure continuity and consistency in service delivery as defined by protocols, procedures, grants, and program standards. Collaborates with other public health professionals in developing population-based community assessments, public health messaging, community engagement, strategic planning, and policy development.
- Adheres to nursing standards of practice and follows Department procedures and protocols as well as local, State, and Federal regulations
- Based on identified needs, provide or ensure communication of culturally appropriate health education to individuals, schools, community groups, and the media.
- Communicate effectively with community groups, partners, and inter-professional teams as assigned.
- Collaborate with community partners to complete community health assessments and develop and implement community health improvement plans.
- May assume lead nurse responsibility in the absence of the Health Officer
- Coordinate grant activities as assigned.
- Enforce public health laws and regulations.
- Respond to public health and safety emergencies as directed by the Public Health Emergency Plan.
- Performs other duties as required.

Qualifications

A Bachelor's Degree from an accredited School of Nursing. S. 441.01(3) and ch N1. at time of hire. Must be licensed to practice professional and public health nursing in the State of Wisconsin at the time of hire. Two years of professional nursing experience is preferred. A valid driver's license and the ability to provide transportation for business use, with proof of insurance required.

Knowledge required

- Working knowledge of the 10 Essential Public Health Services.
- Working knowledge of community agencies and resources as related to public health nursing.
- Working knowledge of intervention and best practices for populations of public health nursing.
- Working knowledge of epidemiological investigation, control, and care of chronic and communicable diseases and illnesses.
- Working knowledge of cultural, environmental, sociological, and psychological factors influencing the health status of populations.
- Working knowledge of child development, prenatal, infant, and child assessment and intervention.
- Working knowledge of technical nursing procedures, medical terminology, and vaccine administration and practices.
- Working knowledge of normal and abnormal physiological development and behavior.
- Some knowledge of Federal and State laws and regulations governing public health programs.
- Some knowledge of the literature, research, and trends in public health and nursing.
- Working knowledge of Public Health Preparedness and the Incident Command System for public health and safety emergencies.
- Provide direction and, when necessary, hands-on nursing assistance during public health and safety emergencies, such as, but not limited to, emergencies that require mass clinic and shelter support.

- Provide and document public health nursing services to populations, including high-risk groups, independently in homes, clinics, and community sites.
- Coach, counsel, teach, and inform clients and the community concerning public health issues.
- Administer treatments, medications, and vaccines safely.
- Teach and supervise other health professionals and volunteers.
- Identify the needs of people with different cultural, environmental, and social backgrounds.
- Speak at and lead groups effectively.
- Analyzes data, problem-solve, and make logical decisions.
- Write and prepare various statistical and other reports, records, and charts.
- Work independently on projects and programs, following directions and reporting on delegated duties.
- Proficiency with computers, including Microsoft Office (Word, Excel, PowerPoint).
- Establish and maintain effective working relationships with others.
- Input, access, and analyze data using a computer terminal.
- Work independently in challenging situations.
- Follow detailed written and verbal directions.
- Ability to manage multiple tasks simultaneously. Self-motivated to plan, organize, and complete work accurately with little direction. Exceptional attention to detail.
- Communicate effectively to individuals and groups, both verbally and in writing.
- Exercise independent judgment and critical thinking and seek solutions to problems that arise regularly.
- Prepare concise and accurate reports. Present effective facts and make recommendations both verbally and in writing.
- A strong desire to promote community health, health equity, addressing health disparities and social determinants of health, disease prevention, and health promotion.
- Follows and adheres to cost methodology or budgeting as appropriate.
- Manage grant activities in a fiscally responsible manner.
- Ability to learn about health issues across the lifespan.
- Work with a diverse team in a multi-disciplinary setting.
- Establish effective working relationships with persons of varied backgrounds, both lay and professional.
- Maintains confidentiality. Conducts self with honesty and integrity; follows ethical principles of public health practice and the rules and laws applicable to public health nursing.

Licensing/Certification*:* License to practice as a Registered Nurse in the State of Wisconsin. Required to successfully complete National Incident Management System (NIMS) 700 and Incident Command System (ICS) 100 and 200 during employment. CPR Certification will be required during employment. Complete and pass required county FEMA classes.

