



VIRTUAL/TELECONFERENCE
BOARD OF NURSING
Virtual, 4822 Madison Yards Way, Madison
Contact: Christine Poleski (608) 266-2112
September 10, 2020

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

AGENDA

8:00 A.M.

OPEN SESSION – CALL TO ORDER – ROLL CALL

A. Adoption of Agenda (1-5)

B. Approval of Minutes of August 13, 2020 (Virtual/Teleconference) (6-13)

C. Administrative Matters

- 1) Department, Staff and Board Updates
- 2) Board Members – Term Expiration Dates
 - a. Rosemary P. Dolatowski – 7/1/2022
 - b. Jennifer L. Eklof – 7/1/2021
 - c. Elizabeth Smith Houskamp – 7/1/2020
 - d. Peter J. Kallio – 7/1/2022
 - e. Lisa D. Pisney – 7/1/2023
 - f. Christian Saldivar – 7/1/2023
 - g. Luann Skarlupka – 7/1/2021
 - h. Robert Weinman – 7/1/2023
 - i. Emily Zentz – 7/1/2023

D. Education and Examination Matters – Discussion and Consideration

- 1) Herzing University-Brookfield: Nursing School Request for Approval **(14-249)**
- 2) Lakeland University: Faculty Staffing Report – 2020 Quarter 4 **(250-265)**
- 3) Mount Mary University: Authorization to Admit Students **(266-666)**
- 4) Wisconsin Nurse Practice Act Course – Update and Action as Deemed Necessary

E. Credentialing Matters – Discussion and Consideration

- 1) Nurse Licensure Renewal Process and Nurse Workforce Survey – Action as Deemed Necessary

F. Report and Action Resulting from the Legislation and Rules Committee – Discussion and Consideration

- 1) Proposals for N 1 to 8, Relating to Requirements in Emergency Situations

- 2) N 4, Relating to Licensure of Nurse-Midwives
 - 3) Pending and Possible Rulemaking Projects
- G. Legislative and Policy Matters – Discussion and Consideration
- H. Administrative Rule Matters – Discussion and Consideration (667)**
- 1) Proposals for N 1 to 8 Relating to Requirements in Emergency Situations
 - 2) Scope Statement – N 8 Relating to APNP Collaboration with Other Health Care Professionals
 - 3) Pending or Possible Rulemaking Projects
 - a. N 2, Relating to Temporary Permits
- I. 2020 Board of Nursing Report on Opioid Abuse – Discussion and Consideration (668-670)**
- J. Wisconsin Center for Nursing 2019 LPN Workforce Survey – Follow-up Discussion and Consideration of Potential Board Action**
- K. PDMP Update – Discussion and Consideration**
- L. COVID-19 – Discussion and Consideration**
- M. Newsletter Delivery Report & Future Planning – Discussion and Consideration (671-685)**
- N. Nurse Licensure Compact (NLC) Update – Discussion and Consideration
- O. Board of Nursing Liaison Reports – Discussion and Consideration
- P. Speaking Engagements, Travel, or Public Relation Requests, and Reports – Discussion and Consideration
- Q. Discussion and Consideration of Items Added After Preparation of Agenda:
- 1) Introductions, Announcements and Recognition
 - 2) Administrative Matters
 - 3) Election of Officers
 - 4) Appointment of Liaisons and Alternates
 - 5) Delegation of Authorities
 - 6) Education and Examination Matters
 - 7) Credentialing Matters
 - 8) Practice Matters
 - 9) Legislative and Policy Matters
 - 10) Administrative Rule Matters
 - 11) Liaison Reports
 - 12) Board Liaison Training and Appointment of Mentors
 - 13) Informational Items
 - 14) Division of Legal Services and Compliance (DLSC) Matters
 - 15) Presentations of Petitions for Summary Suspension
 - 16) Petitions for Designation of Hearing Examiner
 - 17) Presentation of Stipulations, Final Decisions and Orders
 - 18) Presentation of Proposed Final Decisions and Orders
 - 19) Presentation of Interim Orders

- 20) Petitions for Re-Hearing
- 21) Petitions for Assessments
- 22) Petitions to Vacate Orders
- 23) Requests for Disciplinary Proceeding Presentations
- 24) Motions
- 25) Petitions
- 26) Appearances from Requests Received or Renewed
- 27) Speaking Engagements, Travel, or Public Relation Requests, and Reports

R. 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.).

S. Credentialing Matters

- 1) **Application Reviews**
 - a. Natasha Bubolz – Licensed Practical Nurse Applicant **(686-692)**
 - b. Ashley O’Leary – Registered Nurse Applicant **(693-703)**

T. Deliberation on Division of Legal Services and Compliance Matters

- 1) **Administrative Warnings**
 - a. 19 NUR 134 – R.R.D. **(704-705)**
 - b. 19 NUR 186 – J.J.D. **(706-707)**
 - c. 20 NUR 228 – L.L.F. **(708-709)**
 - d. 20 NUR 278 – A.E.P. **(710-711)**
 - e. 20 NUR 302 – C.M.B. **(712-713)**
- 2) **Case Closings**
 - a. 18 NUR 524 – U. **(714-717)**
 - b. 18 NUR 586 – L.B. **(718-723)**
 - c. 18 NUR 614 – V.J.H. **(724-727)**
 - d. 18 NUR 662 – A.M.M. **(728-732)**
 - e. 18 NUR 770 – T.H.H. **(733-738)**
 - f. 19 NUR 103 – B.J.M. **(739-742)**
 - g. 19 NUR 187 – C.G. **(743-751)**
 - h. 19 NUR 756 – A.T. **(752-763)**
 - i. 20 NUR 095 – T.A.B. **(764-767)**
 - j. 20 NUR 219 – M.W.T. **(768-770)**
- 3) **Proposed Stipulations, Final Decisions, and Orders**
 - a. 18 NUR 160, 18 NUR 502, 18 NUR 515, & 19 NUR 038 – Bonnie S. Cabrera, R.N. **(771-779)**
 - b. 18 NUR 208 – Carrie A. Harpe, L.P.N. **(780-786)**
 - c. 18 NUR 210 – Demetria S. Rogers, L.P.N. **(787-793)**
 - d. 18 NUR 417 – Ann M. Davis, R.N., A.P.N.P. **(794-800)**
 - e. 18 NUR 472 – Jessica L. Baptist, R.N. **(801-806)**

- f. 18 NUR 552 – Jessie M. Burns, R.N. **(807-814)**
 - g. 18 NUR 613 – Karen L. Wall, L.P.N. **(815-826)**
 - h. 18 NUR 639 & 19 NUR 750 – Jackie M. Anderson, R.N. **(827-831)**
 - i. 18 NUR 659 – Valerie D. Stremkowski, R.N. **(832-843)**
 - j. 19 NUR 086 & 19 NUR 209 – Heidi J. Koeller, R.N. **(844-848)**
 - k. 19 NUR 108 – Sarah M. Stock, R.N. **(849-854)**
 - l. 19 NUR 148 – Sherri M. Hanaway, R.N. **(855-861)**
 - m. 19 NUR 248 – Kathleen J. Jensen, R.N. **(862-868)**
 - n. 19 NUR 466 – Jennifer M. Amble, R.N., A.P.N.P. **(869-876)**
 - o. 20 NUR 122 – Christa J. Morris, R.N. **(877-888)**
- 4) **Proposed Interim Orders**
- a. 20 NUR 121 – Michelle M. Plautz, R.N. **(889-893)**
- 5) **Monitoring Matters (894-895)**
- a. Monitor Benisch
 - 1. Lisa Anderson, R.N. – Review of AODA Assessment and Fit for Practice Evaluation **(896-914)**
 - b. Monitor Cha
 - 1. Jennifer Jondreau, RN. – Review of Assessments and Request for Termination of Suspension **(915-942)**
 - 2. Jessica Placek, R.N. – Request for Full Licensure **(943-983)**
 - c. Monitor Hardin
 - 1. Tiffany Blunt, L.P.N. – Requesting an Extension of Costs Deadline **(984-996)**
 - 2. Nicholas Derkowski, L.P.N., R.N. – Requesting Full Licensure **(997-1025)**
 - 3. Anthony Gunderson, R.N. – Requesting Full Licensure **(1026-1040)**

U. Deliberation on Proposed Final Decision and Orders

- 1) Kristin L. Frea, R.N., Respondent (DHA Case Number SPS-20-0010/DLSC Case Number 18 NUR 238) **(1041-1056)**
- 2) Laurel J. Lynch, R.N., Respondent (DHA Case Number SPS-20-0008/DLSC Case Number 17 NUR 589) **(1057-1067)**
- 3) Jill D. Raymer, R.N., Respondent (DHA Case Number SPS-20-0011/DLSC Case Number 18 NUR 240) **(1068-1077)**

V. Report on Action by Chief Legal Counsel on Proposed Final Decision and Orders

- 1) Robin T. Heffernan, R.N., Respondent **(1078)**

W. 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

X. Consulting with Legal Counsel

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

RECONVENE TO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION

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

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

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

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

ADJOURNMENT

NEXT MEETING: OCTOBER 8, 2020

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

Times listed for meeting items are approximate and depend on the length of discussion and voting. All meetings are held at 4822 Madison Yards Way, Madison, Wisconsin, unless otherwise noted. In order to confirm a meeting or to request a complete copy of the board's agenda, please call the listed contact person. The board may also consider materials or items filed after the transmission of this notice. Times listed for the commencement of disciplinary hearings may be changed by the examiner for the convenience of the parties. Interpreters for the hearing impaired provided upon request by contacting the Affirmative Action Officer at 608-266-2112, or the Meeting Staff at 608-266-5439.

**TELECONFERENCE/VIRTUAL
BOARD OF NURSING
MEETING MINUTES
AUGUST 13, 2020**

PRESENT: Rosemary Dolatowski, Elizabeth Smith Houskamp, Peter Kallio (*excused at 11:59 a.m.*), Lisa Pisney, Luann Skarlupka, Emily Zentz (*excused at 2:00 p.m.*), Robert Weinman

EXCUSED: Jennifer Eklof, Christian Saldivar Frias

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

CALL TO ORDER

Peter Kallio, Chairperson, called the meeting to order at 8:06 a.m. A quorum was confirmed with seven (7) members present.

ADOPTION OF THE AGENDA

Amendments to the Agenda

- Open Session – Under agenda item “C. Introductions, Announcements and Recognition”

ADD:

- “2) Welcome: Janice Edelstein, Registered Nurse Member (Will Replace: Smith Houskamp)”

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

APPROVAL OF MINUTES OF JULY 9, 2020

MOTION: Lisa Pisney moved, seconded by Luann Skarlupka, to approve the Minutes of July 9, 2020 as published. Motion carried unanimously.

ADMINISTRATIVE MATTERS

Election of Officers

ELECTION RESULT	
Vice Chairperson	Lisa Pisney

Vice Chairperson

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

NOMINATION: Rosemary Dolatowski nominated Lisa Pisney for the Office of Vice Chairperson. Nomination accepted.

Valerie Payne, Executive Director, called for nominations three (3) times.

Lisa Pisney was elected as Vice Chairperson by unanimous voice vote.

Appointment of Liaisons and Alternates

LIAISON APPOINTMENTS	
Professional Assistance Procedure (PAP)	Peter Kallio <i>Alternate:</i> Emily Zentz
Travel Liaison	Peter Kallio (Chair) <i>Alternate:</i> Lisa Pisney (Vice Chair)
SCREENING PANEL APPOINTMENTS	
July 2020-September 2020	Lisa Pisney, Christian Saldivar Frias, Robert Weinman

SOCIAL MEDIA UTILIZATION

MOTION: Luann Skarlupka moved, seconded by Peter Kallio, to acknowledge the communication from the DSPS Communications Director indicating that the Department does not currently have resources for social media education. Motion carried unanimously.

WISCONSIN CENTER FOR NURSING 2019 LPN WORKFORCE SURVEY PRESENTATION

MOTION: Peter Kallio moved, seconded by Rosemary Dolatowski, to acknowledge and thank Dr. Barbara Bowers, RN, PhD, for her presentation and remote appearance before the Board. Motion carried unanimously.

MOTION: Peter Kallio moved, seconded by Rosemary Dolatowski, to request DSPS staff to research and report back to the Board regarding establishing or joining a taskforce to address impending nursing shortages and deployment in the State of Wisconsin. Motion carried unanimously.

ADMINISTRATIVE RULE MATTERS

Scope Statement: N 1, Relating to Simulation-based Clinical Learning

MOTION: Luann Skarlupka moved, seconded by Peter Kallio, to approve the Scope Statement revising N 1, relating to clinical learning experiences, for submission to the Department of Administration and Governor's Office and for publication. Additionally, the Board authorizes the Chairperson to approve the Scope Statement for implementation no less than 10 days after publication. If the Board is directed to hold a preliminary public hearing on the Scope Statement, the Chairperson is authorized to approve the required notice of hearing. Motion carried unanimously.

Pending or Possible Rulemaking Projects

N 8, Relating to Collaboration

MOTION: Peter Kallio moved, seconded by Lisa Pisney, to request DSPS staff draft a Scope Statement revising N 8, relating to collaboration and to authorize Luann Skarlupka and Peter Kallio to work with DSPS staff. Motion carried unanimously.

BOARD OF NURSING REPORT ON OPIOID ABUSE

Review of 2019 Report

MOTION: Rosemary Dolatowski moved, seconded by Emily Zentz, to approve the 2019 Report on Opioid Abuse as required under 2017 Wisconsin Act 262, as presented in the materials for 8/13/2020. Motion carried unanimously.

Proposals for 2020 Report

MOTION: Luann Skarlupka moved, seconded by Emily Zentz, to designate Peter Kallio to serve as liaison to DSPS staff for drafting the 2020 report on opioid abuse required under 2017 Wisconsin Act 262. Motion carried unanimously.

CLOSED SESSION

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

Skarlupka-yes; Robert Weinman-yes; and Emily Zentz-yes. Motion carried unanimously.

The Board convened into Closed Session at 11:58 a.m.

(Peter Kallio was excused at 11:59 a.m., Lisa Pisney, Vice Chairperson, ran the remainder of the meeting.)

CREDENTIALING MATTERS

Application Reviews

Alisa Moore

MOTION: Luann Skarlupka moved, seconded by Elizabeth Smith Houskamp, to approve the Limited License Registered Nurse Renewal application of Alisa Moore, once all requirements are met. Motion carried unanimously.

DIVISION OF LEGAL SERVICES AND COMPLIANCE MATTERS

Administrative Warnings

19 NUR 331 – M.A.L.

MOTION: Emily Zentz moved, seconded by Robert Weinman, to issue an Administrative Warning in the matter of M.A.L., DLSC Case Number 19 NUR 331. Motion carried unanimously.

Case Closings

MOTION: Elizabeth Smith Houskamp moved, seconded by Rosemary Dolatowski, to close the following DLSC Cases for the reasons outlined below:

1. 18 NUR 545 – D.C.C. – No Violation
2. 18 NUR 696 – T.L.K. – Insufficient Evidence
3. 18 NUR 730 – J.A.P. – Insufficient Evidence
4. 19 NUR 070 – L.L.M.M. – Lack of Jurisdiction (L1)
5. 19 NUR 091 – N.M.T. – Prosecutorial Discretion (P7)
6. 19 NUR 192 – L.K.H. – Prosecutorial Discretion (P7)
7. 19 NUR 293 – D.J.C. – Prosecutorial Discretion (P3)
8. 19 NUR 343 – J.L. – Insufficient Evidence
9. 19 NUR 373 – T.A.B. – No Violation
10. 19 NUR 491 – D.F.T. & O.C.I – Insufficient Evidence
11. 19 NUR 643 – S.L.G. – Insufficient Evidence
12. 19 NUR 735 – J.L.C. & W.M.S. – Insufficient Evidence
13. 20 NUR 054 – T.J.W. – No Violation
14. 20 NUR 139 – K.A.H. – Prosecutorial Discretion (P1)
15. 20 NUR 180 – L.M.C. – Prosecutorial Discretion (P2)
16. 20 NUR 235 – W.L.B. – Insufficient Evidence

Motion carried unanimously.

Proposed Stipulations and Final Decisions and Orders

MOTION: Emily Zentz moved, seconded by Luann Skarlupka, to adopt the Findings of Fact, Conclusions of Law and Orders in the matter of disciplinary proceedings of the following cases:

1. 17 NUR 209 & 19 NUR 347 – Jessica L. Cox, L.P.N.
2. 18 NUR 489 – Ann R. Karvelas, R.N.

Motion carried unanimously.

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

1. 17 NUR 669, 18 NUR 379, & 19 NUR 599 – Cherie M. Jess, R.N.
2. 18 NUR 305 – Carrie A. Buhr, R.N.
3. 18 NUR 422, 19 NUR 198, & 19 NUR 557 – Anne M. Embretson, R.N.
4. 18 NUR 486 – William D. Anderson, Jr., R.N., A.P.N.P.
5. 18 NUR 500 – Michelle L. Mech, R.N.
6. 18 NUR 602 & 19 NUR 481 – Erin M. Kunz, R.N.
7. 18 NUR 727 – Tambra R. Daniels, R.N., A.P.N.P.
8. 19 NUR 081 – Leighann M. Pietz, R.N.
9. 19 NUR 104 – Laura A. Radtke, L.P.N.
10. 19 NUR 256 & 20 NUR 028 – Anjela J. Kuopus, R.N.
11. 19 NUR 495 – Cherie L. Nelson, R.N.
12. 20 NUR 156 – Timothy M. Drea, R.N.

Motion carried unanimously.

19 NUR 248 – Kathleen J. Jensen, R.N.

MOTION: Lisa Pisney moved, seconded by Luann Skarlupka, to reject the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Kathleen J. Jensen, R.N., DLSC Case Number 19 NUR 248 and to send back to DLSC. Motion carried unanimously.

Proposed Interim Orders

20 NUR 246 – Nancy J. Hicks, R.N.

MOTION: Elizabeth Smith Houskamp moved, seconded by Rosemary Dolatowski, to adopt the Findings of Fact, Conclusions of Law, and Interim Order in the matter of disciplinary proceedings against Nancy J. Hicks, R.N., DLSC Case Number 20 NUR 246. Motion carried unanimously.

Monitoring Matters

Caitlin Behnke, R.N.
Requesting Compliance Review

MOTION: Luann Skarlupka moved, seconded by Emily Zentz, to remove the stay of suspension for the license of Caitlin Behnke, R.N., pursuant to section B.2. of the 12/21/2017 Board Order, based on a positive alcohol screen. Furthermore, the Board refers the respondent to DLSC for further investigation pertaining to the respondent maintaining an intimate relationship with her treatment provider, and failure to disclose said relationship to the Board. Motion carried unanimously.

(Emily Zentz was excused at 2:00 p.m.)

Mallory Fife, R.N.
Requesting Reduction in Screens and AA/NA Meetings

MOTION: Luann Skarlupka moved, seconded by Robert Weinman, to grant the request of Mallory Fife, R.N., for a reduction in the frequency of drug and alcohol screens to fourteen (14) per year, plus one (1) annual hair test, and the frequency of AA/NA meetings to once per week. Motion carried unanimously.

Sandra Graham, R.N.
Requesting Full Licensure

MOTION: Luann Skarlupka moved, seconded by Elizabeth Smith Houskamp, to deny the request of Sandra Graham, R.N., for full licensure. **Reason for Denial:** Failure to demonstrate continuous and successful compliance under the terms of the Board Order (12/11/2014). Motion carried unanimously.

Leah Morgan, R.N.
Requesting Reduction in Screens and Termination/Modification of Workplace Settings

MOTION: Lisa Pisney moved, seconded by Robert Weinman, to grant the request of Leah Morgan, R.N., for a modification of workplace settings restrictions to allow practice in assisted living, and to deny the request for a reduction in the frequency of drug and alcohol screens. **Reason for Denial:** Insufficient time under the Board Order (3/14/2019) to demonstrate adequate compliance. Motion carried unanimously.

Ryan Fish, R.N.
Requesting Full Licensure

MOTION: Luann Skarlupka moved, seconded by Robert Weinman, to grant the request of Ryan Fish, R.N., for full licensure. Motion carried unanimously.

**Christy Pullara, R.N.
Requesting California as Primary Monitor**

MOTION: Elizabeth Smith Houskamp moved, seconded by Robert Weinman, to grant the request of Christy Pullara, R.N., for California to serve as primary monitor. Motion carried unanimously.

**Kathleen Sayles, R.N.
Requesting Access to Controlled Substances and Reduction in Screens**

MOTION: Lisa Pisney moved, seconded by Luann Skarlupka, to grant the request of Kathleen Sayles, R.N., for access to controlled substances, and to deny the request for a reduction in frequency of drug and alcohol screens. **Reason for Denial:** Insufficient time under the Board Order (3/10/2014) to demonstrate adequate compliance. Motion carried unanimously.

**Matthew Staudinger, R.N.
Requesting Full Licensure**

MOTION: Lisa Pisney moved, seconded by Elizabeth Smith Houskamp, to grant the request of Matthew Staudinger, R.N., for full licensure. Motion carried unanimously.

DELIBERATION ON PROPOSED FINAL DECISIONS AND ORDERS

Robin T. Heffernan, R.N.

MOTION: Elizabeth Smith Houskamp moved, seconded by Emily Zentz, to delegate to DSPS Chief Legal Counsel the Board's authority to preside over and resolve the matter of disciplinary proceedings against Robin T. Heffernan, R.N., Respondent – DHA Case Number SPS-20-0004/ DLSC Case Number 18 NUR 149. Motion carried unanimously.

RECONVENE TO OPEN SESSION

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

The Board reconvened into Open Session at 2:36 p.m.

VOTING ON ITEMS CONSIDERED OR DELIBERATED UPON IN CLOSED SESSION

MOTION: Luann Skarlupka moved, seconded by Rosemary Dolatowski, 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

The meeting adjourned at 2:45 p.m.

DRAFT

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

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Kimberly Wood, Program Assistant Supervisor Adv. on behalf of Joan Gage – Program Manager		2) Date When Request Submitted: 9/1/2020 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: BON			
4) Meeting Date: 9/10/2020	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Herzing University - Brookfield – Nursing School Request for Approval	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed: Dr. Deborah Ziebarth, PhD, MSN, RN-BC			
11) Authorization			
Joan Gage		9/1/2020	
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

Admission Policy - SECTION 5

Student policies for admission, progression, retention, and graduation can be found in the Herzing University Undergraduate Catalog and in the Brookfield Campus Nursing Student Handbook located at <https://catalog.herzing.edu>. Excerpts are included in this section to address the specific areas required by the WBON in developing a new program.

From catalog

General Admission Criteria for Undergraduate Programs

To be admitted to any Herzing University undergraduate program, a prospective student must complete an interview with a Herzing admissions advisor and fill out an application. In addition, all other requirements must be met, including those regarding prior education evaluation, prerequisite skills for college-level work and special program requirements listed in this section.

The following general factors are considered prior to acceptance:

1. Prior Education Requirement: An applicant must have a U.S. high school diploma or the equivalent. The University recognizes the following equivalents to a high school diploma:

- A General Education Development (GED) certificate
- A certificate demonstrating that the student has passed a state-authorized examination (for example, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma. Note that certificates of attendance and/or completion are **not** included in this qualifying category.
- An academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree (i.e., an associate degree) from an accredited postsecondary institution.
- A foreign diploma or transcript that is equivalent to a U.S. high school diploma. International students must comply with all application requirements in the "International Undergraduate Student Admission" section of this catalog.
- Additional Requirements for Home-Schooled Applicants and Applicants from Unrecognized High Schools
 - A transcript indicating that the applicant has met the minimum requirements in the state in which they were awarded the diploma.
 - The transcript should include course titles, dates of attendance, grades and credit earned. Additional information may be requested in order to determine high school equivalency.
 - Applicants who are unable to provide evidence of high school equivalency may gain admission by earning a GED certificate.

2. Entrance Testing: An applicant must demonstrate the capacity to succeed in college-level courses. This must be evidenced through one of the following methods:

- Successfully completing an entrance evaluation administered by Herzing University with examination scores deemed appropriate by the university.

- Submission of an ACT score of 17 or better or a combined SAT score of 1,275 or better in place of the college entrance evaluation. (The college placement evaluation is required for math and English placement.)
- Successful completion of a minimum of 24.00 semester credit hours of college-level work with grades of “C” or higher at nationally or regionally accredited postsecondary institution. The college placement evaluation is required unless the applicant has completed a college-level English composition course and a college algebra course with grades of “C” or higher.
- For limited admissions programs (including dental hygiene and nursing), applicants may be required to complete a specialized admissions test, and only the most qualified applicants are admitted.

3. Personal Commitment and Professional Attitude: *Of importance for the applicant’s success is willingness to make those sacrifices necessary to successfully complete the program of study and a commitment to adhere to the University’s rules and expectations. An indication of personal commitment includes, but is not limited to, the applicant’s willingness to invest in his or her own education by contributing financially toward their education each semester, separate from any financial aid available.

* Note: For dental assisting and dental hygiene programs, this criterion is for advisement purposes only and will not be used in the admission decision by the University.

4. Availability of Time: An applicant must have the availability of time to attend classes and labs, to complete projects, and to submit assignments in a timely manner. Each student is expected to spend additional time outside of class hours studying, completing assignments, and doing research.

See the section on Special Program Requirements for Admission for additional requirements based on program of study.

Wisconsin Department of Safety and Professional Services

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Website: dsps.wisconsin.gov

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

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

Faculty/EA Name (*Last, First*): Olen, Aida WIRN License #: 124846-30

School of Nursing Employed By: Herzing University , Brookfield, Wisconsin

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

Position: Educational Administrator Faculty

Appointment Effective Date: 8-5-2019

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Western Governors Uni.	(Online)	April 2020	MSN- NI	Nursing Informatics	
St. Luke's College of Nsg.	Philippines	March 1992	BSN	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Western Governors Univ.	(online)	April 2020	MSN	Nursing Informatics	

B. NURSING INSTRUCTION EXPERIENCE*

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

From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title
8-5-2019	Present	Full Time	Herzing University, Brookfield	Wisconsin	Nursing Instructor

Dr. Deborah Ziebarth
Educational Administrator

Nursing Program Chair
Title

Signature

Date

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Telephone Number

dziebarth@herzing.edu
Email Address

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

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

Faculty/EA Name (*Last, First*): Huggins, Rebecka WI RN License #: 135388-030

School of Nursing Employed By: Herzing University

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

Position: Educational Administrator **Faculty**

Appointment Effective Date: 12/6/16

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
University of Phoenix	Phoenix AZ	02/2008	51	Nursing	
University of Phoenix	Phoenix AZ	02/2005	51	Health Care Administration	
University of Wisconsin-Oshkosh	Oshkosh, Wi	06/2000	128	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Dr. Deborah Ziebarth
Educational Administrator

Nursing Program Chair
Title

Signature

Date

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Telephone Number

dziebarth@herzing.edu
Email Address

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BOARD OF NURSING

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Faculty/EA Name (*Last, First*): Vick, Brenna WI RN License #: 237760

School of Nursing Employed By: Herzing University

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

Position: Educational Administrator Faculty

Appointment Effective Date: 10/13/2019

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FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Herzing University	Brookfield, WI	9/2017	BSN	Nursing	N/A

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title
10/2019	Current	Part-time	Herzing University Brookfield	Brookfield WI	LPN Faculty

Dr. Deborah Ziebarth
Educational Administrator

Nursing Program Chair
Title

Signature

Date

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Faculty/EA Name (*Last, First*): Giampetroni, Catherine WIRN License #: 114975

School of Nursing Employed By: Herzing University

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

Position: Educational Administrator Faculty

Appointment Effective Date: 12/18/2018 to present

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
University of Michigan	Ann Arbor, MI	1986	BSN	Nursing	
Emory University	Atlanta, GA	1993	MSN	Nursing	Administration

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Dr. Deborah Ziebarth
Educational Administrator

Nursing Program Chair
Title

Signature

Date

(262) 649-1710
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Change in educational administrator: Institutions are required to notify the Board of Nursing within 48 hours of the termination, resignation or retirement of an educational administrator and designate an interim educational administrator (EA) within five (5) business days. Completion and submission of this form is required as part of the notification process.

Faculty/EA Name (*Last, First*): Scott, Christine M. WI RN License #: 197032-30

School of Nursing Employed By: Herzing Univerity

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

Position: Educational Administrator **Faculty**

Appointment Effective Date: 10/30/18

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
HerzingUniversity	Brookfield, WI	June 2013	BSN-Nursing	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Dr. Deborah Ziebarth
Educational Administrator

Nursing Program Chair
Title

Signature

Date

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Email Address

Culture Project Assignment Directions and Rubric (Med/Surg Nursing I - NP125)

Herzing University- Brookfield

There are many benefits to working in a group including increased productivity and learning from one another. Groups should begin meeting immediately to ensure the project is complete prior to the assigned presentation day. You will be assigned to a group of 3-4 students by your course faculty member. The presentation must be completed per the syllabus and last 15 minutes. If a student in the group does not participate, the student automatically fails the course. Each group will be assigned a culture to present in class.

Instructions for the Presentation

- The students must all speak during the presentation and they must clearly state the social organization (smaller groups within culture e.g. families, social class, occupation, interest groups), customs, and traditions of the culture.
- Students must demonstrate knowledge of the language, religion, and spirituality within the culture.
- Nutrition and diet must also be included. Access to healthcare must be covered.
- Students will discuss how they will as a nurse incorporate this cultural information into their practice.

The presentation must be completed per the syllabus and last *15 minutes*. If you have any questions, please consult with your instructor.>

- Please review the **rubric** to ensure that your assignment meets the criteria.
- Each student must submit **a copy of the completed presentation slides here** by selecting the assignment title.

Estimated time to complete: 60 minutes

Unit 6 Culture Project Rubric

Criteria	Ratings						Pts
Social organization (smaller groups within culture e.g. families, social class, occupation, interest groups)	10.0 to >9.0 pts Full Marks Social organization is clearly stated	9.0 to >8.0 pts Content Marks Elements of both high proficiency and moderate proficiency are present	8.0 to >7.0 pts Content Marks Social organization information is mostly complete with a few missing elements	7.0 to >6.0 pts Content Marks Elements of both moderate proficiency and nonproficiency are present	6.0 to >0.0 pts Content Marks Most information behind social organization is incorrect	0.0 pts No Marks Did not Complete. * Note: If a student did not participate, automatic failure for that student. If the presentation not completed on time, automatic failure.	10.0 pts
Customs and Traditions Customs and traditions-rules of behavior (written and unwritten)	10.0 to >9.0 pts Full Marks Customs and traditions are clearly stated	9.0 to >8.0 pts Content Marks Elements of both high proficiency and moderate proficiency are present	8.0 to >7.0 pts Content Marks Customs and traditions mostly complete with a few missing elements	7.0 to >6.0 pts Content Marks Elements of both moderate proficiency and nonproficiency are present	6.0 to >0.0 pts Content Marks Most information behind customs and traditions is incorrect	0.0 pts No Marks Did not complete	10.0 pts
Language-communication process: What languages are spoken in the home? And by whom? What language is preferred when speaking to outsiders?	10.0 to >9.0 pts Full Marks Demonstrated knowledge of language in culture	9.0 to >8.0 pts Content Marks Elements of both high proficiency and moderate proficiency are present	8.0 to >7.0 pts Content Marks Language is relevant; missing a few elements	7.0 to >6.0 pts Content Marks Elements of both moderate proficiency and nonproficiency are present	6.0 to >0.0 pts Content Marks Most information about language and communication is incorrect	0.0 pts No Marks Did Not Complete	10.0 pts
Religion and Spirituality Religious practices, how spirituality is defined. Different concepts.	10.0 to >9.0 pts Full Marks Demonstrated knowledge of the culture's religion and spirituality	9.0 to >8.0 pts Content Marks Elements of both high proficiency and moderate proficiency are present	8.0 to >7.0 pts Content Marks Religion and spirituality are relevant; missing a few elements	7.0 to >6.0 pts Content Marks Elements of both moderate proficiency and nonproficiency are present	6.0 to >0.0 pts Content Marks Most knowledge is incorrect regarding religion and spirituality	0.0 pts No Marks Did Not Complete	10.0 pts

Unit 6 Culture Project Rubric

Criteria	Ratings						Pts
Nutrition and diet- Are there restrictions? Are there common practices?	10.0 to >9.0 pts Full Marks Clearly stated nutrition and diet of culture	9.0 to >8.0 pts Content Marks Elements of both high proficiency and moderate proficiency are present	8.0 to >7.0 pts Content Marks Nutrition and diet is relevant; missing a few elements	7.0 to >6.0 pts Content Marks Elements of both moderate proficiency and nonproficiency are present	6.0 to >0.0 pts Content Marks Nutrition and diet are incorrect	0.0 pts No Marks Did Not Complete	10.0 pts
Healthcare Medical-Is access to healthcare an issue for this culture?	10.0 to >9.0 pts Full Marks Clearly stated medical access information	9.0 to >8.0 pts Content Marks Elements of both high proficiency and moderate proficiency are present	8.0 to >7.0 pts Content Marks Medical access information is relevant; missing a few elements	7.0 to >6.0 pts Content Marks Elements of both moderate proficiency and nonproficiency are present	6.0 to >0.0 pts Content Marks Medical access information incorrect	0.0 pts No Marks Did Not Complete	10.0 pts
Nursing Practice How will you incorporate all of this cultural information into your practice as a nurse?	20.0 to >19.0 pts Full Marks Clearly stated how you will incorporate this information into practice as nurse	19.0 to >17.0 pts Content Marks Elements of both high proficiency and moderate proficiency are present	17.0 to >16.0 pts Content Marks Incorporate information into practice relevant; missing a few elements	16.0 to >15.0 pts Content Marks Elements of both moderate proficiency and nonproficiency are present	15.0 to >0.0 pts Content Marks Most incorporating information to practice is incorrect	0.0 pts No Marks Did not complete	20.0 pts
Total Points: 80.0							

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BOARD OF NURSING

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

Faculty/EA Name (*Last, First*): Brooks, Debra M. WI RN License #: 73647-30

School of Nursing Employed By: Herzing

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

Position: Educational Administrator **X Faculty**

Appointment Effective Date: May 2019

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FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

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

Committed to Equal Opportunity in Employment and Licensing

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
University Wisconsin	Milwaukee, WI	May 2008	Nursing	Nursing	None
Waukesha Technical College	Pewaukee, WI	09/1986	Fire Firefighter 1 Certification		
Waukesha Technical College	Pewaukee, WI	06/1987	Emergency Medical Technician		
Columbia School of Nursing	Milwaukee, WI	05/1978	Registered Nurse	Nursing	None

B. NURSING INSTRUCTION EXPERIENCE*

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

From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title
April 2019 Clinical Instructor for Practical Nursing Program, taught Pharmacology Lab in the fall of 2019 and Growth and Development Lecture. Transitioned during Covid in March 2020 to on-line clinical utilizing VSIM and Zoom.	<i>Present</i>	Part-Time	Herzing University	Brookfield, WI	Adjunct Faculty

11/30/2009 Coordinate, develop, and implement education for the Emergency Department and Medical-Surgical floor. Teach orientation classes specifically Chest Pain/ACS, code cart and defibrillator, Organ Donation, Stroke, Code Blue, STAT Team, and First Response. Chaired the Chest Pain Center Committee and was the Chest Pain Center Coordinator. Held membership in following committees: Stroke, Trauma, Compliance, Education, Policy and Procedure, and Medical Emergency. Hold current certifications in ACLS and BLS. Established processes and procedures for start-up of the new Aurora Medical Center Hospital in Summit which opened in March of 2010.	08/01/2018	Full-Time	Aurora Medical Center	Summit, WI.	Clinical Educator RN, BSN
01/10/2009	09/08/2009	Full-Time	Wheaton Franciscan Healthcare – Elmbrook and The Wisconsin Heart Hospital	Brookfield, WI	Education Manager
01/10/2009	09/08/2009	Part-Time	Wheaton Franciscan Healthcare	Brookfield, WI	Development of Electronic Order Sets utilizing McKesson Horizon Expert Orders
08/01/2007	01/09/2009	Part-Time	Wheaton Franciscan Healthcare	Brookfield, WI	Patient Safety Coordinator
08/02/2007	01/09/2009	Part-Time	Wheaton Franciscan Healthcare	Brookfield, WI	Clinical Documentation Coordinator
10/01/2006	08/01/2007	Full-Time	Wheaton Franciscan Healthcare	Milwaukee, WI	Horizon Admin-RX Clinical Project Manager
08/01/2002	09/30/2006	Full-Time	Wheaton Franciscan Healthcare	Brookfield, WI	Clinical Educator
1991	2006	Part-Time	Waukesha Technical College	Pewaukee, WI	BLS and EMT Instructor

Dr. Deborah Ziebarth
Educational Administrator

Nursing Program Chair
Title

Signature

Date

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Email Address

Page 2 of 2



August 18, 2020

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

To who it may concern:

Herzing University- Brookfield submitted and received permission to plan a Licensed Practical Nurse Program and to admit students to that program on May 10th, 2018. The Licensed Practical Nurse Program admitted the first cohort in Fall of 2018. We are now requesting full program approval. The program has graduated 37 students with 28 students taking the NCLEX-PN. To date, our first-time NCLEX pass rate is 95% and our all-time pass rate is 95%.

This packet contains communication from the Wisconsin Board of Nursing regarding this program and all documents needed for program approval. Please note that the Herzing University – Brookfield (HUB) Licensed Practical Nurse Program has submitted the candidacy application to the Accreditation Commission for Education in Nursing and have received permission to proceed.

The packet is organized as Follows:

- Motions from the State Board of Nursing granting permission to plan and admit (page 2)
- Form 3029 (Nursing School Self-Evaluation Report for Initial Board of Nursing Approval) *Attached
- Form 1114 (Faculty/Educational Administrator Qualification Record) for all faculty *Attached
- ACEN Candidacy Application and Approval to Proceed *Attached
- HUB Systematic Plan for Evaluation * Attached with supporting documentation
- LPN Program Syllabi *Attached
- Admission Policy * Attached
- Preceptor Form * Attached
- HLC Credentials * Attached
- Nursing Administration Resume * Attached
- Form 3027 (Request for Authorization to Admit Students to a Nursing School) with supporting documentation – Original Copy submitted with supporting documentation to the WBON 4-2018.

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



12-2017 Herzing Request for Authorization to Plan (a PN school of nursing)

MOTION: Peter Kallio moved, seconded by Elizabeth Smith-Houskamp, to approve the request of Herzing College – Brookfield, Kenosha, and Madison Campuses for **authorization to plan** Schools of Practical Nursing. The Board acknowledges the presence and presentations of Michelle Metzger, Dr. Deborah Ziebarth, Dr. Pat Edwards, and Dr. Annmarie Lyles. Motion carried unanimously.

5-2018 Herzing Request for Authorization to admit (a PN school of nursing)

MOTION: Peter Kallio moved, seconded Cheryl Streeter, to approve the request of Herzing University-Brookfield for **authorization to admit** students to its LPN school of nursing. Motion carried unanimously.

MOTION: Cheryl Streeter moved, seconded by Luann Skarlupka, to acknowledge and thank Dr. Deborah Ziebarth, Dr. Stephen McEvoy, and Dr. Patricia Edwards from Herzing University, Brookfield for their appearance before the Board. Motion carried unanimously.