Required to pass a pre-employment physical, mantoux test and drug screen.

Physical requirements

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

While performing the duties of this position, the employee is regularly required to talk or hear. Specific vision abilities required by this job include close vision and ability to adjust focus. Tasks involve the ability to exert light physical effort in sedentary to light work, which may involve some lifting, carrying, pushing and pulling of objects weighting five to ten pounds. Tasks may involve extended periods of time at a keyboard or workstation.
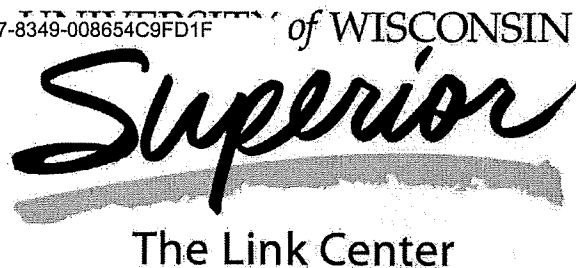
Physical Demands	
N (Not Applicable	Activity is not applicable to this position
O (Occasionally)	Position requires this activity up to 33% of the time (0-2.5+ hours/day)
F (Frequently)	Position requires this activity from 33%-66% of the time (2.5 hours- 5.5 hours/day)
C (Constantly)	Position requires this activity more than 66% of the day (5.5+ hours/day)
R (Rarely)	Activity is uncommon, but may occur during the course of the position duties

Physical Demands		
Stand	C	
Walk	C	
Run	O	
Sit	F	
Manually manipulate	C	
Reach outward	C	
Reach above shoulder	F	
Climb	F	
Crawl	R	
Squat or kneel	F	
Bend	F	
Jump	R	
Grasp	C	
Speak	C	
Lift/Carry	10lbs or less	C
	11-20 lbs	C
	21-50 lbs	C
	51-75 lbs	O
Push/Pull	12 lbs or less	C
	13-25 lbs	C
	26-40 lbs	O
	41-100 lbs	O
	100 + lbs	R

Testing Requirements

Testing may be administered to assess skills and abilities necessary to perform the essential duties of this position. Structured interview, references and/or background investigation.

Approved by:	*Anna Carlson, Director*
Date approved:	*Date upon which the job description was approved*
Reviewed:	*4/17/25*

of WISCONSIN

Superior

The Link Center

Partnership Agreement for UW-Superior Students (PASS Agreement)

Formerly known as UW-System Affiliation Agreements

UWS FORM RM-100   UNIFORM AFFILIATION AGREEMENT

SECTION 1.   AGREEMENT

1.1.   *Parties.* This Agreement is between both of the following:

    <u>1.1.1.</u>   <u>The University.</u> BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM, doing business as the <u>University of Wisconsin-Superior,</u> (the "University").

    <u>1.1.2.</u>   The Facility. (the "Facility").   <u>Douglas County</u>

1.2.   *Recitals.* In consideration of the mutual benefits to the respective parties, the University and the Facility agree to the terms set forth below by which any and all schools or colleges of the University may enter into a field or clinical education placement program with the Facility (a "Program").

SECTION 2.   TERM OF AGREEMENT.

2.1.   *Term & Renewal.* The Agreement shall become effective on the _4/1/2025 | 8:05 AM CDT_ and shall automatically renew on each August 1, for an additional year, unless terminated as provided by this Agreement.

2.2.   *Termination.* This agreement may be terminated solely by written notice, one year in advance, by either party to the designated agent of the other.

SECTION 3.   PROGRAM MEMORANDUM.

3.1.   *School or College.* For the purposes of this agreement, a "School or College" shall mean any school or college of the University wishing to participate in a Program with the Facility.

3.2.   *Proposal.* The School or College will annually provide the Facility with a "Program Memorandum," or a "Service Learning Contract" which will include the following:

    <u>3.2.1.</u>   A discussion of program concepts.

    <u>3.2.2.</u>   The controls which the University and the Facility may exercise or are required to exercise.

    <u>3.2.3.</u>   The rights of the Facility to send representatives to review the University's program.

3.2.4. The following information about the students to be assigned under the Program Memorandum:

    3.2.4.1.   The number.

    3.2.4.2.   The qualifications, academic and otherwise.

    3.2.4.3.   The schedules of those students.

3.2.5. Any other matters pertaining to the specific program proposed by the School or College.

3.3. *Review.*

3.3.1. Facility. The Facility will review any Program Memorandum concerning any Program which is submitted by the School or College.

3.3.2. Notice. Upon review, the Facility will promptly notify the School or College of its acceptance or rejection of the Program Memorandum or any proposed revisions thereto.

3.3.3. University. Upon review, the School or College will promptly notify the Facility of its acceptance or rejection of the proposed revisions.

3.4. *Accepted Program Memoranda.*

3.4.1. Incorporation. Upon acceptance of an unrevised Program Memorandum by the Facility or a Program Memorandum with any revisions by both parties, it shall become a part of this agreement and shall be incorporated by reference as an "Accepted Program Memorandum."

3.4.2. Period & Renewal. Accepted Program Memoranda shall be effective for a period of one (1) year, and may be renewed upon mutual agreement.

3.4.3. Conflict. If the Accepted Program Memorandum is construed to be inconsistent in any manner with this Agreement, the terms of this Agreement shall apply.

SECTION 4. PLACEMENT OF STUDENTS.

4.1. List. The University will provide the Facility with a listing of students who will be participating under the program and will update that listing periodically.

4.2. Certification for Acceptance. The Facility will not accept students as participants in the program unless the student is certified as a program participant in writing by the appropriate coordinator of the School or College.

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SECTION 5. NO DISCRIMINATION.

5.1. Protected Classes. The parties shall not discriminate against any person in any actions taken as a result of this Agreement on the basis of race, color, national origin, ancestry, creed, religion, sex, sexual orientation, marital status, pregnancy, parental status, physical condition, handicap, developmental or other disability.

5.2. Reasonable Accommodations. Each party will make reasonable accommodations to assure accessibility to training programs for persons with disabilities.

SECTION 6. LIABILITY.

6.1. Limitation. The liability of the University and other political subdivisions of the State of Wisconsin is governed and limited by Wis. Stat. §§ 893.82 and 895.46.

6.2. Indemnification. To the extent permitted by law, the Facility and the University will indemnify their own employees, officers, and agents against liability for damages arising out of their activities while acting within the scope of their respective employment or agency, either by providing insurance or for political subdivisions of the State of Wisconsin pursuant to §§ 893.82 and 895.46.

6.3. Students. To the extent permitted and required by law, the University will indemnify students in a training program for credit required for graduation.

6.4. No Waiver. By executing this agreement, neither the University nor the Facility waives any constitutional, statutory or common law defenses, nor shall the provisions of agreement create any rights in any third party.

SECTION 7. GOVERNING LAW. This agreement shall be construed and governed by the laws of the State of Wisconsin.

UWS Form RM-105 **CAREGIVER AFFILIATION AGREEMENT ADDENDUM**

SECTION 8. ADDENDUM

8.1. Parties. This Caregiver Affiliation Agreement Addendum is between both of the following:

8.1.1. The University. BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM, doing business as the University of Wisconsin-Superior (the "University")

8.1.2. The Facility. ˌ (the "Facility").

8.2. Recitals. In consideration of the mutual benefits to the respective parties, the University and the Facility agree to the terms set forth below by which any and all schools or colleges of the University may enter into a healthcare-related field or clinical education placement program with the Facility (a "Program").

SECTION 9. HUMAN SUBJECT PROTECTION. The Facility will satisfy the provisions contained in 45 C.F.R. Part 46, existing for the protection of human subjects, *(to the extent that such regulations are applicable)* to the respective program involved.

SECTION 10. CAREGIVER BACKGROUND CHECKS. The University shall conduct a caregiver background check in accordance with the Caregiver Background Check statutes (Wis. Stat. §§ 48.685 and 50.065) and regulations (Wis. Admin. Code ch. DHS 12) for the University's students who have or are expected to have regular, direct contact with Facility's clients.

10.1. Background Information Disclosure Forms.

10.1.1. The University shall maintain completed Background Information Disclosure ("BID") forms for those students, as well as the information that results from caregiver background checks.