Wisconsin Department of Safety and Professional Services

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

FAX #: (608) 266-2602

Phone #: (608) 266-2112

4822 Madison Yards Way

Madison, WI 53705

E-Mail: dspsExaminationsOffice@wisconsin.gov

Website: dsps.wisconsin.gov

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

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

Faculty/EA Name (*Last, First*): Tio, Erika WI RN License #: 234802

School of Nursing Employed By: Herzing University- Brookfield

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

Position: Educational Administrator **Faculty:** Adjunct

Appointment Effective Date: May 2019

=====

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Herzing University-KEN	Kenosha, WI	April 2017	BSN	Nursing	N/A

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Herzing University-Online	Menominee Falls,	December 2020	MSN	Nurse Educator	N/A

B. NURSING INSTRUCTION EXPERIENCE*

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

From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title
May 2019	July 2020	Part-time	Herzing University-BRK	Brookfield, WI	Adjunct LPN Clinical

Dr. Deborah Ziebarth
Educational Administrator

Nursing Program Chair
Title

Signature

Date

(262) 649-1710
Telephone Number

dziebarth@herzing.edu
Email Address

Wisconsin Department of Safety and Professional Services

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BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

Faculty/EA Name (*Last, First*): Bergland, Erin WIRN License #: 130994-30

School of Nursing Employed By: Herzing University

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

Position: Educational Administrator Faculty

Appointment Effective Date: Fall 2018

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Marquette University	Milwaukee, WI	August 1998	BSN	Nursing	Psychology

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Educational Administrator

Title

Signature

Date

Telephone Number

Email Address

Wisconsin Department of Safety and Professional Services

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BOARD OF NURSING

NURSING SCHOOL SELF-EVALUATION REPORT FOR INITIAL BOARD OF NURSING APPROVAL

As indicated in Chapter N 1.05, a school of nursing may apply for approval of the school of nursing upon graduation of the first class or eligibility to sit for the NCLEX but may not apply later than graduation of the third class. The school of nursing shall submit a self-evaluation report setting forth evidence of compliance with the standards in N 1.08 and an evaluation of the NCLEX success rate. This form #3029 must be completed as part of the self-evaluation report for initial Board of Nursing approval.

Directions for completing the Self-Evaluation Report: On the line next to each requirement, please indicate the date of compliance or anticipated compliance, or “NA” for not applicable. For each “NA” indicated, please explain why the requirement does not apply to the nursing school in the space provided on page six or on attached clearly labeled pages.

After receiving the Self-Evaluation Report, the Board may conduct a site survey of the school of nursing to verify compliance with Board standards.

Please submit this completed and signed report to dspsexaminationoffice@wisconsin.gov.

Name of Nursing School: Herzing University - Brookfield

Address: 15895 W Bluemound rd.
Brookfield, WI. 53005

Program (ADN, BSN, Other): LPN

An electronic version of Chapter N 1 is available at: https://docs.legis.wisconsin.gov/code/admin_code/n/1.pdf.

CHAPTER N 1.08(1) ORGANIZATION AND ADMINISTRATION

N 1.08 (1)(a) Governing Institution

NOTE: *The Board may examine administrative policies during a site survey to ensure Board standards are being met.*

1. YES Institution assumes legal responsibility for overall conduct of the school of nursing.
2. YES Institution has a designated educational administrator, established administrative policies and fiscal, human, physical, clinical and technical learning resources adequate to support school processes, security and outcomes.
3. YES Institution has maintained institutional accreditation; *attach evidence of accreditation to Self-evaluation Report.*
4. YES Institution has developed and maintained written school of nursing administrative policies which are in accord with the institution.

Wisconsin Department of Safety and Professional Services

5. YES Institution has written contracts in place between the school of nursing and institutions which offer associated academic study, clinical facilities and agencies for related services for students.

CHAPTER N 1.08(2)(a) EDUCATIONAL ADMINISTRATOR

6. YES Nursing school educational administrator holds a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
7. YES Nursing school educational administrator has evidence of a graduate degree with a major in nursing. A doctoral degree is required for a school of nursing offering a graduate degree nursing program.
8. YES Nursing school educational administrator has knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation, and either educational preparation or 2 years experience as an instructor in a nursing education program within the last 5 years.
9. YES Educational administrator has current knowledge of nursing practice.
10. YES Institution must notify the board within 48 hours of the termination, resignation or retirement of an educational administrator and designate the interim educational administrator within 5 business days. The institution may request board approval of an interim educational administrator who does not meet the qualifications in N 1.08 (2)(a), but the interim educational administrator may serve no longer than 6 months. The institution may request an extension of time based upon hardship.

CHAPTER N 1.08(3) FACULTY

NOTE: Evidence of meeting faculty standards shall be noted on Form #1114 and kept on file in the School of Nursing office and the forms may be examined by the Board representative(s) during the survey.

11. YES School of nursing has evidence of the faculty meeting the standards in N 1.08 on file in the school of nursing office and available to the board upon request.
12. YES All faculty of the school of professional nursing hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
13. YES All faculty of the school of professional nursing have a graduate degree with a major in nursing. Interprofessional faculty teaching non-clinical nursing courses all have advanced preparation appropriate for the content being taught.
14. YES All faculty of the school of practical nursing hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
15. YES All faculty of the school of practical nursing have a baccalaureate degree with a major in nursing.
16. YES If faculty exceptions are utilized, all were requested for approval following requirements in N 1.08 (3)(d).

CHAPTER N 1.08(4)(a) CURRICULUM

17. YES Curriculum enables the student to develop the nursing knowledge, skills and abilities necessary for the level, scope and standards of competent nursing practice expected at the level of licensure.
18. YES Curriculum is developed by a faculty member with a graduate degree and is revised as necessary to maintain a program that reflects advances in health care and its delivery.

Wisconsin Department of Safety and Professional Services

19. The curriculum includes all of the following:

- (a) YES Evidence-based learning experiences and methods of instruction consistent with the written curriculum plan. *Note: Method of instruction may include distance education methods.*
- (b) YES Diverse, didactic and clinical learning experiences consistent with program outcomes.

20. Coursework includes all of the following:

- (a) YES Content in the biological, physical, social and behavioral sciences to provide a foundation for safe and effective nursing practice.
- (b) YES Content regarding professional responsibilities, legal and ethical issues, and history and trends in nursing and health care.
- (c) YES Didactic content and supervised clinical experiences in the prevention of illness and the promotion, restoration and maintenance of health in patients across the lifespan and from diverse cultural, ethnic, social and economic backgrounds.

CHAPTER N. 1.08(5) CLINICAL LEARNING EXPERIENCES

NOTE: *The Board may inspect clinical facilities during a site survey to ensure Board standards are being met.*

21. Patient experiences occur in a variety of clinical or simulated settings and include all of the following:

- (a) YES Integration of patient safety principles throughout the didactic and clinical coursework.
- (b) YES Implementation of evidence-based practice to integrate best research with clinical expertise and patient values for optimal care, including skills to identify and apply ~~of~~ best practices to nursing care.
- (c) YES Provision of patient-centered culturally competent care that recognizes that the patient or designee is the source of control and full partner in providing coordinated care by doing the following:
 - 1) X Respect of patient differences, values, preferences, and expressed needs.
 - 2) X Involvement of patients or designees in decision-making and care management.
 - 3) X Coordination and management of patient care across settings.
 - 4) X Explanation of appropriate and accessible interventions to patients and populations that may positively affect their ability to achieve healthy lifestyles.
- (d) YES Collaboration of interprofessional teams to foster open communication, mutual respect and shared decision-making in order to achieve quality patient care.
- (e) YES Participation in quality improvement processes to monitor patient care outcomes, identify possibility of hazards and errors and collaborate in the development and testing of changes that improve the quality and safety of health care systems.
- (f) YES Use of information technology to communicate, mitigate errors and support decision-making.

Wisconsin Department of Safety and Professional Services

22. YES All cooperating agencies selected for clinical experiences have standards which demonstrate concern for the patient and evidence of the skillful application of all measures of safe nursing practices.
23. YES All faculty teaching clinical or practicum courses are experienced in the clinical areas of the course and maintain clinical expertise.
24. YES Faculty-supervised clinical practice includes all of the following:
- (a) X Development of skills in direct patient care.
 - (b) X Making clinical judgments.
 - (c) X Care and management of both individuals and groups of patients across the lifespan.
 - (d) X Delegation to and supervision of other health care providers.
25. YES Clinical experiences shall be supervised by qualified faculty.
26. YES All student clinical experiences, including those with preceptors, shall be directed by nursing faculty.

CHAPTER N 1.08(6) PRECEPTORS

27. YES Preceptors shall be approved by the faculty of the school of nursing:
28. YES School of nursing shall provide each preceptor with an orientation concerning the roles and responsibilities of the students, faculty and preceptors. The preceptor shall have clearly documented roles and responsibilities.
29. YES Clinical preceptors shall have an unencumbered license or privilege to practice in Wisconsin as a nurse at or above the licensure level for which the student is being prepared.
30. YES Preceptors shall demonstrate competencies related to the area of assigned clinical teaching responsibilities.

CHAPTER N 1.08(7) EVALUATION

31. YES Educational administrator shall implement a comprehensive, systematic plan for ongoing evaluation and evidence of implementation shall reflect progress toward or achievement of program outcomes.

CHAPTER N 1.09 NCLEX PASS RATES

IMPORTANT: School of nursing NCLEX pass rate includes all programs or tracks in the school of nursing. The Board shall consider both the registered nurse NCLEX and practical nurse NCLEX pass rates when evaluating a school of professional nursing that grants a certificate of completion for practical nursing.

32. YES Nursing school must provide a self-evaluation of NCLEX success rate, including any current steps being taken to improve NCLEX success rate or plans to implement steps in the near future.

Wisconsin Department of Safety and Professional Services

SELF-EVALUATION NOTES

For each "NA" indicated in this report, please provide an explanation as to why the rule does not apply to the specific nursing school in the space provided below. Please write the corresponding report item number for each explanation. Attach clearly labeled additional pages as necessary.

REPORT/FORM COMPLETED BY:

Educational Administrator

Title

Signature

Date

Telephone Number

Email Address

Group Pharmacological Poster Board Presentation Instructions and Rubric (NP 110 Pharm)

Herzing University - Brookfield

In this assignment, you will work together in small groups to produce a poster board presentation on a specific classification of drugs (e.g., ACE inhibitors, etc.). The finished poster should be suitable for hanging in the classroom or in a workplace to help remind healthcare professionals about these types of pharmaceuticals.

Requirements:

Information on the presentation should include

- What the drugs do
- What they may be prescribed for
- Possible side effects
- Other appropriate information that would be useful.

Tips for good poster formatting

Developing a good poster is as much an art as a science. It is important that you incorporate good scholarly writing, convey clarity of design yet keep it brief enough for someone to scan quickly and get the sense of your project. You want to make sure there is enough for the reader to ask thoughtful questions.

- Avoid too much text. You do not want the reader to have to read a paper in poster format. This will be too much dense text for a reader to review with limited time.
- Include all key elements
- Include graphics but make sure they have a purpose and do not make the poster look too distracting or busy.

A good approach is to look at poster examples online to see how each of these tips are successfully applied.

Ways to create the poster:

There are three ways to create a poster.

- Buy a poster board (white one available at most general stores) and tape or glue pieces of paper with the information and graphics you want to display.
- Use a poster board and have someone who writes clearly hand-write the poster.
- Use the template to create the poster on PowerPoint, then have it printed on a large printer, such as the ones they have at office supply stores. This is the easiest and looks the best, but it is also the most expensive and not required.

Estimated time to complete: 4 – 6 hours

Unit 6 Poster Assessment Rubric

Criteria	Ratings					Pts
Poster Content	5.0 pts 5 Poster is exceedingly informative and contains a superior amount of detail.	4.5 pts 4 Poster is very informative and contains a strong amount of detail.	3.5 pts 3 Poster is adequately informative.	3.0 pts 2 Poster is not adequately informative.	0.0 pts 0 Poster does not fulfill the assignment with the information presented.	5.0 pts
Poster Clarity	5.0 pts 5 Poster is exceedingly informative and contains a superior amount of detail.	4.5 pts 4 Poster is very informative and contains a strong amount of detail.	4.0 pts 3 Poster is adequately informative.	3.5 pts 2 Poster is not adequately informative	0.0 pts 0 Poster does not fulfill the assignment with the information presented.	5.0 pts
Oral Presentation	5.0 pts 5 Oral presentation is superior and informative.	4.5 pts 4 Oral presentation is strong and informative.	4.0 pts 3 Oral presentation is adequate and informative.	3.5 pts 2 Oral presentation is not adequate and informative.	0.0 pts 0 Poster does not fulfill the assignment.	5.0 pts
Poster Presentation	5.0 pts 5 Poster superior in presentation due to size and materials.	4.5 pts 4 Poster strong in presentation due to size and materials.	4.0 pts 3 Poster is adequate in presentation due to size and materials	3.5 pts 2 Poster is not adequate in presentation due to size and materials.	0.0 pts 0 Oral presentation does not fulfill the assignment.	5.0 pts
CLO 4 view longer description threshold: 3.0 pts	5.0 pts Exceeds Expectations	3.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations		--	
Total Points: 20.0						



BOARD OF COMMISSIONERS

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Bluffton, South Carolina

May 29, 2020

Deborah Ziebarth, PhD, MSN, RN-BC
Program Chair
Herzing University - Brookfield
15895 West Bluemound Road
Brookfield, WI 53005

Dear Dr. Ziebarth:

I am pleased to inform you that after a careful review of your Candidacy Eligibility Application, the practical nursing program at Herzing University - Brookfield in Brookfield, Wisconsin, has been deemed eligible to participate in the Candidacy process. This process is the prerequisite step toward formal review for ACEN initial accreditation. Eligibility for the practical nursing program is valid for one year and will expire on May 29, 2021. Therefore, it will be necessary to submit the Candidacy Presentation for the nursing program prior to this date.

Your governing organization has been assigned the following ID number. Please keep it for your records, as you will need it to submit your Candidacy Presentation.

Governing Organization ID number: 3964

Dr. Nell Ard will serve as your mentor as you continue through the Candidacy process. As your mentor, she will address any questions that you may have about the process, interpret any of the ACEN requirements, review drafts of Candidacy materials, and offer advice as needed.

The ACEN Accreditation Manual is available on our website at <http://www.acenursing.org>, and the ACEN Guidelines for Written Reports and Instructions for Candidacy Presentation can be accessed at <http://www.acenursing.org/candidacy>. I have enclosed an Authorization Form. Please complete the Authorization Form and return it to ACEN at your earliest convenience. The receipt of your completed form will initiate the formal Candidacy process.

Please do not hesitate to contact Dr. Ard if you have any questions. She can be reached at (404) 975-5004 or nard@acenursing.org. We look forward to working with you throughout this process.

Sincerely,

Marsal Stoll, EdD, MSN
Chief Executive Officer

Enclosures



HERZING UNIVERSITY

LPN PROGRAM

Clinical Performance Evaluation Tool NP 275 LPN Practical Experience

Grading Scale:
 5 = Independent (pass)
 4 = Supervised (pass)
 3 = Assisted (pass)
 2 = Marginal (fail)
 1 = Dependent (fail)
 X = Unable to Evaluate

See detailed explanation
of grading scale at the end.

Student Name _____ Instructor Name _____

Term _____ Cohort _____

Clinical Objectives: There are specific clinical learning objectives that must be met to successfully pass this course. These are part of the broader expected universal expected behaviors listed on the last pages, which must be met to signify the student has mastered the program outcomes. A passing grade must be received in all objectives and outcomes by final evaluation in order to pass the course.

This clinical evaluation tool is designed based upon program outcomes, NLN Core Competencies, and six Integrating Concepts. Program Outcomes 1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice. 2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families. 3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse. 4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth. NLN PN Core Competencies: Spirit of Inquiry, Professional Identity, Nursing Judgement, Human Flourishing NLN PN Integrating Concepts: Safety, Quality, Teamwork/Collaboration, Relationship-Centered Care, Systems-Based Care, Personal/Professional Development	Midterm		Final	
	S	F	S	F
Course Description: This is the final clinical course, where the student will utilize nursing skills and nursing judgement to perform safe, moral, quality, and prudent patient care in the health care system. The role of the practical nurse is stressed in physiology, pathophysiology, and psychosocial context as it relates to the care of patients. The course will assist in the personal and professional development needed to transition from student to practical nurse. Upon completion of this course, the PN student will be able to:				
Safety				
Program Outcomes 1,2,3; Course Learning Objectives 1,2,4				
Integrate safe medication administration.				
Take part in principles of safety, including safe use of equipment, safe environment, recognizing patient safety needs, and reducing safety risks.				

Utilize information management as it pertains to health records, nursing science, and evidence-based practice.				
Integrate clinical skills and procedures correctly.				
Demonstrate coordination of care.				
Communicate using SBAR with the interdisciplinary team.				
Apply the scope of practice that govern LPN practice.				
Utilize microbiology concepts related to infection control.				
Quality				
Program Outcomes 1,2,3; Course Learning Objectives 1,2,5				
Demonstrate concepts of teaching and learning to improve quality of health care.				
Identify relevant health care data that needs collected and organized.				
Identify health needs and problems.				
Take part in basic nursing care concepts while maintaining integrity in addressing the physiological, psychological, cultural and spiritual needs of patients.				
Demonstrate the importance of communication with patients, families and significant individuals.				
Perform documentation of nursing care within health information system.				
Identify health promotion and maintenance behaviors.				
Apply personal capabilities and knowledge base when making decisions about safe and holistic care delivery.				
Outline a nursing judgement decision.				
Distinguish the importance of patient/family satisfaction as a key determinant of quality in practice.				
Prevent complications through the selection of evidenced-based care.				
Teamwork/Collaboration				
Program Outcomes 1,2; Course Learning Objectives 1,3				
Choose appropriate team members to notify of changes in patient status.				
Collaborate with patients, families, other members of the health care team, and other individuals significant to the patient.				
Utilize clinical experts when situations are beyond expertise and scope of practice.				
Justify data collection and care planning to collaborate with the health care team.				
Utilize members of the health care team in meeting the needs of patients and their families.				
Select health care team members for expert knowledge about patient care needs.				
Relationship-Centered Care				
Program Outcomes 1,2,4; Course Learning Objectives 1,2				
Apply verbal and non-verbal communication principles to improve relationship-centered interactions.				
Implement and contribute to the plan of care for a patient with multiple medical conditions.				
Implement pharmacological interventions related to patient diagnosis and condition.				
Perform healing, health maintenance, health promotion, disease prevention, and rehabilitation to clients across the lifespan and the continuum of health care environments.				
Utilize the LPN role in encouraging patient self-advocacy.				
Provide caring, compassionate, culturally competent, and evidence-based care while using the nursing process in the health care setting.				
Systems-Based Care				
Program Outcomes 1,2,3; Course Learning Objectives 1,2				
Implement the patient's right to minimal exposure to risk through systems thinking.				
Contribute to the interdisciplinary health care team in addressing patient physiological, psychological, cultural, and spiritual needs.				
Report data to assist in the formulation of health care goals/outcomes, in collaboration with patients, their families, and health care team members.				
Practice collaboratively as a member of the interprofessional health care team to support the unique contributions of the LPN to a robust nursing workforce.				
Apply the Nursing Code of Ethics, Standards of Practice, and policies and procedures of the clinical agency and Herzing University.				