10.1.2. The University will retain the BID form and caregiver background check results for inspection by the Department of Health Services.

10.1.3. As required by the relevant regulations, the University agrees to notify the Facility of any information contained on a BID form and/or caregiver background check results about a student that could bar that student from regular, direct contact.

10.2. Determination on Student/Client Contact.

10.2.1. The Facility shall make the final determination whether a student may have regular, direct contact with the Facility's clients.

10.2.2. Nevertheless, the Facility shall consult with the appropriate University official before barring any such student from regular, direct contact with the Facility's clients.

10.2.3. If the Facility determines a student may not have regular, direct contact with the Facility's clients, the University agrees not to permit that student to begin participation, or to continue participation that was properly allowed pending the results of the caregiver background check for up to sixty (60) days, in the program created by this Agreement.

SECTION 11. CAREGIVER MISCONDUCT. The University agrees to inform the Facility of allegations of caregiver misconduct as defined in Wis. Admin. Code ch. DHS 13 that come to the University's attention.

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SECTION 12. CONFLICT. If the accompanying Affiliation Agreement or an Accepted Program Memorandum is construed to be inconsistent in any manner with this Addendum, the terms of this Addendum shall apply.

FOR THE UNIVERSITY

Jeff Kahler
_____
Signature of Authorized Official

Jeff Kahler
_____
Printed Name

Vice Chancellor of Administration and Finance
_____
Title

4/1/2025 | 8:28 AM CDT
_____
Date

FOR THE FACILITY

Dave Sletten
_____
Signature of Authorized Official

Dave Sletten
_____
Printed Name

Interim Director
_____
Title

4/1/2025 | 8:05 AM CDT
_____
Date

Wisconsin Department of Safety and Professional Services

Mail To: **P.O. Box 8366**
Madison, WI 53705-8366
FAX #:   (608) 251-3018
Phone #:   (608) 266-2112

4822 Madison Yards Way Madison,
WI 53705-8366
E-Mail: DSPSBON@Wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school. Please submit this completed form to DSPSBON@Wisconsin.gov.

I.   IDENTIFYING DATA

A.   Name of facility: **Douglas County Health and Human Services**

Address: **1316 N14th Street**

Superior, WI 54880

Telephone: **715-395-1318**

B.   Type of facility: ☐ Hospital   ☐ Nursing Home   ☑ Community Health Agency

☐ Other: _____

C.   Number of beds at facility: **NA**

D.   Types of patients: **All ages of community residents**

E.   Administrator of facility: **Dave Sletten**

F.   Director of nursing service: **Anna Carlson/Kathy Ronchi**

G.   School(s) of nursing utilizing the facility: **UW-Superior RN to BSN Nursing Program**

II.   EXHIBITS (*attach to this form*)

A.   Copy of formal agreement signed by:
1.   Administrator of facility
2.   Educational administrator of nursing school

B.   Copy of the position description for:
1.   Registered Nurses
2.   Licensed Practical Nurses

C.   Listing of simulation activities provided and a listing of types of simulation equipment utilized

#1004 (Rev. 9/22)
Wis. Admin Ch.
N 1.08

Committed to Equal Opportunity in Employment and Licensing

Page 1 of 2

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Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? ☑ Yes ☐ No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? ☑ Yes ☐ No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? ☑ Yes ☐ No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter N 6, Wisconsin Administrative Code? (If no, facility may not be approved.) ☑ Yes ☐ No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter N 6, Wisconsin Administrative Code? (If no, facility may not be approved.) ☐ Yes ☐ No
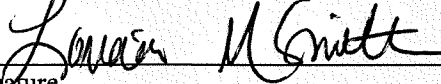
Comments: **NA** _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

_____

_____

_____

UW- Superior
_____
Nursing School

Dr. Lorraine M Smith
_____
Educational Administrator

Lorraine M Smith
_____
Signature

715-395-4673
_____
Telephone Number

RN to BSN Nursing Program
_____
Nursing Program(s) Utilizing Facility/Simulated Setting

Nursing Program Director
_____
Title

4/13/2025
_____
Date

lsmith52@uwsuper.edu
_____
Email Address

Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366
Madison, WI 53705-8366
FAX #:   (608) 251-3018
Phone #: (608) 266-2112

4822 Madison Yards Way Madison,
WI 53705-8366
E-Mail: DSPSBON@Wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school. Please submit this completed form to DSPSBON@Wisconsin.gov.

I.   IDENTIFYING DATA

A.   Name of facility: **Superior School District**

Address: **3025 Tower Ave**

Superior, WI 54880

Telephone: _____

B.   Type of facility: ☐ Hospital   ☐ Nursing Home   ☐ Community Health Agency
☑ Other: **Schools**

C.   Number of beds at facility: **NA**

D.   Types of patients: **NA**

E.   Administrator of facility: **Amy Starzecki, Superintendent**

F.   Director of nursing service: **Brynn Larrabee, Coordinator of Health Services**

G.   School(s) of nursing utilizing the facility: **UW-Superior RN to BSN Nursing Program**

II. EXHIBITS (*attach to this form*)

A.   Copy of formal agreement signed by:

1.   Administrator of facility

2.   Educational administrator of nursing school

B.   Copy of the position description for:

1.   Registered Nurses

2.   Licensed Practical Nurses

C.   Listing of simulation activities provided and a listing of types of simulation equipment utilized

#1004 (Rev. 9/22)
Wis. Admin Ch.
N 1.08

Committed to Equal Opportunity in Employment and Licensing

Page 1 of 2

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Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility?   ☑ Yes   ☐ No

   Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives?   ☑ Yes   ☐ No

   Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives?   ☑ Yes   ☐ No

   Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter N 6, Wisconsin Administrative Code? (If no, facility may not be approved.)   ☑ Yes   ☐ No

   Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter N 6, Wisconsin Administrative Code? (If no, facility may not be approved.)   ☑ Yes   ☐ No
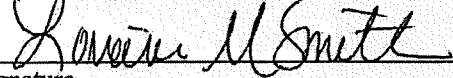
   Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

   _____

   _____

   _____

UW-Superior
Nursing School

Dr. Lorraine Smith
Educational Administrator

[signature]
Signature

(715) 395-4673
Telephone Number

RN to BSN Nursing
Nursing Program(s) Utilizing Facility/Simulated Setting

Associate Professor, Program Director
Title

3/28/2025
Date

lsmith52@uwec.edu
Email Address

SUPERIOR
SCHOOL DISTRICT

JOB DESCRIPTION
SCHOOL NURSE – RN

JOB SUMMARY:

The Registered Nurse assists in coordinating the health services to students and employees. The RN provides assistance and care of sick and injured students, maintains health and medical documentation for the school, and performs medical procedures, as necessary.

JOB RESPONSIBILITIES:

1. **Works effectively, collaboratively and positively with employees, students, parents, medical personnel and the general public in a school medical setting with limited direct supervision.**

   a. Assists and maintains an optimal level of "health" through established District/medical policies and practices for all students.
   b. Performs nursing tasks consistent with educational preparation commensurate with licensure.
   c. Assess and provide emergency care of student illness or injury and in procedures of emergency care. d. Implements first aid measures as needed.
   e. Adapts nursing process to fit the health needs of each school community.
   f. Orients staff to the requirements of medically involved students. Trains staff as needed on administration of prescription medications and supplies.
   g. Provides staff with support and guidance on blood borne pathogen protocols.
   h. Dispenses medications according to school district policy and procedures.
   i. Communicates with staff, parents, and outside medical professionals, verbally and in writing, on student medical issues.
   j. Develops individual health plans for students as necessary and ensures that student health plans are carried out as written.

2. **Maintains areas of health office including proper documentation processes.**

   a. Documents each student seen in the health office including their chief complaint, treatment, and outcome for each student in districts electronic software system.
   b. Evaluates health information reported by parents and students and ensures that staff has the information necessary to maintain student health while students are under their supervision.
   c. Prepares and maintains a cumulative health record for each student in a confidential and ethical manner.
   d. Maintains records for compliance with state statutes on immunizations, ensure parents are well informed of immunization requirements and work with families to ensure that all immunization requirements are met.
   e. Records all student accident reports and post-accident reports and files with administration.
   f. Documents results of screening and designated health information.
   g. Maintains supplies and orders/notifies Coordinator of Health Services of needed supplies.
   h. Follows district policy regarding infection control measures.
   i. Maintains a clean and orderly nursing office.