Utilize that both individuals and systems are responsible for patient safety.				
Examine competencies with emerging clinical technologies.				
Personal/Professional Development				
Program Outcomes 2,3,4; Course Learning Objectives 1,5				
Outline personal beliefs, values, and biases in regard to respect for human dignity, equality, and justice.				
Use self-reflection to assess personal level of competence, adequacy of knowledge base, and areas needing improvement to grow professionally.				
Demonstrate responsibility for own learning and accept constructive guidance.				
Develop a persistent sense of curiosity to think creatively.				
Interact with team members, faculty, and fellow students in a positive, professional manner.				
Attend clinical on time, dressed professionally, prepared, and ready to work.				
Demonstrate respectful appropriate behavior.				
Additional experiences not expected but available: (eg. IV)				

Midterm Comments (Strengths and Weaknesses)

Instructor:

Student:

Remediation strategy for any unsatisfactory areas:

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Final Comments:

Instructor:

Student:

Student Signature _____ Date _____
 Instructor Signature _____ Date _____

Grading Scale Explanation

Scale Label	Quality Of Performance	Assistance
Independent 5	Safe at all times Proficient Coordinated Confident Competent Occasional expenditure of excess energy within realistic time frame Consistently demonstrates synthesis of theory	Functions with occasional rare supporting cues
Supervised 4	Safe at all times Efficient Coordinated Confident Competent Functions with some expenditure of excess energy within a reasonable time period Relates theory to practice with occasional direction	Functions with occasional supportive cues
Assisted 3	Safe with occasional guidance required Sometimes inefficiency Sometimes uncoordinated Occasionally confident Skillful in most behaviors but does expend excessive energy Functions within delayed time period Recognizes theory to practice with frequent direction	Occasional physical and supportive ones
Marginal 2	Requires constant supervision for safe performance Unskilled Inefficient Lacks confidence Expend considerable expenditure of excessive energy Functions only in prolonged time period Occasionally recognizes the relationship of theory to practice with constant direction	Continuous verbal and physical cues required

Dependent 1	Unsafe even with close supervision Unskilled Inefficient Lacks confidence, coordination Constantly expends excessive energy Unable to function within a prolonged time period Unable to relate theory to practice	Continuous verbal and physical cues
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Universal Expected Behaviors

1.	<ul style="list-style-type: none"> ○ Implements patient care within a timely manner. ○ Organizes time, resources, and self in the delivery of care. ○ Maintains safe client environment. ○ Is cost conscious while delivering care. ○ Uses nursing and other appropriate theories. ○ Apply comprehensive knowledge of health problems and cultural diversity in performing nursing interventions. ○ Uses nursing judgment and decision-making skills to solve problems. ○ Engages in self-reflection and collegial dialogue with instructors and others about practice. ○ Conforms with Patient’s Bill of Rights ○ Follows the Code of Conduct.
2.	<ul style="list-style-type: none"> ○ Collects comprehensive data appropriate to the patient (individual, family, group, or population). ○ Conducts thorough data collection techniques in a organized and timely manner. ○ Analyzes all data collected to contribute to the plan of care. ○ Prioritizes nursing diagnoses. ○ Incorporates nursing knowledge and standards of care in the collection of data. ○ Uses principles, established protocols, and practice standards to implement nursing care.
3.	<ul style="list-style-type: none"> ○ Implements interventions based on data collection and nursing diagnoses from the plan of care. ○ Understands outcome criteria that are measurable. ○ Discusses the plan of care with the RN. ○ Communicates care, consideration, and privacy to the client at all times. ○ Uses language expected of a practical nurse when communicating with other professionals. ○ Uses therapeutic communication strategies when communicating with patients.
4.	<ul style="list-style-type: none"> ○ Prepares for clinical experience by acquiring the knowledge, skills, and equipment needed for patient care. ○ Uses medical equipment according to policy and procedures. ○ Respects equipment. ○ Cleans equipment appropriately. ○ Maintains proper storage of equipment. ○ Understands the relationship of the data collected from technological equipment in relation to the patient’s condition. ○ Uses technology to obtain and share data.
5.	<ul style="list-style-type: none"> ○ Maintains confidentiality.

	<ul style="list-style-type: none"> ○ Adheres to HIPAA standards. ○ Allows for patient privacy. ○ Treats patients in a dignified and respectful manner. ○ Maintains professional boundaries. ○ Practices standard safety precautions. ○ Communicates appropriate and critical information to faculty and staff in a timely manner. ○ Documents data collected, interventions, and response to interventions in a thorough and accurate manner.
6.	<ul style="list-style-type: none"> ○ Assumes the functions of a patient advocate. ○ Is honest and demonstrates personal integrity. ○ Behaves and dresses professionally. ○ Arrives in the clinical area on time and prepared for the day's assignment. ○ Demonstrates self-motivation for learning.
7.	<ul style="list-style-type: none"> ○ Considers developmental, physical, psychological, sociocultural and spiritual needs of the patient in nursing care. ○ Provides relevant and sensitive health education. ○ Integrating traditional and complementary health care practices per the plan of care. ○ Communication shows sensitivity to sociocultural needs of client. ○ Elicits and clarifies patient preferences and values.

Updates and resources regarding HLC's response to COVID-19

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Statement of Accreditation Status

as of August 18, 2020

Herzing University

5218 E. Terrace Drive

Madison, WI 53718

(414) 271-8103

www.herzing.edu

**Previous names: Herzing College to Herzing University (2009)*

The information on this page describes the accreditation relationship between this institution and the Higher Learning Commission. General information about the Commission and the accreditation process is provided at the end of this document. In addition, links to definitions are provided for many of the terms used.

Accreditation Information

Current status: Accredited

Candidacy date(s): 10/18/2002 - 10/13/2004
Accreditation granted: 10/14/2004

Most recent reaffirmation of accreditation: 2015 - 2016

- [Action Letter \(PDF\)](#).

Next reaffirmation of accreditation: 2025 - 2026

Upcoming or In-Progress Reviews

Date	Event	Description
11/09/2020:	Comprehensive Evaluation	
2025 - 2026:	Comprehensive Evaluation	

Most Recent History with the Commission

Date	Event	Description
08/15/2016:	Comprehensive Evaluation	Interim Report Requested
03/22/2016:	Focused Visit	
03/24/2014:	Focused Visit	
04/18/2011:	Focused Evaluations - Mandated	
08/28/2009:	Comprehensive Evaluations - Approved for Continued Accreditation	
10/23/2007:	Focused Evaluations - Commission Mandated	

General Institutional Information

This section provides brief, general information about the institution's organization and scope. The information is self-reported by the institution through the annual Institutional Update to the Commission. Additional information can be found at nces.ed.gov/collegenavigator/ or on the institution's web site noted above.

Control: Private NFP

Degree programs (number in each category): Associates (45), Bachelors (17), Masters (2)

Certificate programs (number offered): 18

Off-Campus Activities (This listing was last updated: 07/01/2020; the information may not be current.) The institution's accreditation includes courses and programs at:

Location	Campuses	Additional Locations
In-State:	Main Campus - Madison, WI;	Brookfield Campus of Herzing University - Brookfield, WI; Kenosha Campus of Herzing University - Kenosha, WI;
Out-of-State:	None.	Akron Campus of Herzing University - Akron, OH; Atlanta Campus of Herzing University - Atlanta, GA; Birmingham Campus of Herzing University - Birmingham, AL; Arabia Mountain High School - Lithonia, GA; New Orleans Campus of Herzing University - Metairie, LA; Herzing University - St. Louis Park, MN; Herzing University - Tampa - Tampa, FL; Orlando Campus of Herzing University - Winter Park, FL;
Out-of-U.S.:	None.	None.

About HLC and Accreditation

The Higher Learning Commission (HLC) is a regional accreditation agency that accredits degree-granting colleges and universities that are based in a [19-state region](#) of the United States.

Regional accreditation validates the quality of an institution as a whole and evaluates multiple aspects of an institution, including its academic offerings, governance and administration, mission, finances, and resources. HLC's institutional accreditation includes all degree levels as well as onsite and online offerings. Institutions of higher education in the United States may also seek accreditation through national or specialized accreditation agencies. National accreditation associations, like regional accreditors, accredit the institution as a whole. Specialized accreditation agencies accredit programs, departments or schools within a college or university.

Regional accreditation agencies are recognized by the U.S. Department of Education to accredit degree-granting colleges and universities. There are six regions of the United States which regional agencies oversee. The regional accreditation agencies have similar standards for accrediting colleges and universities.

Institutions that HLC accredits are evaluated against its [Criteria for Accreditation](#), a set of standards that institutions must meet to receive and/or maintain accredited status.

HLC's Criteria for Accreditation reflect a set of [guiding values](#). The accreditation process is based on a system of [peer review](#). Approximately 1,600 educators from institutions of higher education serve as HLC peer reviewers conducting accreditation evaluations for other institutions. Peer reviewers also serve on committees

that make up the [decision-making bodies](#) of the accreditation process.

Evaluation Process



HLC accreditation assures quality by verifying that an institution (1) meets standards and (2) is engaged in continuous improvement. In addition, all institutions are required to complete an annual filing of the [Institutional Update](#), undergo annual monitoring of [financial and non-financial indicators](#), and adhere to HLC policies and practices on [institutional change](#).

Peer reviewers trained in HLC's standards evaluate institutions' demonstration of whether they meet the Criteria for Accreditation and make recommendations to HLC's decision-making bodies.

Institutional Actions Council (Decision-Making Body)



The Board of Trustees appoints and authorizes members of the [Institutional Actions Council \(IAC\)](#) to conduct reviews and take actions on the majority of accreditation recommendations. IAC members consist of representatives of academic institutions accredited by HLC, as well as members of the public. Detailed information on IAC processes is found in HLC's [policies on decision-making](#).

Public Information



In the interest of being transparent, HLC is committed to providing information to the public regarding accreditation decisions made regarding individual institutions.

[Actions](#) that are taken by HLC regarding an institution's accreditation status are disclosed to the public. Since July 2013, in all cases of issuing continued accreditation, placing an institution on or resolving a sanction, or withdrawing accreditation, the Action Letter issued to the institution is made available for viewing and the institution's status in HLC's [online directory](#) is updated. [Public Disclosure Notices](#) are also issued in cases of sanction and other HLC actions to provide the public insight into the issues regarding that institution.

Complaints Against HLC-Accredited Institutions



HLC allows faculty, students, and other parties to submit formal complaints regarding an HLC-affiliated institution through its [complaints process](#). As stated in [HLC policy](#), the complaints process is designed to enable HLC to review, in a timely and fair manner, information that suggests potential substantive non-compliance with an institution's ability to meet the Criteria for Accreditation or other HLC requirements.

© Higher Learning Commission

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BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

Faculty/EA Name (*Last, First*): Neave, Joan WIRN License #: 81164

School of Nursing Employed By: Herzing University

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

Position: Educational Administrator **X Faculty**

Appointment Effective Date: 01/2012

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Carroll College	Waukesha, WI	1990	BSN	Nursing	
University of Phoenix	Online	2007	MSN	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Dr. Deborah Ziebarth
Educational Administrator

Nursing Program Chair
Title

Signature

Date

(262) 649-1710
Telephone Number

dziebarth@herzing.edu
Email Address

Journal #2

Demonstrate professional nursing behaviors, nursing judgement, and personal/professional growth in the healthcare setting. Discuss a strength you have discovered about yourself and how you can use this in the future? Please provide at least one example.

One of the strengths that I have discovered about myself while being a part of this preceptorship, is that I am capable of getting patients to trust me with their care. Patients have told me that my energy comes off as trustworthy.

This patient comes into the clinic this week and we go through the entire rooming process of getting vital and doing an A1C, we reviewed medication, allergies etc., as we are doing this, I noticed something was a little off about her energy. The way she was answering questions and asking them, after a few questions I just politely asked how was her day going so far? She states it was ok could be better, I followed with are you okay? She told me “no” and I told her that I have never met you but just by having a simple conversation with you I could tell something was wrong. The Patient just started crying, I mean balling in tears. She explained that she has been going through a lot at home and that she is having issues with her husband, she recently found out she has cancer and her daughter has cancer as well. It was just a tough time for her. She explained that she had no one to talk too and things were starting to weigh in on her. That day she came in was her breaking day but something about me made her feel safe and able to express what was going.

During this time, I was able to see the behaviors of her not being well and that there was something wrong. I used my nursing judgment to be able to know how to ask the right

questions and the right time to get something out of a patient that potentially can save them. Who knows what would have happened if she left out of the doctor's office and still had all of that bottled up inside and not able to talk to anyone? She could have exploded or did something to harm herself or someone else. The growth in me from the first week was for me to take my time and not rush rooming the patients. That was growth for me because I was able to recognize something wrong in a patient and able to take my time.

Journal #3

Explain the characteristics of a safe and effective care environment. How did you practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice? Give examples.

I feel that safe and effective care is centered around your relationships with your clients. Each client should be treated with respect, dignity, kindness, and compassion. Each client should also be looked at as an individual and not a protocol.

Making sure to keep lines of communication open between you the RN and any AP or other staff that you are working with. Asking questions, remembering we are all at different levels of understanding, and talents.

The floor I am currently working on there are several clients that have been “labeled.” Every time the call light goes off or the vent alarms- the RT on staff moans and groans that “so and so is just messing their vent”, “they just saw me walk past the room so she wants to be suctioned again, they are fine” the bells continue to ring as these RT’s, and nurses sit in the nurses station reading FB on there phones or chatting with each other. I understand that I am new to the floor and these nurses have been working with the clients a long time but the one time they decide not to answer a call bell in a timely manner could be the one time a client is coking, falling out of bed or any number of other horrible things.

We give them call light for a reason. We went into this line of work for a reason. The least we can do is be at the other end of the call light when it matters.

Apply knowledge to a client's situational changes, including legal, ethical, and moral considerations. How did you employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse? Please provide at least one example.

During report 2114's blood sugar has been running high around 360 all day. She is type 2 diabetic. Doctor has been informed and she is due for recheck around 1615. At that time report to doctor and she will let us know if more insulin is needed or if we can go back to scheduled dosing. 1300 med pass. 2114's vitals checked, and meds given. She is resting comfortable but opens eyes when spoken to.

1600 CNA reports to nurse that during cares 2114, doesn't arouse during cares and seems to be struggling to breath. Floor nurse, LPN student and RT report to her room. She has her trach suctioned, vitals and blood sugar checked. Noted that her stomach is distended. 2114 has a history of constipation. She feels warm. Temp is 100.5. BS is still over 300. BP is slightly high. Pulse Ox is good. Rectal check positive for stool.

PRN meds given for fever and positive stool check. Call to doctor report given and she instructs us to given additional insulin for BS and to watch her close recheck vitals in 1 hour.

1700 recheck vitals, fever down, blood sugar down to 240, she now seems more comfortable, and will open her eyes slightly when talked too. Continue to monitor.

1900 large BM, no fever, blood sugar 180, client turned and resting, all vitals good.

In this situation, we needed to stay in contact with her doctor, daughter and husband. 2114 was not able to tell us she was hurting or not feeling well but the CNA did a fantastic job observing that she was not herself and let staff know something was going on. By looking at the whole picture (client) we were able to figure out what was going wrong and help her.

Instructions

A journal is required after each clinical day. (See criteria for day one and the final journal) You will need to discuss how you have meet each of the course outcomes by the end of your clinical (you only need to discuss and give examples of one journal outcome in each journal submission, but you may do more than one if you wish).

COURSE OUTCOMES:

*Journaling Objectives topics from the course (use these ideas in your week journals, except weeks one and the last week- **you must address each on at some point during your clinical**)*

- Explain the characteristics of a safe and effective care environment. How did you practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice? Give examples.
- Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families. How did you meet this outcome? Please provide at least one example.
- Apply knowledge to a client's situational changes, including legal, ethical, and moral considerations. How did you employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse? Please provide at least one example.
- Collaborate with other health care professionals in providing nursing care that supports patients and family's growth. Who did you work with? What was their role and how was it different from your or how was it similar? Were there ever anyone that you felt you could not work with in this area? Please provide at least one example.
- Prioritize patient care based on the NCLEX-PN client need categories. Review one of your days of care and discuss how you prioritized cares and how you made changes to the plan you originally had based on the changing needs of the client/patient or environment? Please provide at least one example.
- Demonstrate professional nursing behaviors, nursing judgement, and personal/professional growth in the healthcare setting. Discuss a strength you have discovered about yourself and how you can use this in the future? Please provide at least one example.
- Demonstrate professional nursing behaviors, nursing judgement, and personal/professional growth in the healthcare setting. Discuss a weakness you have discovered about yourself and how you can change and learn from this in the future? Please provide at least one example.

Journal Rubric

Criteria	Ratings						Pts
Supportive Evidence	15.0 pts Level 5 All criteria present with logical thinking based on course work or supportive peer reviewed reference	12.0 pts Level 4 Discussion is present but lacks a thorough analysis of chosen objective may have some logical connection to course materials.	9.0 pts Level 3 Concept identified no discussion that relates to chosen objective but discusses the day's activities	6.0 pts Level 2 Does not identify any relevant analysis linking to course concept	3.0 pts Level 1 Lacking support but some attempts at discussion	0.0 pts Level 0 Failed to submit any evidence	15.0 pts
Grammar, Spelling, and Formatting	5.0 pts Level 5 All criteria met; No grammar or spelling errors; Submitted in a word document Paper is to be double spaced with name and journal number	4.5 pts Level 4 Missing one element required criteria and or one spelling or grammar error	4.0 pts Level 3 Missing two elements of required criteria and or two spelling or grammar errors	2.0 pts Level 2 Missing three elements of required criteria and or three spelling grammar errors	1.0 pts Level 1 Missing four elements of required criteria and or three spelling grammar errors	0.0 pts Level 0 Failed to meet requirements	5.0 pts
Identified Course Outcomes Being Discussed	5.0 pts Level 5 Identified Course outcome being discussed			0.0 pts Level 0 Course outcome not identified			5.0 pts
Total Points: 25.0							

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Faculty/EA Name (*Last, First*): Dulin, Karen WIRN License #: 139028-30

School of Nursing Employed By: Herzing University

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

Position: Educational Administrator

Appointment Effective Date: 12/18/17--present

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
University of Phoenix	Phoenix, AZ	2013	MSN-ED	Nursing	
Carroll University	Waukesha, WI	2001	BSN	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Dr. Deborah Ziebarth
Educational Administrator

Nursing Program Chair
Title

Signature

Date

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Telephone Number

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Faculty/EA Name (*Last, First*): Zilinski, Karla WIRN License #: 166307

School of Nursing Employed By: Herzing University

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

Position: Educational Administrator **Faculty**

Appointment Effective Date: 1/9/17

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Alverno	Milwaukee, WI	12/2007	BSN	Nursing	Elective Studies
Concordia University	Mequon, WI	05/2014	MSN	FNP	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Dr. Deborah Ziebarth
Educational Administrator

Nursing Program Chair
Title

Signature

Date

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Faculty/EA Name (*Last, First*): Heimesch, Kristina WIRN License #: _____

School of Nursing Employed By: HERZING University

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

Position: _____ Educational Administrator Faculty

Appointment Effective Date: _____

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Alverno College	Milwaukee, WI	Dec. 2009	BSN	Nursing	Psychology
Walden University	Minneapolis, MN	MAY 2015	MBA	Business	Healthcare
Marquette University	St. Louis, MO		50 credit	Family Nurse Practitioner (FNP)	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title
8/2018	Present	Part-time	Herzing University	Brookfield, WI	Professor

Dr. Deborah Ziebarth

 Educational Administrator

Nursing Program Chair

 Title

 Signature

 Date

(262) 649-1710

 Telephone Number

dziebarth@herzing.edu

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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.

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

Faculty/EA Name (*Last, First*): Haggarty, Kristine WI RN License #: 122717

School of Nursing Employed By: Herzing University

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

Position: Educational Administrator Faculty

Appointment Effective Date: 12/2015

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
University of Phoenix	On-line	2015	MSN/Ed., RN	Education	Nursing
Indiana University of Pa.	Indiana, Pa.	1994	BSN/RN	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
University of Phoenix	On-line	2015	MSN/Ed., RN	Education	Nursing
Indiana University of PA	Indiana, PA	1994	BSN, RN	Nursing	

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Dr. Deborah Ziebarth
Educational Administrator

Nursing Program Chair
Title

Signature

Date

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Faculty/EA Name (*Last, First*): Blersch, Lindsay WI RN License #: 168833-30_____

School of Nursing Employed By: Herzing University

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

Position: Educational Administrator Faculty X

Appointment Effective Date: 3/2019

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FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Marquette University	Milwaukee, WI	5/2009	BSN	Nursing	
University of Phoenix	Phoenix, AZ	2012	MSN	Nurse Educator	

Committed to Equal Opportunity in Employment and Licensing

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Dr. Deborah Ziebarth
Educational Administrator

Nursing Program Chair
Title

Signature

Date

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BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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Faculty/EA Name (*Last, First*): Mellenthien, Lynn WI RN License #: 102646-30

School of Nursing Employed By: Herzing University

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

Position: Educational Administrator **Faculty**

Appointment Effective Date: 08/17/2014

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
American Sentinel	Denver, CO	August 2020	DNP	Education Leadership	
Marian University	Fond du Lac, WI	May 2009	MSN		
Marian College	Fond du Lac, WI	May 1989	BSN		

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

Dr. Deborah Ziebarth
Educational Administrator

Nursing Program Chair
Title

Signature

Date

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BOARD OF NURSING

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Faculty/EA Name (*Last, First*): Tinsley, Megan WI RN License #: 163397-30

School of Nursing Employed By: Herzing University- Brookfield

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

Position: Educational Administrator Faculty

Appointment Effective Date: 08/15/2016

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Cardinal Stritch University	Milwaukee, WI	05/2008	ADN	Nursing	none
Cardinal Stritch University	Milwaukee, WI	03/2010	BSN	Nursing	None
Marquette University	Milwaukee, WI	01/2014	MSN/APRN	Adult/Gerontology Nursing	none

Committed to Equal Opportunity in Employment and Licensing

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Herzing University	Brookfield, WI	-	-	Teaching nursing	-
Alverno College	Milwaukee, WI	-	-	Teaching nursing	-

B. NURSING INSTRUCTION EXPERIENCE*

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

Dr. Deborah Ziebarth
Educational Administrator

Nursing Program Chair
Title

Signature

Date

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Faculty/EA Name (*Last, First*): Henry, Michele WI RN License #: 103061-30

School of Nursing Employed By: Herzing University

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

Position: Educational Administrator Faculty

Appointment Effective Date: 10/03/2016

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FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Concordia University WI	Mequon, WI	05/15/2015	MSN	Nursing Education	N/A
University of Iowa	Iowa City, IA	12/1987	BSN	Nursing	N/A

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

Dr. Deborah Ziebarth
Educational Administrator

Nursing Program Chair
Title

Signature

Date

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Faculty/EA Name (*Last, First*): Ahrens, Nancy WIRN License #: 85030

School of Nursing Employed By: Herzing University Brookfield Campus

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

Position: Educational Administrator **Faculty**

Appointment Effective Date: January 2012

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
University of Phoenix,	Phoenix, AZ	2002	MSN	Nursing	
Alverno College,	Milwaukee, WI	1988	BSN	Nursing	Business
Lakeshore Technical	Cleveland, WI	1983	ADN	Nursing	
Vocational Technology	Sheboygan	1974	Diploma	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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A. EDUCATIONAL PREPARATION

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

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

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HERZING[®]

— UNIVERSITY —

Course Syllabus

Course Title: Growth and Development

Course Code: NP100

Semester hours: 1

Prerequisites: PS 101 - Psychology

Course Description:

This course is a survey of normative human life span development. Emphasis is on selected theorist and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Significant milestones, and developmental tasks will be emphasized.

Program: Undergraduate Nursing

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. Explain physical, cognitive, and psychosocial changes of a diverse population that occur across the lifespan.
2. Apply selected developmental theories to the population across the lifespan.
3. Distinguish between normal and abnormal patterns of development.
4. Identify safety principles across the lifespan.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	<p>Topic(s): Prenatal Development: Germinal stage, embryonic stage, fetal, multiple birth causes, maturation of girl and boy. Assignment(s): Check Your Knowledge</p> <p>Age Groups: Prenatal, infancy, early childhood, middle & late childhood, adolescence. Assignment(s): Check Your Knowledge</p> <p>Freud’s Functional Components of the Mind: Id, ego, superego, libido. Assignment(s): Check Your Knowledge</p> <p>Freud’s Psychosexual Stages of Development: Oral, Anal, Phallic, Latency, Genital. Assignment(s): Check Your Knowledge</p> <p>Erikson’s Theory of Development: Trust versus mistrust, autonomy versus shame and doubt, initiative versus guilt, industry versus inferiority, identity versus role confusion, intimacy versus isolation, generativity versus stagnation, ego integrity versus despair. Assignment(s): Check Your Knowledge</p> <p>Piaget’s Cognitive Development: Sensorimotor, preoperational, concrete operations, formal operations. Assignment(s): Check Your Knowledge</p> <p>Kohlberg’s Theory of Moral Development: Preconventional reasoning, conventional reasoning, and post conventional reasoning. Assignment(s): Check Your Knowledge</p> <p>Other: Watson’s Behaviorist Theory, Behaviorist theory of personality Pavlov & Skinner. Assignment(s): Check Your Knowledge</p>	<p>1,3</p> <p>3</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2,3</p> <p>2,3</p> <p>1,3</p>	

	<p>Principles of Growth and Development: Factors influencing growth and development, lifestyle choices, gender, siblings. Physical, cognitive, & psychosocial aspects of growth & development.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Chapter 11</p> <p>Textbook/E-Book: p. 141-145</p>		
2	<p>Topic(s):</p> <p>Prenatal Development: Zygote, genes. Events in Prenatal Development: Germinal, embryonic, fetal, trimesters, first, second, third, prematurity, viability, abortion, miscarriage.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Maternal Influences on Pregnancy: Health promotion prenatal care, chronic health problems, mothers age, nutrition, folic acid, exercise, emotional state, chemicals, health promotion, Infant morbidity, infant mortality.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Infants: Health promotion, checkups, immunizations, nutrition, breast milk, formula, feeding amounts.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Appearance/Capabilities of Newborns: Vernix, head size, acrocyanosis, lanugo, reflexes, Moro reflex, blinking, yawning, grasping, stepping, hiccoughing, sucking, swallowing, crying, sleeping.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Physical Development: newborn weight, length, preterm babies, small for dates babies, weight by 6 months, weight by 1 year, eye color, hearing, touch, teeth, brain growth, health promotion indications for pediatric evaluation.</p> <p>Assignment(s): Check Your Knowledge</p>	<p>1,3</p> <p>1,3</p> <p>3</p> <p>1,3</p> <p>1,3</p>	

	<p>Motor Development: Cephalocaudal, pattern varies from one child to another, milestones in infant motor development, infant safety factors.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Cognitive Development: Piaget’s stage sensorimotor, object permanence, babbling, stimulating cognitive development.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Psychosocial Development: Bonding, physical contact, Erikson Trust versus mistrust, family versus strangers.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Chapter 11 Textbook/E-Book: p. 145-149</p> <p>Assessment(s): Quiz #1</p>	<p>1,2,3</p> <p>1,2,3</p> <p>1,3</p>	<p>Quiz 1 50 points</p>
<p>3</p>	<p>Topic(s):</p> <p>Young Children Physical Development: Age range, growth, heredity & environment, vision, teeth, growth chart, health promotion for young children, checkups, immunizations, iron deficiency, nutrition, physical examination, physical activity, electronics.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Motor Development: Toilet training, feeding/dressing self, running, steps, developmental screening test, gross motor skills, fine motor skills.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Cognitive Development: Piaget preoperational thought, symbolic function, imaginations, magical thinking, egocentric, intuitive thought, curiosity, attention span, language development, imaginations.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Safety/Education for Infants and Young Children: Childproofing home, crib space, infant</p>	<p>3</p> <p>1,3</p> <p>1,2,3</p>	

	<p>unattended, stairways, toys, plastic bags, toxic plants, bathtub, safety locks, lead paint, poison control, electrical outlets/wires, tablecloths, cleaning supplies, medications, choking foods, hot liquids, hot surfaces, crossing streets, cars, strangers, supervision, animals, safety seats, knives, swimming pools, garage doors, clotheslines, glass doors, health promotion.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Psychosocial Development: Erikson autonomy versus shame and doubt, initiative versus guilt, time out, gender roles, new siblings, morals, peers, play, types of play.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Day Care and Early Education: Statistics, stimulation, socialization skills, government programs.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Middle and Older Children Physical Development: Age range, growth, physical activities, dental care, sleep, nutrition, obesity.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Cognitive Development: Piaget concrete operational thought, intelligence, IQ, other aspects of intelligence, learning problems, gifted child, components of emotional intelligence, modelling parents behaviors.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Psychosocial Development: Self-concept, social competence, Erikson industry versus inferiority, supportive relationships, peers, functions of children’s relationships.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Safety/Education for Middle and Older Children: Strangers, human trafficking, bicycle safety, healthy versus unhealthy relationships, personal boundaries, social networks, gun</p>	<p>4</p> <p>1,2,3</p> <p>3</p> <p>1,3</p> <p>1,2,3</p> <p>1,2,3</p> <p>3</p> <p>1,2,3,4</p> <p>1,3</p>	
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	<p>safety, cyberbullying, health promotion.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Chapter 11</p> <p>Textbook/E-Book: p. 149-153</p> <p>Assignment(s): Home safety: Infant and early childhood</p> <p>Assessment(s): Quiz #2</p>		<p>Home Safety #1</p> <p>25 points</p> <p>Quiz 2</p> <p>50 points</p>
4	<p>Topic(s):</p> <p>Parenting: Parenting styles, authoritative, authoritarian, permissive, uninvolved, expectations, responsibility for children, time alone, discipline.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Child Abuse: Physical, sexual, emotional, neglect, verbal, healthcare worker requirements.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Physical Development Adolescents: Age range, confusing time, puberty, genetic/nutrition influences on puberty, growth spurts, rate of physical development between child/boys/girls.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Safety/Education for Adolescents: Warm up/stretching, safety equipment, water safety, driving safety, drugs, alcohol, nutrition, activity, video games, teen violence, development of responsibility, peer relationships, health promotion.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Sexuality: High risk behaviors, sexual activity, STI, AIDS, parent role, teen pregnancy, birth control options, condoms, nurses in schools, counseling health promotion.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Cognitive Development: Piaget formal operations, idealism, egocentrism, role of</p>	<p>3</p> <p>3</p> <p>3</p> <p>4</p> <p>4</p> <p>1,2,3</p> <p>1,2,3</p>	

	<p>schools.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Psychosocial Development: Turbulance, emotions, hormones, autonomy, freedom, conflict between parents and teens, dating, Erikson identity versus role confusion, role in society, parents role.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Task of Adolescence: Ideology, sexual orientation.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Concerns in Adolescence: pregnancy, employment, chemical abuse, eating disorders. Anorexia, bulimia nervosa, depression, early deaths.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Chapter 11 Textbook/E-Book: p. 153-159</p> <p>Assignment(s): Home safety: Middle childhood and adolescence</p> <p>Assessment(s): Comprehensive Exam #1 (Units 1-3)</p>	<p>3</p> <p>3</p> <p>1,2,3,4</p> <p>1,3</p>	<p>Home Safety #2 25 points</p> <p>Exam 1 200 points</p>
5	<p>Topic(s):</p> <p>Adulthood: Age range, first stage, second stage, third stage, Erikson intimacy versus isolation, generativity versus stagnation.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Families: Definition, functions of the family, types of family, nuclear, extended, step, blended, partner, cohabitation, foster parent, adopted.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Historical Changes in Families: Urbanization, mobility, size, paid caregivers, father’s role, mother’s role, longevity.</p> <p>Assignment(s): Check Your Knowledge</p>	<p>2,3</p> <p>3</p> <p>3</p> <p>3</p>	

	<p>Divorce and Families: Statistics, risk factors for divorce, divorce early in marriage, effect on young children, adolescents, effect on grandparents.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Young Adults: Millennials, behaviors indicating maturity, economic independence, independent decision making.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Physical Development: Peak performance, dental maturity, brain growth, best ages for reproduction, sexual preferences.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Education Young Adults: Diet, exercise, weight, BMI, muscle development, health concerns of young adults, risky behavior, stress related illness, early disease, physical examinations.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Cognitive Development of Young Adults: Teaching points with young adults, continuing education, careers and work, vocation, gender equality, concerns of career versus family.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Psychosocial Development: Boomerang children, Erikson intimacy versus isolation, personality development, developmental tasks, marriage, parenting, home management developing a social group, community responsibility.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Chapter 12 Textbook/E-Book: p. 160-166</p> <p>Assignment: Home safety: Young adulthood</p> <p>Assessment(s): Quiz #3</p>	<p>3</p> <p>1,3</p> <p>3</p> <p>3</p> <p>1,2,3</p> <p>1,2,3,4</p> <p>1,3</p>	<p>Home Safety #3 25 points</p> <p>Quiz 3 50 points</p>
6	<p>Topic(s):</p> <p>Physical Development Middle Adulthood: Age range, baby boomers, physical changes,</p>	<p>1,3</p>	

	<p>variation of changes, presbyopia, presbycusis, bone health health promotion, compression spinal column, muscle changes, hair changes, hormone changes, menopause, signs and symptoms of menopause, andropause, complementary and alternative health common therapies.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Health Concerns: Health status, blood pressure monitoring, leading causes of death.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Cognitive Development: Creativity peak, memory, cognitive stimulation, work life, career paths, leisure activities.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Psychosocial Development: Marriage, empty nest syndrome, friendships, parenting, caring for parents, sandwich generation, Erikson generativity versus stagnation.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Overview of Aging: Aging definition, health promotion older adult, theories of aging longevity, demographics.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Physical Changes: Senescence, typical changes table 13-1, health concerns, fitness, safety and accident prevention, mental health, health promotion behaviors, signs and symptoms of depression in older adults, medication regimen aids.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Cognitive Aspects of Aging: Wisdom and learning, memory issues, cognitive stimulation, employment and retirement, ageism, health promotion behaviors.</p> <p>Assignment(s): Check Your Knowledge</p>	<p>1,3</p> <p>3</p> <p>1,3</p> <p>1,2,3</p> <p>2,3</p> <p>1,3,4</p> <p>1,3</p> <p>1,2,3</p> <p>3</p>	
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	<p>Psychosocial Aspects of Aging: Erikson ego integrity versus despair, life review, family relationships, elder abuse, legal & ethical elder abuse, social activity, living arrangements, health promotion behaviors.</p> <p>Assignment(s): Check Your Knowledge</p> <p>When a Parent Needs Help: Planning ahead, observing changes, resources for families.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Chapters 12, 13</p> <p>Textbook/E-Book: p. 166-169, 172-180</p> <p>Assignment(s): Home safety: Middle adulthood, advanced old age, and geriatrics</p> <p>Assessment(s): Quiz #4</p>	<p>1,2,3,4</p> <p>1,3</p>	<p>Home Safety #4 25 points</p> <p>Quiz 4 50 points</p>
7	<p>Topic(s):</p> <p>Loss, Grief, and End of Life Care: Nurses attitude, supporting the dying patient, change, loss, grief, bereavement, anticipatory grieving, dysfunctional grieving, stages of grief, symptoms of grief.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Death and Dying: Death, brain death, types of death, end of life care within the health system, cultural views about disclosure of dying.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Hospice and Palliative Care: Definitions, standards of care for the terminally ill, rights of the dying patient, the hospice philosophy.</p> <p>Assignment(s): Check Your Knowledge</p> <p>The Dying Process: Theories on death, Kubler Ross Stages of Death, thanatology, cultural views about death, hope and the dying process, religious rituals and beliefs.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Nursing and the Dying Process: Comfort care, analgesia, data collection nursing diagnosis,</p>	<p>3</p> <p>3</p> <p>3</p> <p>1,2,3</p> <p>3</p>	

	<p>planning, implementation.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Common Problems of the Dying Patient: Anticipatory Guidance, end stage symptom management, pain control, dyspnea and respiratory distress, constipation/diarrhea, anorexia, nausea, vomiting, dehydration, delirium, impaired skin integrity, weakness, fatigue, decline ADLs, anxiety, depression, agitation, spiritual distress, evaluation.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Signs of Impending Death: Physical signs, Cheyne stokes respirations, apnea, psychosocial and spiritual aspects of dying, closure, last sense to go.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Legal and Ethical Aspects of Life and Death: Advanced directives, euthanasia, adequate pain control, organ tissue donation, postmortem care, autopsy.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Chapter 15 Textbook/E-Book: p. 198-213</p> <p>Assessment(s): Comprehensive Exam #2 (Units 4,5,6)</p>	<p>3</p> <p>3</p> <p>3</p> <p>1,3</p>	<p>Exam 2 200 points</p>
8	<p>Assessment(s): Comprehensive Final Exam (All Units)</p> <p>Comprehensive Knowledge Check Grade</p>	<p>1,3</p>	<p>Final Exam 250 points</p> <p>50 points</p>

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00% - 100.00%
B	80.00% - 89.99%
C	76.00% - 79.99%
F	0.00% - 75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Home Safety Assignment (25 points X 4)	100	10%	Points
Check Your Knowledge <ul style="list-style-type: none"> • Students earn 50 points for successful completion of all knowledge checks by the end of Week 7 • Students who fail to successfully complete all knowledge checks by the end of Week 7 will receive 0 points 	50	5%	Points
4 Quizzes (50 points X 4)	200	20%	Points
2 Exams (200 points each X 2)	400	40%	Points
Final Exam	250	25%	Points
Total	1000	100%	

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

HERZING[®]

— UNIVERSITY —

Course Syllabus

Course Title: Pharmacology for Nursing with Lab

Course Code: NP110 Credit hours: 2 semester hours

Course Description:

The basic concepts of pharmacology will be taught related to actions, therapeutic effects, and adverse effects of traditional and nontraditional medications. Students will demonstrate collection of data, clinical judgment, and integration of knowledge to administer medication safely. The student will use the knowledge gained from this course for safe pharmacological interventions, dosage calculation, medication administration techniques, and documentation.

Program: Undergraduate Nursing

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. Discuss basic pharmacokinetics and pharmacodynamics for clients across the lifespan.
2. Document appropriate collection of data for safe administration of pharmaceutical agents.
3. Apply math principles to calculate medication dosages across the lifespan.
4. Demonstrate appropriate techniques for medication administration to include oral, rectal, parenteral, topical, and injectable medications.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	<p>Topic(s): Drug Regulation, Actions, and Responses: Drug therapy overview, drug names, drug categories, drug regulations, pharmacodynamics, pharmacokinetics, life span considerations, memory jogger, drug alerts, drug interactions. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Safely Preparing and Giving Drugs: Rights of safe drug administration, types and interpretation of drug orders, drug errors, principle of administering drug, giving enteral drugs, giving parenteral drugs, giving percutaneous drugs, memory jogger, drug alerts. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Anti-Inflammatory Drugs: Inflammation, review of related physiology and pathophysiology, types of anti-inflammatory drugs, memory jogger, drug alerts, do not confuse, clinical pitfall, common side effects. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drugs for Pain Control: Pain, review of related physiology and pathophysiology, general issues related to analgesic drug therapy, opioids, non-opioids, memory jogger, drug alerts, clinical pitfalls, do not confuse, common side effects. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Reading: Workman Chapters 1, 2, 6, & 7 Textbook/E-Book/Realizeit: Workman p. 2-22, 27-41, 83-99, 101-112;</p> <p>Assessment(s): Quiz #1 (Day 2)</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2,4</p> <p>1</p>	<p style="text-align: center;">Quiz 30 points</p>

	<p>Hands on:</p> <p>Reading: Morris Chapters 1, 2, 3, 4, 5 Morris p. 6-9, 11-20, 28-39, 44-49, 55-64</p> <p>MAR: Reading MAR, types of orders, routes of medication administration.</p> <p>Assignment(s): Knowledge Check</p> <p>Medication Administration: rights of medication administration, medication errors, documenting medication administration, medication administration systems.</p> <p>Assignment(s): Knowledge Check</p> <p>Administering Topical Medications: creams, lotions, transdermal patches, aerosol sprays, & powder.</p> <p>Assignment(s): Knowledge Check</p> <p>Math: Roman numerals, fractions, decimals, ratio & proportion, percentages.</p> <p>Assignment(s): Knowledge Check</p>	<p>1</p> <p>1</p> <p>1,3</p>	
2	<p>Topic(s):</p> <p>Anti-Infectives: Antibacterial Drugs: Review of related physiology & pathophysiology, antibacterial therapy, general issues in antibacterial therapy, types of antibacterial drugs, antibacterial drug resistance, memory jogger, drug alerts, memory jogger, drug alert, common side effects, do not confuse, clinical pitfalls, cultural awareness. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Anti-Infectives: Antiviral Drugs: Viral infection, review of related physiology and pathophysiology for common viruses, general issues in antiviral therapy, antiviral drugs, retroviral infection, review of related physiology and pathophysiology, general issues in antiretroviral therapy, types of antiretroviral drugs, memory jogger, drug alert, do not confuse, common side effects, clinical pitfalls</p>	<p>1</p> <p>1</p>	