3. **Performs all other duties as assigned.**

MINIMUM QUALIFICATIONS:
- Current Wisconsin State Licensure as a Registered Nurse through the WI Department of Safety and Professional Services (DSPS).
- Associate's Degree in Nursing.
- Current CPR certification / AED and first aid.

PREFERRED QUALIFICATIONS:
- Bachelor's Degree in Nursing.
- Experience working with school age children, staff, parents/guardians and physicians.

PHYSICAL DEMANDS:
1. Capable on a continuous basis of standing, sitting, reaching, grasping, bending, stooping, twisting; repetitive movement of both hands and feet; seeing with both near and far visual acuity and to hear.
2. Capable on a frequent basis of walking and moving, climbing stairs, lifting from floor to waist (up to #50), waist to shoulders (up to #25).
3. Capable on an occasional basis of pushing; pulling; lifting from shoulders to overhead (up to #10).

REPORTS TO:
Coordinator of Health Services and the Building Principal for matters of school building administration.

This job description is to be used as a guide and may be changed or updated at any time by the School District of Superior. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the position.

I have read and understand this job description.

_____   _____
Employee Signature   Date

_____   _____
Supervisor Signature   Date

Revised: November 2019

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HHP Internship Placements

Appendix 8c

Placement Agency	City	State
Acceleration North	Arden Hills	MN
Acceleration Northwest	Plymouth	MN
Action Potential Physical Therapy - Pikes Peak	Colorado Spings	CO
Active Physical Therapy	Marquette	MI
Alzheimer's Association	Superior	WI
American Indian Community Housing Organization	Duluth	MN
American Lung Association of the Upper Midwest	Duluth	MN
American Red Cross - Northland Chapter	Duluth	MN
Anytime Fitness	Duluth	MN
Banner Health	Phoenix	AZ
Bayside Health and Rehabilitation/Cornerstone	Pensacola	FL
Best Buy Wellness Zone	Richfield	MN
Boys and Girls Club	Superior	WI
Burnsville Family Resourse Center/360 Communities	Burnsville	MN
Carlton County Public Health and Human Services	Cloquet	MN
Catalyst Sports Medicine	Hudson	WI
Center for Muscle and Joint Therapy	Superior	WI
Centura Health		CO
Challenge Center	Superior	WI
City of Superior (Employee Wellness)	Superior	WI
Cooper Aerobics Center	McKinney	TX
CORE Institute	Phoenix	AZ
Courage Kenny Rehabilitations Institute - Northland	Duluth	MN
Dane County Extension Office	Madison	WI
Duluth Entertainment Convention Center (DECC)	Duluth	MN
Duke University Health and Fitness Center		NC
Duluth Area Family YMCA	Duluth	MN
Duluth Huskies (Sport Management)	Duluth	MN
Eastman Therapy Centre	Manitoba	Canada
Elk River YMCA	Elk River	MN
Ellsworth Community School District	Ellsworth	WI
Employment Links	Duluth	MN
Essentia Institute of Rural Health (Essentia Health)	Duluth/Superior	MN/WI
- Fitness Center/Recreational Therapy/Cardiac Rehab	-	-
Fairview Health	Minneapolis	MN
Federal Prison	Hermantown	MN
Fitness Evolution	Sartell	MN
Fond Du Lac Human Services Division	Cloquet	MN
Frederickson Performance Center	Manitoba	Canada
Frost River Trading Co.	Duluth	MN
Great Lakes Indian Fish and Wildlife	Odanah	WI
Harbor House	Superior	WI
Hasbro Children's Hospital (Child Life)	Providence	RI
Highland Park Community Center	Saint Paul	MN
Impact Sports Training	Duluth	MN
Iron County Health Department	Hurley	WI
KeyZone (Lester Park)	Duluth	MN