	<p>cultural awareness. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Anti-Infectives: Antitubercular Drugs: Tuberculosis, review of related physiology & pathophysiology, types of drugs for tuberculosis, fungal infection, review of related physiology and pathophysiology, types of antifungal drugs, memory jogger, clinical pitfalls, drug alert, common side effects, do not confuse. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drugs that Effect the Immune System: Overview of the immune system & immunity, immunosuppressive therapy, memory jogger, drug alert. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Reading: Workman Chapters 8, 9, 10, & 11 Textbook/E-Book/Realizeit: Workman p. 114-134, 137-155, 157-169, 173-189, 346</p> <p>Assignment(s): 10 Written Drug Cards</p> <p>Assessment(s): Quiz #2 (Day 2)</p> <p>Hands on:</p> <p>Reading: Morris Chapters 6 & 7 Morris p. 74-80, 85-88</p> <p>Medication Administration: Administering ear (child/adult), buccal, & sublingual. Administering oral medication, tablets, liquids, crushing tablets, splitting tablets, single dose, multiple doses, & 30 day medication cards, and document.</p> <p>Assignment(s): Knowledge Check</p> <p>Documentation: documentation of medication administration.</p> <p>Assignment(s): Knowledge Check</p> <p>Math: Metric system, apothecary system, household system.</p> <p>Assignment(s): Knowledge Check</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2,4</p> <p>1,3</p> <p>1,3</p> <p>1,3</p>	<p>Drug Cards 10 points</p> <p>Quiz 30 points</p>
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<p>3</p>	<p>Topic(s): Drug Therapy for Diabetes: Overview, review of related physiology and pathophysiology, types of drugs for diabetes, drug alerts, mixing insulin, teaching self-injection, older adult considerations, noninsulin, antidiabetic drugs, teaching patient tip, memory jogger, drug alert, clinical pitfalls, common side effects, do not confuse, older adult considerations. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Thyroid Problems: Hypothyroidism review of related physiology and pathophysiology, types of thyroid hormone replacement drugs, hyperthyroidism review of related physiology and pathophysiology, types of thyroid suppressing drugs. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Adrenal Gland Problems: adrenal gland hypofunctioning, adrenal gland hyperfunctioning, memory jogger, common side effects, clinical pitfalls, drug alert do not confuse. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Asthma & Other Respiratory Problems: Overview, review of related physiology and pathophysiology, types of drugs for asthma and COPD, other serious respiratory disorders, types of drug therapy for pulmonary artery hypertension, memory jogger, do not confuse, common side effects, drug alert, clinical cues. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Osteoporosis, & Arthritis: Osteoporosis review of related physiology and pathophysiology types of drugs to manage or slow osteoporosis, arthritis review of related physiology and pathophysiology, types of drugs</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	
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	<p>to manage arthritis. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Skeletal Muscle Relaxation: Muscle spasm review of related physiology and pathophysiology, skeletal muscle relaxants, memory jogger, do not confuse, common side effects, drug alert. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Reading: Workman Chapters 13, 14, 21, & 30 Textbook/E-Book/Realizeit: Workman p. 210-225, 229-237, 340-353, 469-479</p> <p>Assignment(s): 10 Written Drug Cards</p> <p>Assessment(s): Exam #1 (Day 1)</p> <p>Assessment(s): Quiz #3 (Day 2)</p> <p>Hands on:</p> <p>Reading: Morris Chapters 8 & 9 Morris p. 92-120</p> <p>Medication Administration: inhalation (MDI, spacers, diskus, handihaler) medications, nasal (atomizer & drops).</p> <p>Assignment(s): Knowledge Check</p> <p>Math: Converting between systems, additional conversions useful in the health care setting.</p> <p>Assignment(s): Knowledge Check</p>	<p>1</p> <p>1</p> <p>1</p> <p>2,4</p> <p>1,3</p> <p>1,3</p>	<p>Drug Cards 10 points</p> <p>Exam 200 points</p> <p>Quiz 30 points</p>
4	<p>Topic(s): Drugs that affect Urine Output: Diuretics review of related physiology and pathophysiology, general issues in diuretic therapy, types of diuretics, overactive bladder review of related physiology and pathophysiology, types of drugs for overactive bladder, memory jogger, drug alert, common side effects, clinical pitfall, do not confuse.</p>	<p>1</p>	

	<p>(Day 1) Assignment(s): Knowledge Check Drug Therapy for Hypertension: Arteriosclerosis and atherosclerosis review of related physiology and pathophysiology, general issues for antihypertensive therapy, types of antihypertensive drugs, memory jogger, clinical pitfalls, drug alert, do not confuse, common side effects. (Day 1) Assignment(s): Knowledge Check Drug Therapy for Heart Failure: Heart failure review of related physiology and pathophysiology, treatment for heart failure, general issues for heart failure therapy, types of drugs used to treat heart failure, memory jogger, do not confuse, common side effects, drug alert, clinical pitfalls. (Day 2) Assignment(s): Knowledge Check Drug Therapy for Dysrhythmias: Dysrhythmia related physiology and pathophysiology, general issues related to antidysrhythmic therapy, types of antidysrhythmic drugs, drugs for tachydysrhythmias, unclassified antidysrhythmic drugs, memory jogger, clinical pitfalls, drug alert, common side effects, do not confuse. (Day 2) Assignment(s): Knowledge Check Reading: Workman Chapters 15, 16, 17, & 18 Textbook/E-Book/Realizeit: Workman p. 239-251, 253-269, 272-289, 291-309 Assignment(s): 10 Written Drug Cards Assessment(s): Quiz #4 (Day 2) Hands on: Reading: Morris Chapters 10 & 11 Morris p. 126-158 Medication Administration: Intradermal, subcutaneous, & intramuscular medication</p>	<p>1 1 1 1 1 2,4 1,3 1,3 1,3 1,3</p>	<p>Drug Cards 10 points Quiz 30 points</p>
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	<p>administration sites.</p> <p>Assignment(s): Knowledge Check</p> <p>Syringes: Types of syringes, insulin syringes, insulin pen. Assignment(s): Knowledge Check</p> <p>Reading Syringes: 3mL, 5mL, 10mL syringes, insulin syringes and document.</p> <p>Assignment(s): Knowledge Check</p> <p>Math: Medication administration, understanding & interpreting medication orders.</p> <p>Assignment(s): Knowledge Check</p> <p>Assessment(s): Math Dosage Calculation Exam #1 (Units 4,5,6) Must have 80% to pass</p>	1,3	<p>Math Dosage Calculation Exam #1 P/F</p>
5	<p>Topic(s): Drug Therapy for High Blood Lipids: Overview, review of related physiology and pathophysiology, coronary artery disease, familial hyperlipidemia, general issues for antihyperlipidemic therapy, types of lipid-lowering drugs, statins, bile acid sequestrants, cholesterol absorption inhibitors, fibrates, nicotinic acid agents, memory jogger, drug alert, do not confuse, common side effects clinical pitfalls. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drugs That Affect Blood Clotting: Overview, review of related physiology and pathophysiology, clot formation, thrombosis, embolus, general issues for anticoagulant therapy, types of drugs that affect blood clotting, anticoagulant drugs, drugs that improve blood clotting, memory jogger, drug alert, clinical pitfalls, common side effects, do not confuse. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Gastrointestinal Problems: Overview, nausea and vomiting, review of related physiology and pathophysiology, types</p>	<p>1</p> <p>1</p>	

	<p>of drugs for nausea and vomiting, antiemetic drugs, constipation, review of related physiology and pathophysiology, types of drugs for constipation, laxatives, lubricants, and stool softeners, diarrhea, review of related physiology and pathophysiology, types of drugs for diarrhea, antimotility, adsorbent/absorbent, and antisecretory drugs, memory jogger, drug alert, clinical pitfalls, do not confuse, common side effects. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Gastric Ulcers: Overview, review of related physiology and pathophysiology, gastrointestinal ulcers, gastroesophageal reflux disease, general issues for drugs for PUD, types of drugs for PUD, histamine H2 blockers, proton pump inhibitors, antacids, cytoprotective drugs, promotility drugs, other drugs used to treat ulcers, antibiotics for H. pylori Infection, memory jogger, clinical pitfalls, drug alert, do not confuse, common side effects. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Reflux: Overview, review of related physiology and pathophysiology, gastrointestinal ulcers, gastroesophageal reflux disease, general issues for drugs for GERD, types of drugs for GERD, histamine H2 blockers, proton pump inhibitors, antacids, cytoprotective drugs, promotility drugs, other drugs used to treat ulcers, antibiotics for H. pylori Infection, memory jogger, clinical pitfalls, drug alert, do not confuse, common side effects. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Reading: Workman Chapters 19, 20, 22, & 23</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2,4</p> <p>1,3</p> <p>1,3</p>	
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	<p>Textbook/E-Book/Realizeit: Workman p. 311-320, 324-335, 356-371, 373-386</p> <p>Assignment(s): 10 Written Drug Cards</p> <p>Assessment(s): Quiz #5 (Day 2)</p> <p>Hands on:</p> <p>Reading: Morris 13, 16, & 17 Morris p.179-193, 270-275, 292-317</p> <p>Medication Administration: Intradermal, subcutaneous, & intramuscular medication administration techniques, ampule, vials, mixing medications in same syringe.</p> <p>Assignment(s): Knowledge Check</p> <p>Insulin: mixing insulin, types of insulin, and document.</p> <p>Assignment(s): Knowledge Check</p> <p>Review Skills</p> <p>Math: Reading medication labels, dosage calculation, oral medications.</p> <p>Assignment(s): Knowledge Check</p>	<p>1,3</p>	<p>Drug Cards 10 points</p> <p>Quiz 30 points</p>
<p>6</p>	<p>Topic(s): Drug Therapy with Nutritional Supplements: Review of related physiology and pathophysiology, vitamins, minerals, types of nutritional supplements, enteral nutritional supplements, memory jogger, common side effects, drug alert. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Seizure: Review of related physiology and pathophysiology, causes of seizures, types of seizures, treatment of seizures, types of antiseizure drugs, general issues related to drug therapy for seizures, first-line drugs for partial and generalized seizures, first-line drugs for absence seizures, second-line, alternative drugs for seizures, drug alert, memory jogger, clinical pitfalls, do not confuse, common side effects. (Day 1)</p> <p>Assignment(s): Knowledge Check</p>	<p>1</p> <p>1</p>	

	<p>Drug Therapy for Alzheimer’s: Alzheimer’s disease, review of related physiology and pathophysiology, types of drugs for Alzheimer's disease, cholinesterase/acetylcholinesterase and memantine. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Parkinson’s Diseases: Parkinson's disease, review of related physiology and pathophysiology, types of drugs for Parkinson’s disease, dopaminergic/dopamine agonists, COMT inhibitors, MAO-B inhibitors, anticholinergics, memory jogger, do not confuse, common side effects, drug alerts. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Psychiatric Problems: General issues related to drug therapy for psychiatric problems, depression, review of related physiology and pathophysiology, types of drugs for depression, antidepressants, anxiety, review of related physiology and pathophysiology, types of drugs for anxiety, antianxiety drugs, psychosis, review of related physiology and pathophysiology, types of drugs for psychosis, antipsychotics, clinical pitfalls, drug alert, memory jogger, do not confuse, common side effects. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Reading: Workman Chapters 24, 25, 26, & 27 Textbook/E-Book/Realizeit: Workman p. 389-396,401-415, 416-427, 430-447</p> <p>Assignment(s): 10 Written Drug Cards</p> <p>Assignment(s): Group Projects Due</p> <p>Assessment(s): Exam #2 (Day 1)</p> <p>Assessment(s): Quiz #6 (Day 2)</p> <p>Hands on:</p> <p>Reading: Morris 18, 19, 20, & 21</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2,4</p> <p>1,3</p> <p>1,3</p> <p>1,3</p>	<p>Drug Cards 10 points</p> <p>Group Project 30 points</p> <p>Exam 200 points</p> <p>Quiz 30 points</p>
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	<p>Morris p. 359-386, 428-445, 483-498, 515-521</p> <p>Medication Administration: Rectal suppository, vaginal suppository/foam, and document.</p> <p>Assignment(s): Knowledge Check</p> <p>Reconstitution: Reconstitution of Powder.</p> <p>Assignment(s): Knowledge Check</p> <p>Math: Parenteral medications, reconstitution of solutions, insulin, Intravenous calculations, heparin calculations, pediatric & adult based on weight.</p> <p>Assignment(s): Knowledge Check</p>		
7	<p>Topic(s): Drug Therapy for Insomnia: Insomnia, review of related physiology and pathophysiology, drugs for insomnia, clinical pitfall, common side effects, drug alert. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Eye Problems: Review of related physiology and pathophysiology, general issues for local eye drug. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Glaucoma: Types of drugs for glaucoma, memory jogger, clinical pitfall, drug alert, common side effects, do not confuse. (Day 1)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Male Reproductive Problems: Benign prostatic hyperplasia, review of related physiology and pathophysiology, types of drugs for benign prostatic hyperplasia, male hormone replacement therapy, review of related physiology and pathophysiology. (Day 2)</p> <p>Assignment(s): Knowledge Check</p> <p>Drug Therapy for Male Reproductive Problems: erectile dysfunction, review of related physiology and pathophysiology, memory jogger, common side effects, drug</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	

	<p>alert, do not confuse, clinical pitfall. (Day 2) Assignment(s): Knowledge Check Drug Therapy for Female Reproductive Issues: Review of related physiology and pathophysiology, menopause, types of premenopausal hormone replacement drugs, conjugated estrogens, contraception, types of drugs, memory jogger, do not confuse, common side effects, clinical pitfall, drug alert. (Day 2) Assignment(s): Knowledge Check Reading: Workman Chapters 28, 29, 31, & 32 Textbook/E-Book/Realizeit: Workman p. 450-454, 456-467, 481-490, 492- 499 Assignment(s): 10 Written Drug Cards Assessment(s): Quiz #7 (Day 2) Hands on: Reading: Morris Chapters 22, 23, 24, & 25 Morris: 536-576, 603-609, 630-636, 684-689 Medication Administration: Administering medications through NG & PEG tube, eye (eye drops, eye ointment) and document. Assignment(s): Knowledge Check Assessment(s): Math Dosage Calculation Exam #2 (Day 1, 2, Unit 8 Finals Week). Must have 80% to pass</p>	<p>1 1 1 2,4 1,3 1,3</p>	<p>Drug Cards 10 points Quiz 30 points Math Dosage Calculation Exam #2 P/F</p>
8	<p>Assessment(s): Final Exam (HESI Standardized)***</p>	<p>1</p>	<p>Final Exam 250 points</p>

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00% - 100.00%
B	80.00% - 89.99%
C	76.00% - 79.99%
F	0.00% - 75.99%
I	Incomplete

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Drug Cards (10 points/unit X 6 units)	60	6%	Points
Group Project	30	3%	Rubric
Check Your Knowledge <ul style="list-style-type: none"> • Students earn 50 points for successful completion of all knowledge checks by the end of Week 7 • Students who fail to successfully complete all knowledge checks by the end of Week 7 will receive 0 points 	50	5%	Points
7 Quizzes (30 pointsX7)	210	21%	Points
2 Exams (200 points eachX2)	400	40%	Points
Math Dosage Calculation Exams #1 and #2** (80% to pass)	P/F		
Final Exam (HESI standardized exam) ***	250	25%	Points
Total	1000	100%	

**Dosage Calculation Exams: Students will be given two opportunities to pass each dosage calculation exam with a grade of 80% or better. Students who fail to achieve 80% on their first attempt of the dosage exam will be required to engage in remediation. Students unable to pass the dosage exam on the second attempt with 80% will be awarded an “F” for the course and will be required to repeat the course in order to satisfy program requirements.

***HESI Conversion Scale – Using the scale below, determine the percentage score based on the HESI score. Percentage converted to points by multiplying by 2.5

HESI Score	Percentage Score
1200 or greater	100
1000-1199	96
950-999	93
900-949	90
850-899	87
800-849	84
750-799	80
700-749	75
650-699	70
600-649	65
550-599	60
500-549	55
< 500	50

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading, and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course-specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

HERZING[®]

— UNIVERSITY —

Course Syllabus

Course Title: Fundamentals of Nursing with Lab and Clinical

Course Code: NP120 **Credit hours:** 5

Course Description:

This course introduces the role of the practical nurse as a member of the interprofessional health care team, basic nursing concepts, and psychomotor nursing skills. Students learn skills necessary for maintaining patient safety and strategies for therapeutic communication. At the conclusion of this course, the student will demonstrate competency in performing basic nursing skills across the lifespan.

Program: Nursing LPN Program

Program Outcomes:

- Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
- Using a systems approach, ensure nursing judgment and collaboration in caring for diverse patients and families.
- Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
- As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. Practice safe, moral, relationship-centered care that promotes optimal patient and family health outcomes.
2. Examine the role of the practical nurse in relation to the scope of practice.
3. Demonstrate safe and appropriate basic nursing care.
4. Document subjective and objective data appropriately and accurately.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
Unit 1 Infection Prevention and Patient Care	<p>Topic(s): Protective Mechanisms & Asepsis: Infectious Agents, Chain of Infection, Body Defenses Against Infections, Asepsis and Control of Microorganisms, Surgical/Medical Asepsis, Sepsis in the Home Environment, Infection Control Surveillance.</p> <p>Infection Prevention & Control in the Hospital & Home: Stages of Infection, Health Care-Associated Infections, Infection Prevention and Control, Standard Precautions, Transmission-Based Precautions, PPE, Needlestick Injuries, Specimen Prep and Transport, Soiled Linens, Tash/Biohazard, Sharps, Other Equipment, Patient Room Placement, Transporting the Patient, Infection Prevention in the Home, Protective Environment, Psychological Aspects of Isolation, Infection Prevention and Control for the Nurse, Surgical Asepsis, Sterile Packs, Sterile Fields, Sterile Gloving, Correcting Breaks in Asepsis. Safely Lifting, Moving, & Positioning Patients: Review Structure & Function of Musculoskeletal System, Bones, Age-Related Changes, Principles of Body Movement for Nurses, Principles of Body Movement for Patients, Common Positions, Positioning Devices, Moving Patients up in Bed, Logrolling, Therapeutic Exercises, Lifting and Transferring.</p>		

	<p>Assisting with Hygiene, Personal Care, Skin Care, and Prevention of Pressure Injuries: Review of Structure & Function of Skin, Factors that Affect Hygiene, Skin and Pressure Injuries, Risk Factors for Pressure Injuries, Data Collection for Skin, Staging, Older Adult, Prevention of Pressure Injuries, Treatment of Pressure Injuries, Bathing, Shower, Bath, Sitz Bath, Back Massage, Perineal Care, Mouth Care Conscious/Unconscious Patient, Denture Care, Hair Care, Brushing, Shampooing, Shaving, Nail Care, Eye Care, Glasses, Contacts, Artificial Eye, Ear Care, Hearing Aid Care. Communication and the Nurse-Patient Relationship: The Communication Process, Therapeutic Communication Techniques, Blocks to Effective Communication, Interviewing Skills, The Nurse-Patient Relationship, Nurse-Patient Communication, Communication with the Health Care Team, Communication in the Home and Community. Confidentiality, HIPAA, Information Technology & Security.</p> <p>Hands-On:</p> <p>Infection Control: Handwashing, PPE, Sterile/Clean Gloves On/Off</p> <p>Mechanics: Body Mechanics, Rolling, Body Positioning Bed/Chair Hygiene: Bed Bath, Bed Making (Occupied/Unoccupied), Ted Hose</p> <p>Reading: Williams Chapters 16, 17, 18, 19, 8 Textbook/E-Book/Realizeit: Williams p. 216-237, 242-264, 268-294, 296-320, 101-119</p> <p>Assessment(s):</p>		
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	Knowledge Checks (8 topics) Unit 1 Quiz	1,3 1,3	0 50
Unit 2 Patient Safety and Assessment	<p>Topic(s): Patient Environment & Safety: Factors Affecting the Environment, Patient Unit, Safety, Hospital, Home, Burns, Fire, Hazardous Materials, Smoking, Lifespan Considerations, Bioterrorism, Decontamination, Triage, Treatment, Poison Prevention, Protective Devices, Legal Implications, Alternatives to Protective Devices, Documentation of Protective Devices. Measuring Vital Signs: Overview of Structure and Function Related to the Regulation of Vital Signs, Pulse Sites, Measuring Body Temperature, Temperature Sites, Factors that Affect Body Temperature, Hyperthermia, Hypothermia, Types of Thermometers, Measuring the Pulse, Common Pulse Points, Pulse Rate, Radial, Apical, Factors Affecting Pulse, Pulse Characteristics, Measuring Respirations, Respiratory Patterns, Lung Sounds, Measuring Oxygen Saturation of the Blood, Measuring Blood Pressure, Korotkoff Sounds, Hypertension, Hypotension, Orthostatic Hypotension, Factors that Affect Blood Pressure, Equipment used for Measuring Blood Pressure, Pain, Automated Vital Signs, Pain, Documenting Vital Signs.</p> <p>Assessing Health Status: Data Collection, Psychosocial/Cultural Data Collection, Review of Systems, Touching & Cultural Considerations, Physical Examination Techniques, Inspection, Palpation, Percussion, Auscultation, Olfaction, Basic Physical Examination, Height & Weight,</p>		

	<p>Eye Examination, Chest/Heart/Lungs, Abnormal Lung Sounds, Skin/Extremities, Skin Lesions, Abdomen, Genitalia/Anus/Rectum, Older Adult Considerations, Warning Signs of Cancer, Body Positioning for Examinations & Procedures, Equipment and Supplies for Physical Examination, Special Focused Examination, Glasgow Coma Scale.</p> <p>Mobilization Devices: Standard Walker, Wheeled Walker, Cane, Wheelchair.</p> <p>Hands on:</p> <p>Transfers: Gait Belt, Restraints, Transfers, Mechanical Lift, Fall, Assistive and Mobility Devices. Procedure for Vital Signs: Temperature, Blood Pressure, Pulse, Respirations, Pain, Pulse Ox, Blood Glucose. Data Collection Putting it Together: Data Collection with Documentation, Height & Weight, Data Collection Equipment.</p> <p>Reading: Williams Chapters 20, 21, 22</p> <p>Textbook/E-Book/Realizeit: Williams p. 321-342, 344-371, 375-397, 806, 810-812</p> <p>Assessment(s): Knowledge Checks (7 topics) Unit 2 Quiz</p> <p>Simulation: Hip Fracture</p>	<p>1,3,4 1,3</p>	<p>Quiz 50 points</p>
<p>Unit 3 Meeting Basic Physiologic Needs</p>	<p>Topic(s): Promoting Urinary Elimination: Review of Structure & Function of Urinary System, Changes with Aging, Normal Urinary Elimination, Alterations In Urinary Elimination, Complementary and Alternative Therapies, Urine Specimen Collections, Abnormalities in Urinalysis, Clean Catch Specimen, Specimen from Indwelling Catheter, Sterile Catheterized</p>		

	<p>Specimen, 24 Hour Urine, Urinary Collection Bag, Strained Specimen, Older Adult Mobility/Toileting/Safety, Preventing Urinary Infections, Assisting with Urinal/Bedpan, Helping with Urination.</p> <p>Catheterization: Catheterization, Condom Catheter, Performing Urinary Catheterization, Types of Urinary Catheters, Documentation, Home Care Catheterization, Older Adult Considerations with Catheterizations, Preventing Catheter-Related Urinary Tract Infections, Care of Indwelling Catheter, Suprapubic Catheter, Self-Catheterization, Bladder Irrigation, Types of Incontinence, Continence Training, Kegel Exercises, Urinary Diversions Care, Documentation.</p> <p>Promoting Bowel Elimination: Review of Structure & Function of Gastrointestinal System, Normal/Abnormal Characteristics of Stool, Hypoactive Bowel/Constipation, Promoting Bowel Elimination, Medications cause Constipation, Life Span Considerations, Hyperactive Bowel/Diarrhea, Fecal Incontinence, Ambulation/Privacy/Toileting Practices Affecting Bowels, Rectal Suppositories, Enemas, Fecal Management Systems, Fecal Impaction, Bowel Training for Incontinence, Digital Removal of Stool.</p> <p>Ostomy: Ostomy Types, Continent Ostomy, Ostomy Care, Education on Ostomy Care/Diet, Skin Care, Stoma Color, Applying Ostomy Device, Irrigating Colostomy.</p> <p>Hands on:</p>		
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	<p>Urine Specimens: Timed Urine, Urine Dipsticks, Cath Irrigation, Condom Cath, Suprapubic Catheter, Bedpan/Fracture/Urinal/Briefs.</p> <p>Catheterization: Insert/Remove Indwelling, Straight Cath, Cath Care.</p> <p>Bowel: Stool Specimen, Enema, Colostomy, Occult Blood, Documentation.</p> <p>Reading: Williams Chapters 29, 30</p> <p>Textbook/E-Book/Realizeit: Williams p. 542-571, 572-592</p> <p>Assessment(s): Knowledge Checks (7 topics) Data Collection Assignment Unit 3 Quiz Exam 1</p>	<p>1,3,4 4 1,3 1,3</p>	<p>Data Collection 50 points</p> <p>Quiz 50 points</p> <p>Exam 150 points</p>
<p>Unit 4 Diagnostic Tests and Nutrition</p>	<p>Topic(s): Diagnostic Tests & Specimen Collection: Patient Education Diagnostic Test, Hematology, Phlebotomy, Urinalysis, Biopsy, Ultrasonography, Radiology, Urine Dipstick, Radionuclide Scans, Parasites/Ova Stool, Nuclear Scans and Pregnancy, Computed Tomography, Magnetic Resonance Imaging, Electrocardiogram, Cardiac Catheterization, Treadmill Stress Test, Angiography, Arteriography, Pulmonary Function Tests, Bronchoscopy, Gastroscopy, Proctosigmoidoscopy, Colonoscopy, Cystoscopy, ERCP, Aspirations, EEG, Other Tests, PAP.</p> <p>Concepts of Basic Nutrition & Cultural Considerations: Dietary Guidelines, My Plate, Protein, Vegetarian Diets, Carbohydrates, Fats, Vitamins, Minerals, Water, Factors that Influence Nutrition, Cultural Influences on Nutrition,</p>		

	<p>Nutritional Needs throughout the Life Span, BMI, Signs of Malnutrition, Assigning of Feeding Responsibilities, Patient and Family Education.</p> <p>Nutritional Therapy: Goals of Nutritional Therapy, Postoperative Patient, Health Issues Related to Nutrition, Full Liquid, Clear Liquid, Anorexia Nervosa, Bulimia Nervosa, Obesity, Pregnancy, Substance-Related, Disease Processes that Benefit from Nutritional Therapy, Cardiovascular Disease, Diabetes Mellitus, Dysphagia.</p> <p>Assisted Feeding: Nasogastric/Enteral Tubes, PEG/J-Tube, HIV/AIDS, Assisted Feeding, Feeding Tubes & Pumps, TPN/PPN</p> <p>Hands on:</p> <p>Culture: Throat Culture, Assisting with PAP Test PEG Tube: Assisting a Patient with Feeding, Feeding Pump, Administering Percutaneous Endoscopic Gastrostomy Tube Feeding.</p> <p>Nasogastric Tubes: Inserting/Removing NG Tube, Administering Nasogastric Tube Feeding, Nasogastric Irrigation.</p> <p>Nutrition: Reading Nutritional Label, Oral Hydration, Calculating Intake and Output, Documentation.</p> <p>Reading: Williams Chapters 24, 26, 27 Textbook/E-Book/RealizeIt: Williams p. 408-433, 459-483, 484-507</p> <p>Assessment(s): Knowledge Checks (8 topics) Unit 4 Quiz</p>	<p>1,3,4 1,3</p>	<p>Quiz 50 points</p>
<p>Unit 5 Wound Care</p>	<p>Topic(s): Providing Wound Care: Types of Wounds and the Healing Process, Phases of Wound Healing, Factors Affecting</p>		

	<p>Wound Healing (Age, Nutrition, Lifestyle, Medications, Infection, Chronic Illnesses), Complications of Wound Healing (Hemorrhage, Infection, Dehiscence, Evisceration), Treatment of Wounds, Wound Closure, Drains, Drainage Devices, Debridement. Types of Dressings: Sterile Dressings, Wet to Dry Dressings, Binders, Negative Pressure Wound Therapy.</p> <p>Treating Pressure Injuries: Treatment of Pressure Injuries or Vascular Ulcers, Wound Cleansing, Irrigation, Packing, Home Care Considerations, Patient Education Wound Care, Older Adult Considerations, Suture/Staple Removal, Ear, Eye, Vaginal Irrigations, Heat/Cold Therapy.</p> <p>Promoting Musculoskeletal Function: Systemic Effect of Immobilization, Psychosocial Effects of Immobilization, Types of Immobilization, Splint, Traction, Casts, External Fixators, Fracture/Cast Care, Neurovascular Assessment, Bandage Techniques, Paraplegic, Quadriplegic, Continuous Passive Motion Machine, Braces/Splints/Prostheses.</p> <p>Devices used to Prevent Problems of Immobility: Specialty Beds, Pressure Relief Devices Bed, Pressure Relief Devices Chair</p> <p>Hands on:</p> <p>Sterile Technique: Sterile Field, Sterile Dressing Change, Wound Irrigation, Wet to Dry Dressing, Closed Wound Drainage, Hydrocolloid Dressing, documentation.</p> <p>Other Skin Care: Removing Sutures or Staples, Irrigating the Eye/Ear Cast Care,</p>		
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	<p>Care of Traction, Continuous Passive Motion Machine, Elastic Bandage, Steri-Strips, Drains, Documentation.</p> <p>Reading: Williams Chapters 38, 39 Textbook/E-Book/Realizeit: Williams p. 760-788, 789-812</p> <p>Assessment(s): Knowledge Checks (7 topics) Unit 5 Quiz</p>	<p>1,3,4 1,3</p>	<p>Quiz 50 points</p>
<p>Unit 6 Respiration and Pain Management</p>	<p>Topic(s): Assisting with Respiration: Review Structure & Function of Respiratory System, Hypoxemia, Airway Obstruction & Respiratory Arrest, Clearing Respiratory Secretions, The Effective Cough, Deep Breathing and Coughing, Sputum Sample, Postural Drainage.</p> <p>Oxygen Delivery: Oxygen Administration, Safety Alerts, Teaching, Humidifier, Flowmeter, Concentrator, Nasal Cannula, Masks, Venturi Mask, Artificial Airways, Nasopharyngeal Suctioning, Tracheobronchial Suctioning, Tracheostomy, Tracheostomy Care, Nebulizer Treatments, Suctioning at Home, Chest Drainage Tubes.</p> <p>Pain, Comfort: Pain & Discomfort, Types of Pain, Perception of Pain, Data Collection for Pain, Pain Scales, Nonpharmacological Pain Control, Pharmacological Pain Control, Cannabis, Older Adult Considerations, Patient Controlled Analgesia, Changing Catheter Dressings.</p> <p>Sleep: Sleep, Functions of Sleep, Stages of Sleep, Normal Sleep Requirements, Factors Affecting Sleep, Insomnia, Sleep Apnea, Snoring, Narcolepsy.</p>		

	<p>Complementary & Alternative Therapies: Mind and Body Interventions, Acupuncture, Yoga, Chiropractic, Massage Therapy, Imagery, Meditation, Biofeedback, Reiki, Hypnotherapy, Music/Art/Dance Therapy, Humor, Prayer, Natural Products, Herbal/Dietary Supplements, Aromatherapy, Homeopathic Medicine, Naturopathic Medicine, Traditional Chinese Medicine, Ayurveda, Shamanism, Folk Medicine, American Indian Medicine, Nurses Role.</p> <p>Hands on: Oxygenation: Administering Oxygen, Incentive Spirometer, Nasopharyngeal Suctioning, Endotracheal & Tracheostomy Suctioning, Providing Tracheostomy Care, Maintaining a Disposable Water Seal Chest Drainage System, Documentation Managing Pain: TENS Unit, PCA, Changing Epidural Catheter Dressing, Complementary & Alternative Therapies, Documentation. Reading: Williams Chapters 28, 31, 32 Textbook/E-Book/Realizeit: Williams p. 508-540, 594-613, 614-620 Assessment(s): Knowledge Checks (7 topics) Scope of Practice Assignment Unit 6 Quiz Exam 2</p>	<p>1,3,4 2 1,3 1,3</p>	<p>Quiz 50 points</p> <p>Scope of Practice 50 points</p> <p>Exam 150 points</p>
<p>Unit 7 Intravenous and Medications</p>	<p>Topic(s): Administering Intravenous Solutions and Medications: Intravenous Therapy, Intravenous Therapy Laws and Rules, Policies & Procedures of Intravenous Procedures, Types of IV Solutions, Equipment for IV</p>		

	<p>Administration, Administration Sets, Infusion Pumps & Controllers, Venous Access Devices, Intravenous Needles & Catheters, Central Venous Catheters, Peripherally Inserted Central Catheters, Infusion Port, Showering & Bathing, Intravenous Therapy Guideline.</p> <p>Complications of IV Therapy: Embolus, Infiltration, Extravasation, Phlebitis, Bloodstream Infection, Air Embolus.</p> <p>Intravenous Therapy: Inserting IV, Starting Primary Line, Sites for Intravenous Cannula, Managing Intravenous Solution, Changing Intravenous Tubing, Troubleshooting Intravenous Flow, Administering Piggyback, Adding Medication to an Intravenous Solution, Discontinuing an Intravenous Solution, Discontinuing Saline Lock. Blood Products: Monitoring Blood, Blood Products, LPN Role.</p> <p>Other Medication Administration: Total Parenteral Nutrition, IV Meds in the Home, Documentation. Blood Draws.</p> <p>Legal Aspects of Intravenous Therapy: Nurse Practice Act based upon State Board of Nursing, Scope of Practice, LPN/LVN role in IV Therapy, Accountability, and Responsibility of IV Therapy.</p> <p>Hands on:</p> <p>Intravenous Experience: Starting an IV, Starting the Primary Intravenous Infusion, Hanging a New Solution using an Existing Piggy-Back Tubing, Saline Flush, Changing Intravenous Tubing, Adding Medication to an Intravenous Solution, Discontinuing an</p>		
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	Intravenous Infusion or PRN Lock, Documentation, Blood Draw, Blood and Blood Products, Central Venous Access Devices, Total Parenteral Nutrition. Reading: Williams Chapters 36 Textbook/E-Book/Realizeit: Williams p. 700-731 Assessment(s): Knowledge Checks (7 topics) Unit 7 Quiz	1,2,3,4 1,3	Quiz 50 points
Unit 8 Final Exam	Topic(s): Final Exam Assessment(s): Comprehensive Knowledge Check Grade Final Exam (HESI Standardized Exam)**	1,2,3	Knowledge Check 50 points Final Exam 200 points

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Check Your Knowledge <ul style="list-style-type: none"> Students earn 50 points for successful completion of all knowledge checks by the end of Week 7 Students who fail to successfully complete all knowledge checks by the end of Week 7 will receive 0 points 	50	5%	Points
Data Collection Assignment	50	5%	Rubric
Scope of Practice Assignment	50	5%	Rubric
Unit Quizzes (50 points each x 7)	350	35%	Points
2 Exams (150 points each x 2)	300	30%	Points
Final Exam (HESI Standardized Exam)**	200	20%	Points
Total	1000	100%	128

**HESI Conversion Scale – Using the scale below, determine the percentage score based on the HESI score. Percentage converted to points by multiplying by 2.0.

HESI Score	Percentage Score
1200 or greater	100
1000-1199	96
950-999	93
900-949	90
850-899	87
800-849	84
750-799	80
700-749	75
650-699	70
600-649	65
550-599	60
500-549	55
< 500	50

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

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**Note: In some cases, program and/or course-specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

HERZING[®]
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Course Syllabus

Course Title: Medical-Surgical Nursing I for LPNs **Course Code:** NP125

Credit hours: 5 Didactic 3 + Clinical 2

Prerequisites: NP 110 Pharmacology for Nurses with Lab and NP 120 Fundamentals of Nursing with Lab and Clinical.

Course Description: This course explores the care of adults using a body systems approach. Focus is placed on nursing interventions and developing knowledge required to provide quality nursing care in a safe manner. Content areas include musculoskeletal, urinary, respiratory, integumentary, neurologic, gastrointestinal, reproductive, and sensory systems. Furthermore, nutrition, communication, fluids & electrolytes, end of life, cultural diversity, and legal/ethical issues are integrated throughout the systems. The clinical component of this course allows the student a hands-on experience in providing relationship-centered care for patients with different disease processes in the health care system. Microbiology concepts related to safety and infection control are emphasized.

Program: Nursing LPN Program

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgment and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

Apply the practical nurse scope of practice to the care of the adult patient.

Determine important concepts including nutrition, communication, and cultural diversity for patients with different medical disorders.

Demonstrate microbiology principles that affect infection control.

Identify elements in a systems-based environment appropriate in caring for the adult population during wellness, acute, and chronic illnesses.

Verify pharmacologic therapy for clients based on an understanding of expected **130**

pharmacologic actions, safe administration methods, and data collection for patients.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1 The Musculoskeletal System and Introduction to Surgery	<ul style="list-style-type: none"> • The Musculoskeletal System Review: Functions, age-related changes, nursing process. • Musculoskeletal Disorders: Causes, prevention, diagnostic tests and procedures, laboratory tests for musculoskeletal disorders, consequences of immobility, teaching ambulation with assistive devices, common problems related to the musculoskeletal system, common therapeutic measures, health promotion, older adult care, safety alert, clinical cues. • Care of patients with Connective Tissue Disorders: Sprains/strains, bunion, carpal tunnel, dislocation, rotator cuff tear, fractures, traction, fixation, casts, complications of fractures. • Care of patients with Inflammatory Disorders of the Musculoskeletal System: Inflammatory disorders, osteoarthritis, RA, nursing care, hip/knee replacement, gout, osteoporosis, surgical intervention amputation, management of knee replacement, health promotion, older adult care, safety alert, clinical cues. • Care of Preoperative & Intraoperative Surgery: Surgery introduction, categories of surgical procedures, terminology, 	<p>2</p> <p>1,2,4</p> <p>2</p> <p>1,2,4</p> <p>2,4,5</p>	<p style="text-align: right;">131</p>