HHP Internship Placements

APPENDIX 8d

Kinetic Fitness	Superior	WI
Lake View Hospital	Two Harbors	MN
Lake Wapogasset Luthern Bible Camp	Amery	WI
Lighthouse of Superior (NPSL)	Superior	WI
Manitowish Waters Athletic Club (The Mac)	Manitowish Waters	WI
Marathon County Health Department	Wausau	WI
Marshfield YMCA	Marshfield	WI
Mayo Clinic Health System - Red Cedar	Eau Claire	WI
Mercy Hospital	Moose Lake	MN
Minnesota PGA (Sport Management)	Coon Rapids	MN
Minnespta Recovery Connection	Minneapolis	MN
Northern Elite Training Facility	Duluth	MN
Northland Chapter American Red Cross	Duluth	MN
NorthPoint Health and Wellness Center, Inc.	Minneapolis	MN
Northwest Portland Area Indian Health Board (NPAIHB)	Portland	OR
Northwestern Mutual	Duluth	MN
Open Door Health Center	Mankato	MN
Personal Touch Fitness	London	England
Phy. Ed Health Club	Superior	WI
Prairie Fire Yoga and Wellness	Prairie du Sac	WI
Red Cliff Community Health Center	Bayfield	WI
Relative Strength	Golden Valley	MN
Rick Emery Fitness	Grafton	WI
Riverwood Healthcare Center	Aitkin	MN
Sacred Heart Hospital	Eau Claire	WI
Sanford Health of Northern Minnesota	Bemidji	MN
Sansio	Duluth	MN
Special Olympics Minnesota	Duluth	MN
Special Olympics Wisconsin	Madison	WI
St. Louis County - Public Health & Human Services	Duluth	MN
St. Louis County - Risk & Safety Management	Duluth	MN
St. Luke's	Duluth	MN
STAR Services	St. Paul	MN
Strong Compass	Superior	WI
Superior Helping Hands	Superior	WI
Superior Treatment Center	Superior	WI
Superior YMCA	Superior	WI
Sustainable Resources Center	Minneapolis	MN
Team Nutrition (Herbal Life)	Duluth	MN
Together We Rise	Brea	CA
Twin Ports Gymnastics	Superior	WI
UMD Ice Hockey	Duluth	MN
University of Iowa Hospitals and Clinics (Child Life)	Iowa City	IA
UW Extension FoodWIse Nutrition Education	Madison	WI
UW-River Falls - Falcon Center (Sports Management)	River Falls	WI
Western Slope Health Center	Placerville	CA
Wisconsin Nutrition Education Program	Superior	WI
Wright County Public Health	Buffalo	MN

Potential Clinical Sites APPENDIX 8b	Name, Title	Email
Center Against Sexual & Domestic Abuse (CASDA)	Kelly Burger, Executive Director	kelly@casda.org
Northwest Wisconsin Community Services Agency	Millie Rounsville, CEO	mrounsville@northwest-csa.org
Girls Scouts Lakes & Pines	Melissa Anderson, Program Manager	MAnderson@girlscoutslp.org
Damiano Center's Kids' Kitchen	Maria Alicea, Children's Program Manager	malicea@damianocenter.org
Moments Hospice	Amy Louhela, Volunteer Coordinator	Amy.Louhela@momentshospice.com
American Lung Association in Wisconsin	Charmain Swan, Manager	Charmaine.Swan@lung.org
American Red Cross - Northern MN/WI	Dan Williams, ED	dan.williams@redcross.org
Boys & Girls Clubs of the Northland	Dawn Hautajarvi, CFO	dhautajarvi@bgcnorth.org
Health Care Clinic	Heather Willcoxon, ED	hwillcoxon@hcclinic.org
YMCA Superior	Shawn Pagnucci, Interim Executive Director	shawnp@superiorymca.org
Duluth Area Family YMCA	Sara Cole	scole@duluthymca.org
Superior Public Schools	Amy Starzecki, Superintendent	amy.starzecki@superior.k12.wi.us
Duluth Community School Collaborative	Cassie Seeley, Volunteer Coordinator	cassie@duluthcsc.org
Superior Public Library	Sue Heskin, Director	heskins@ci.superior.wi.us
23rd Veteran	Mike Waldron, Executive Director	mike.waldron@23rdveteran.org
Senior Connections	Ciara Johnson, Family Caregiver & Health Promotion Coordinator	caregiver@seniorconnectionswi.org
Agewell Arrowhead	Peter Hafften, Program Manager	Peterh@agewellarrowhead.org
Great Lakes Indian Fish & Wildlife Commission	Jenny Van Sickle, Outreach Specialist	jvansickle@glifwc.org
NAMI - Douglas County	Chrissy Barnard	chrissybarnard22@gmail.com; namidouglascountywi@gmail.com
Douglas County Coordinated Community Response Team on Mental Health	Tracy Henegar, Senior Outreach Specialist	tracy.henegar@wisc.edu
New Perpsective Twin Ports	Sam Bertelsen	sbertelsen@npseniorliving.com
Lew Martin Senior Center	Andrea Wright, Manager	awright@northwest-csa.org
Embark Supported Employment	Shawna Anderson, Executive Director	sanderson@embarkwi.org
IndiGO	Jill Nyberg, Executive Director	jill@indigowi.org
Family Forum, Inc. Head Start	Jeanne Myer, Executive Director	jeanne@familyforum.org
Mentor North	Jill Hinners, Executive Director	jill@mentornorth.org

State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and title of person submitting the request:		4/25/2025
Brenda Taylor, Board Services Supervisor		

3) Name of Board: Board of Nursing

4) Meeting Date: **5/8/2025**	5) Attachments: ☐ Yes ☒ No	6) How should the item be titled on the agenda page? **Newsletter Matters**	
7) Place Item in: ☒ **Open Session**	8) Is an appearance before the Board being scheduled? ☒ No		9) Name of Case Advisor(s), if applicable: **N/A**

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

Please discuss deadlines and consider topics for the next newsletter.

May 2025 issue [May Nurses Month]
- Chairs Corner: Attrition rate and workforce efforts
- Articles:
- Digital Wallet [Received]
- Rob – Article on timely reporting
- Patrick – critical care
- Jenny – specialty spotlights
- Amanda – CSB – PDMP update & reminder
- A.I. exam room [Phil as resource]
- Ethics in A.I. [Gina/WNA] BOTS calling themselves "Nurse" when a live nurse is not present 4/18
- Orders update December 2024-April 2025
- ==Deadline: Tuesday, April 18, 2025==

Articles/Ideas:
- Rotating Articles on Professional Nursing Roles
- New Member introductions with headshots *(As needed for new appointments, subject to oath receipts)*
- Rotating Articles on Nurse Administrative Code
- Shelly – Spotlight ambulatory operations
- Possible N6/Rules Status update
- Reminder to Update Contact Information – DSPS Staff
- Archive: https://dsps.wi.gov/Pages/BoardsCouncils/Nursing/Newsletter.aspx

11) Authorization	
	3/31/25
Signature of person making this request	**Date**

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

State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and title of person submitting the request:	2) Date when request submitted:
Brad Wojciechowski, Executive Director	**5/1/2025**
	Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting

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

Board of Nursing

4) Meeting Date:	5) Attachments:	6) How should the item be titled on the agenda page?
5/8/2025	☐ Yes ☒ No	**Speaking Engagements, Travel, or Public Relation Requests, and Reports – Discussion and Consideration** 1. **Travel Report: 2025 Discipline Case Management Conference, April 29-30, 2025, Santa Rosa, CA – Weinman**

7) Place Item in:	8) Is an appearance before the Board being scheduled? *(If yes, please complete Appearance Request for Non-DSPS Staff)*	9) Name of Case Advisor(s), if applicable:
☒ Open Session ☐ Closed Session	☐ Yes <Appearance Name(s)> ☐ No	<Click Here to Add Case Advisor Name or N/A>

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

Chairperson Rob Weinman will provide a report from the 2025 NCSBN Discipline Case Management Conference.

11) **Authorization**

signature   **5/1/2025**

Signature of person making this request	Date

Supervisor (Only required for post agenda deadline items)	Date

Executive Director signature (Indicates approval for post agenda deadline items)	Date

Directions for including supporting documents:
1. This form should be saved with any other documents submitted to the **Agenda Items** folders.
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Revised 03/2021