	<p>technology advances, transfusion for procedures and cultural considerations, preoperative assessment (data collection), commonly ordered preoperative lab tests, surgical risk factors, complications, patient and family teaching, preoperative considerations and teaching, checklist.</p> <ul style="list-style-type: none"> • Care of Preoperative & Intraoperative The Surgical Team: The surgical team and suite, nursing roles in the OR, anesthesia, intraoperative complications, cultural considerations, older adult care, safety alert, clinical cues, legal and ethical considerations. • Care of Postoperative Surgical Patients Immediate Postoperative Care: Post-anesthesia care unit (PACU), postoperative patient assessment, postoperative nursing interventions and care (health promotion), wound healing and care, prevent postoperative complications. • Care of Postoperative Surgical Patients Discharge Planning: Teaching and discharge instructions and teaching, assignment considerations, home care considerations, clinical cues cultural considerations, older adult care, safety alert. <p>Assessment(s):</p> <ul style="list-style-type: none"> • Check Your Knowledge (8 topics) • Unit 1 Quiz 	<p>1,2,4</p> <p>2</p> <p>1,2,4</p>	<p>Quiz 30 points</p>
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<p>2 Pain, Rehabilitation, and Urinary System</p>	<ul style="list-style-type: none"> • Care of Patients with Pain Overview: Pain theories, classification of pain, sources and processes of pain, pain perception, acute vs. chronic pain, assessment pain, pain scales, focused assessment questions, documentation for pain. • Care of Patients with Pain Management: Management of pain, commonly used pain medications, nursing responsibilities for administering medications for pain, nonpharmacological pain treatment approaches, community care options for pain treatment, older adult care point, safety alert, cultural considerations, clinical cues, legal & ethical considerations. • Chronic Illness/Rehabilitation, Illness: Overview of chronic illness & immobility, prevention of the common hazards of immobility. • Chronic Illness/Rehabilitation, Rehabilitation: rehabilitation programs, rehabilitation team/role of LPN in rehabilitation team, functional independence measure scoring, categories home care, the LPN role in home care, nursing care plan for an immobilized resident, assignment considerations, The Joint Commission’s National Patient Safety Goals, problems and disorders that increase the risk of falls, Fall Risk Assessment, interventions to help prevent 	<p>2</p> <p>1,2,4,5</p> <p>2</p> <p>1,2,4</p>	<p>133</p>
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	<p>falls, measures helpful to prevent the need for security devices, principles related to use of security and safety devices, use of common assistive-adaptive devices, restraints, Functional Independence Measure scoring categories, older adult care point, safety alert, clinical cues, legal & ethical considerations</p> <ul style="list-style-type: none"> • The Urinary System Review: Function, creatinine, age-related changes, nursing process. • The Urinary System Disorders: Disorders of the urologic system, causes, prevention, and diagnostics tests and procedures, common diagnostic tests for urologic disorders, focused assessment box, data collection for the urinary system, common causes of variations in the color of urine, terminology related to urine output and flow, nursing diagnosis, planning, and implementation for common urologic problems, care of urinary catheters and intake & output, principles of urinary catheter and tube care, urinary incontinence, drugs commonly used to treat urinary incontinence and retention, urinary retention, patient teaching, health promotion, examples of potentially nephrotoxic substances, clinical cues, older adult care point, legal and ethical considerations, focused assessment, patient teaching Kegel exercises. 	<p>2</p> <p>1,2,4,5</p>	
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	<ul style="list-style-type: none"> • Care of Patients with Disorders of the Urinary System: Cystitis, drugs commonly used to treat urinary tract infections, urethritis, pyelonephritis, acute and chronic glomerulonephritis, nephrotic syndrome, hydronephrosis, renal stenosis, renal stones, urologic system cancers. • Renal Failure: Renal failure acute & chronic, common drugs used to treat chronic renal failure, nursing management of patient with kidney failure or disease, dietary restrictions of a patient with renal failure, community care, safety alert, older adult care point, patient teaching, clinical cues, health promotion, legal and ethical. <p>Assessment(s): Microbiology for Nurses Check Your Knowledge (8 topics) Unit 2 Quiz Simulation: Medication Administration</p>	<p>2,5</p> <p>1,2,4,5</p> <p>3</p> <p>2</p>	<p>Micro for Nurses 10 points</p> <p>Quiz 30 points</p>
<p>3 Gastrointestinal System</p>	<ul style="list-style-type: none"> • The Gastrointestinal System Review: Functions of GI system, effects of aging on the GI system, nursing process. • The Gastrointestinal System: Structures and locations of accessory organs, functions of gallbladder, liver, and pancreas, effects of aging on the accessory organs of digestion, the GI system, diagnostic tests for GI issues, nursing management, common problems related to GI system, anorexia, gas, 	<p>2</p> <p>2</p>	<p>135</p>

	<p>constipation, diarrhea, bowel training, patient teaching, health promotion, cultural considerations, older adult care points, clinical cues.</p> <ul style="list-style-type: none"> • Care of Patients with Disorders of the Upper Gastrointestinal System, Eating Disorders: Eating disorders, anorexia nervosa, bulimia nervosa, obesity, bariatric surgery. • Care of Patients with Disorders of the Upper Gastrointestinal System, Upper Gastrointestinal Disorders: Upper GI disorders, stomatitis, dysphagia, cancer of the oral cavity, cancer of the esophagus, hiatal hernia, GERD, gastroenteritis, gastritis, peptic ulcer, surgical treatment, gastric cancer, common therapies for disorders of the GI system, decompression, enteral nutrition, TPN, older adult care points, clinical cues, safety alert, patient teaching, cultural considerations. • Care of Patients with Disorders of the Lower Gastrointestinal System: Disorders of the abdomen and bowel, IBS, diarrhea or constipation, diverticula, intestinal obstruction, abdominal and inguinal hernia, nursing management, bowel ischemia, inflammatory bowel disease, ulcerative colitis and Crohn's disease, appendicitis, peritonitis, malabsorption, cancer of the colon, ostomy surgery and care, colostomy, ileostomy, preoperative nursing care, 	<p>2,4</p> <p>1,2,4</p> <p>2,4</p>	<p>136</p>
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	<p>nursing management.</p> <ul style="list-style-type: none"> • Anorectal Disorders: Hemorrhoids, pilonidal sinus, anorectal abscess and fistula, community care, clinical cues, safety alert, older adult care points, cultural considerations, health promotion, patient teaching. • Care of Patients with Disorders of the Gallbladder: Cholelithiasis, cholecystitis. • Care of Patients with Disorders of the Liver: Hepatitis, cirrhosis, liver transplantation, cancer of the liver. • Care of Patients with Disorders of the Pancreas: acute pancreatitis, chronic pancreatitis, cancer of the pancreas, community care, cultural considerations, older adult care points, patient teaching, clinical cues, health promotion, home care considerations, safety alerts. <p>Assignment(s):</p> <ul style="list-style-type: none"> • Check Your Knowledge (9 topics) • Unit 3 Quiz • Exam 1 	<p>1,2,4</p> <p>2</p> <p>2</p> <p>1,2,4</p> <p>2</p> <p>2</p>	<p>Quiz 30 points</p> <p>Exam 1 200 points</p>
<p>4 Respiratory System and Fluid and Electrolytes</p>	<ul style="list-style-type: none"> • The Respiratory System Review: Functions, effects of aging, nursing process. • Causes of Respiratory Disease: Respiratory disorders, prevention, risk factors for respiratory disease, care of older adults and respiratory disease, diagnostic procedures and labs tests, history taking/data collection, sputum characteristics and possible 	<p>2</p> <p>2</p>	

	<p>causes, normal lung sounds, physical clinical appearance, common respiratory patient care problems, altered breathing patterns, older adult care points, health promotion, clinical cues.</p> <ul style="list-style-type: none"> • Care of Patients with Disorders of the Upper Respiratory System: Disorders of the nose and sinuses, upper respiratory infections and rhinitis, sinusitis, epistaxis, pharyngitis, tonsillitis. • Obstruction and Trauma: Airway obstruction and respiratory arrest, obstructive sleep apnea, nasal fracture, cancer of the larynx, health promotion for cancer of the larynx, endotracheal intubation and tracheostomy, care of a tracheostomy, home health care, older adult care points, clinical cues, patient teaching, health promotion, home teaching, rehabilitation, community care, safety alert. • Care of Patients with Disorders of the Lower Respiratory System, Respiratory Infectious Diseases: Acute bronchitis, influenza, health promotion, pneumonia, atelectasis, fungal infections, tuberculosis. • Care of Patients with Disorders of the Lower Respiratory System, Restrictive Pulmonary Disorders: Kyphosis, sarcoidosis, pulmonary fibrosis, pleurisy, pleural effusion, empyema. • Care of Patients with Disorders of the Lower Respiratory System, Obstructive Pulmonary 	<p>2</p> <p>1,2,4</p> <p>2</p> <p>2</p> <p>2</p>	
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	<p>Disorders: Bronchiectasis, cystic fibrosis, COPD, emphysema, chronic bronchitis, asthma, lung cancer.</p> <ul style="list-style-type: none"> • Other Respiratory Disorders: Pulmonary embolism, primary pulmonary hypertension, pneumothorax, hemothorax, pulmonary edema, respiratory failure, intrathoracic surgery, oxygen therapy, mechanical ventilation, older adult care points, legal & ethical considerations, safety alert, clinical cues, health promotion, cultural considerations. • Fluid and Electrolytes: Distribution and regulation of body fluids, movement of fluid and electrolytes, fluid imbalance, deficient fluid volume, nausea and vomiting, edema, home care, osmolality, electrolyte imbalances. <p>Assessment(s):</p> <ul style="list-style-type: none"> • Check Your Knowledge (9 topics) • Unit 4 Quiz 	<p>1,2</p> <p>2,4</p>	<p>Quiz 30 points</p>
<p>5 Sensory System, End of Life, and Integumentary System</p>	<ul style="list-style-type: none"> • The Sensory System: Eye: Eye disorders, eye injury, diagnostic test for eye problems, assessment/data collection, eye disease, abnormalities of lid positions, clinical signs and symptoms of eye diseases, eye medication. • The Sensory System: Ear: Hearing loss, conductive versus sensorineural hearing loss, diagnostic test and exams, data 	<p>2</p> <p>1,2,4</p>	<p>139</p>

	<p>collection, communication with a person who is hearing impaired, caring for a hearing aid, instilling otic medication, dizziness and vertigo, tinnitus, rehabilitation for hearing loss, older adult care, safety alert, clinical cues, health promotion.</p> <ul style="list-style-type: none"> • Care of Patients with Disorders of the Eyes: Common disorders of the eye, errors of refraction, uveitis, dry eye, corneal disorders, eye trauma, planning, cataract, glaucoma, open-angle glaucoma, narrow-angle glaucoma, retinal detachment, retinopathy, macular degeneration, preoperative care, postoperative care. • Care of Patients with Disorders of the Ears: Common disorders of the ear, external otitis, impacted cerumen and foreign bodies, otitis media, labyrinthitis, Meniere disease, acoustic neuroma, otosclerosis and hearing loss, nursing care of patients having ear surgery, preoperative care/postoperative care, older adult considerations, safety alert, cultural considerations, clinical cues, health promotion End of Life: Cachexia, changes to the body systems, ethical dilemmas end of life care, nursing process, end-stage symptom management. • The Integumentary System: Age-related changes in skin and its structures, integumentary system, risk factors for skin tears in older adults, measures to prevent skin tears. 	<p>1,2</p> <p>1,2</p>	<p>140</p>
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	Assessment(s): <ul style="list-style-type: none"> • Check Your Knowledge (6 topics) • Unit 5 Quiz 		Quiz 30 points
6 Integumentary and Reproductive System Disorders	<ul style="list-style-type: none"> • Care of Patients with Integumentary Disorders: Inflammatory & Bacterial Infections: Dermatitis, acne, psoriasis, Stevens-Johnson syndrome, bacterial infections. • Care of Patients with Integumentary Disorders: Viral & Fungal Infections: Viral infections, herpes simplex, herpes zoster, fungal infections, tinea pedis. • Care of Patients with Integumentary Disorders: Parasitic & Noninfectious Disorders: Parasitic infections, pediculosis and scabies, noninfectious disorders of the skin, skin cancer, best practice for the prevention of pressure ulcers. • Care of Patients with Burns: Burns, first aid for minor burns, pain management, debridement, grafting management of burns, community care, older adult care points, safety alert, clinical cues, health promotion, patient teaching, nutritional considerations. • Care of Women Reproductive Disorders: Sexual maturation, menopause & health risks, health promotion, managing menopause, age-related concerns, normal menstruation, normal breast, menstrual dysfunction, contraception, legal & ethical 	<p>2</p> <p>2</p> <p>2</p> <p>1,2</p> <p>1,2,4,5</p>	<p>141</p>

	<p>morning after pill, infertility, art procedures, health screening & assessment/breast self- examination, the pelvic exam, diagnostic procedures, culture & women’s health, gynecologic surgical procedure, cystocele/rectocele/enterocele/uterine prolapse, polycystic ovarian syndrome, dysfunctional uterine bleeding, fibroids, hysterectomy, endometriosis, comparison of bacterial vaginosis & yeast infection, toxic shock syndrome, cancer of the reproductive tract.</p> <ul style="list-style-type: none"> • Disorders of the Breasts: Risk factors for breast cancer, patient teaching older adults, older adult care points, clinical cues, cultural considerations, health promotion, legal & ethical considerations, patient teaching. • Care of Men with Reproductive Disorders: Age- related changes, fertility, contraception, PSA, diagnostic tests, erectile dysfunction, treatment options for erectile dysfunction, ejaculation disorders, infertility, hydrocele, varicocele, testicular torsion, priapism, benign prostatic hyperplasia, surgical interventions for male urogenital problems, inflammation & infections of the male reproductive tract, cultural considerations, cancer of the male reproductive tract, safety alert, older adult care points, clinical cues, health promotion, patient teaching. • Care of Patients with Sexually Transmitted Infections: Sexually transmitted infections, PID, 	<p>1,2,5</p> <p>1,2,4,5</p> <p>2,4</p>	<p>142</p>
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	<p>candidiasis, bacterial vaginosis, risk factors for transmission of STIs, cultural considerations, prevention of HPV, reporting STIs, common diagnostic tests, common STIs, health promotion, prevention of STIs, clinical cues, cultural considerations.</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • Group Culture Project • Unit 6 Quiz • Exam 2 	<p>2</p> <p>2</p> <p>2</p>	<p>Culture Project 80 points</p> <p>Quiz 30 points</p> <p>Exam 2 200 points</p>
<p>7 Neurological System</p>	<ul style="list-style-type: none"> • Neurologic System: Function, age-related changes, nursing process. • Neurological Disorders: Causative factors involved in neurologic disorders, classification of common neurologic disorders, prevention of neurologic disorders, evaluation of neurologic status, common neurologic patient care problems, quick assessment of cranial nerves, diagnostic tests for neurologic disorders, Glasgow coma scale, pupillary abnormalities and possible causes, safety alert, clinical cues, patient teaching. • Care of Patients with Head Injuries: Traumatic brain injuries, decreasing levels of consciousness, increased intracranial pressure, guidelines for patients with increased intracranial pressure. • Care of Patients with Spinal Cord Injuries: Injuries of the spine and spinal cord, level of spinal cord damage, function present, & activities possible, stages of grief and 	<p>2</p> <p>1,2</p> <p>2</p> <p>1,2</p>	<p>143</p>

	<p>associated behaviors, drugs commonly used to treat head and spinal cord injuries, back pain and ruptured intervertebral disk, older adult care points, legal & ethical considerations, safety alert, clinical cues.</p> <ul style="list-style-type: none"> • Care of Patients with Brain Disorders: Seizure disorder and epilepsy and medications commonly used, transient ischemic attack, cerebrovascular accident and drugs commonly used, brain tumor, infectious and inflammatory disorders of the nervous system, bacterial meningitis, viral meningitis, encephalitis, headaches, cluster headaches, cranial nerve disorders, TIC, Bell Palsy, clinical cues, safety alert, patient teaching, health promotion, cultural considerations, safety alerts, nutrition considerations. • Care of Patients with Peripheral and Degenerative Neurologic Disorders: Parkinson’s disease and nursing implications and commonly used drugs, multiple sclerosis, Alzheimer disease, amyotrophic lateral sclerosis, Guillain-Barre syndrome, Huntington disease, myasthenia gravis, signs and symptoms of cholinergic crises and myasthenia crisis, restless leg syndrome, safety alert, patient teaching, clinical cues. • Care of Patients with Cognitive Disorders: Overview of cognitive disorders, delirium, dementia, Alzheimer disease, behavioral patterns in mild, moderate, and 	<p>1,2,5</p> <p>1,2</p> <p>1,2</p>	<p>144</p>
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	<p>severe Alzheimer disease, ten warning signs of Alzheimer disease, vascular dementia, restraints, alternatives to and guidelines for the use of restraints, suggestions for families caring for a person with Alzheimer disease, community care, older adult care points, health promotion, legal & ethical considerations, safety alert, clinical cues, cultural considerations.</p> <p>Assessment(s):</p> <ul style="list-style-type: none"> • Check Your Knowledge (7 topics) • Unit 7 Quiz 	2	<p>Quiz 30 points</p>
8 Final Exam	<p>Assessment(s):</p> <ul style="list-style-type: none"> • Final Exam • Comprehensive Knowledge Check Grade 	<p>1,2,4 1,2</p>	<p>Final Exam 250 points</p> <p>Knowledge Checks 50 points</p>

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Assignments: <ul style="list-style-type: none"> • Microbiology for Nurses • Group Culture Project 	10 80	41% 8%	Points Rubric
Check Your Knowledge <ul style="list-style-type: none"> • Students earn 50 points for successful completion of all knowledge checks by the end of Week 7 • Students who fail to successfully complete all knowledge checks by the end of Week 7 will receive 0 points 	50	5%	Points
Quizzes (7 x 30 points each)	210	21%	Points
2 Exams (200 points each)	400	40%	Points
Final Exam	250	25%	Points
Total	1000	100%	

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Course Syllabus

Course Title: Nursing Specialties

Course Code: NP230

Credit hours: 3

Prerequisites: NP 110 Pharmacology for Nurses with Lab and NP 125 Medical Surgical Nursing I for LPNs.

Course Description: This course prepares the practical nursing student with entry level knowledge and skills needed to care for obstetric, neonatal, pediatric, and mental health patient. Learning experiences focus on the normal growth and development of the specialty patients and commonly encountered disorders. Coordination of care, documentation, medication administration, and legal and ethical issues, historical perspectives and emerging trends within the specialties will be emphasized.

Program: Undergraduate Nursing

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. Provide safe, quality, atraumatic, relationship-centered nursing care of the specialty patients and families.
2. Integrate nursing interventions as appropriate for the practical nurse in the care of the specialty patients and families.
3. Implement written, verbal and nonverbal communication strategies to communicate effectively with the specialty patients, their families, and other healthcare professionals.

	<p>the subject, false reassurance, giving advice, defensive comments, clichés, listening inattentively, characteristics of communication, levels of communication. (Day 2)</p> <p>Assignment(s): Check Your Knowledge</p> <p>Common Coping/Defense Mechanisms: Repression, denial, projection, reaction formation, regression, rationalization, identification, displacement, sublimation, examples of coping mechanisms, collecting data. (Day 2)</p> <p>Assignment(s): Check Your Knowledge</p> <p>Overview of Cognitive Disorders: Cognition, cognitive disorder, change in level of functioning, overview of aging and cognitive disorders.</p> <p>Assignment(s): Check Your Knowledge (Day 2)</p> <p>Assessment(s): Quiz #1 - Timed quiz completed outside of class. Must be completed prior to Exam 1. (Day 2)</p>	<p>1,2,3</p> <p>1,2</p> <p>1,2,3</p>	<p>Quiz 30 points</p>
<p>2</p>	<p>Topic(s):</p> <p>Delirium: Causes, illusions, hallucinations, delusions, clinical cues, older adult care points, substance induced delirium. (Day 1)</p> <p>Assignment(s): Check Your Knowledge</p> <p>Dementia: Types of dementia, confabulation, complementary and alternative therapies; Alzheimer Disease: Etiology and pathophysiology, health promotion diet and memory, exercise the brain, signs and symptoms, mild, moderate, severe, pet therapy, diagnosis, treatment, medications, nursing process, warning signs, clinical cues, nursing process, complementary treatment, smell, massage, caregiver support systems, suggestions of therapeutic interventions for families, community care. (Day 1)</p>	<p>1,2</p> <p>1,2</p>	

	<p>Assignment(s): Check Your Knowledge Other Dementia: Vascular Dementia: Cause, signs and symptoms, cultural considerations, treatment; AIDS Dementia Complex: Cause, signs and symptoms, nursing process; Reality Orientation: what it is, when to use it, examples. (Day 1)</p> <p>Assignment(s): Check Your Knowledge Restraints: Types, legal and ethical considerations, least restrictive, alternatives to restraints, acute care setting, long term care setting guidelines for safe use of restraints, elderspeak, interventions for the family. (Day 1)</p> <p>Assignment(s): Check Your Knowledge Anxiety and Anxiety Disorders: Mild, moderate, severe, panic, generalized anxiety, phobic disorder, obsessive compulsive disorder, post-traumatic stress disorder, cultural considerations, diagnosis of anxiety, treatment of anxiety, pharmacologic, nonpharmacological treatment, safety alerts, clinical cues, older adult care points, nursing process, therapeutic interventions and care, complementary and alternative treatment, nutritional considerations, lifestyle stressors. (Day 2)</p> <p>Assignment(s): Check Your Knowledge Mood Disorders: Dysthymia, mania, flight of ideas, bipolar disorder, treatment, lithium, nursing process, hygienic care of manic patients, deescalating techniques; Major Depressive Disorders: Diagnosis, psychomotor retardation, clinical cues, older adult care points, treatment, complementary and alternative therapy, medications, serotonin syndrome, electroconvulsive therapy, nursing process, family support system and resources available with acute illness. (Day 2)</p>	<p>1,2</p> <p>1,2,4</p> <p>1,2</p> <p>1,2</p>	
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	<p>Assignment(s): Check Your Knowledge Suicidal Patients: Clinical cues, Risk factors, nursing process, questions to ask, legal and ethical considerations, safe environment, therapeutic interventions, 1:1. (Day 2)</p> <p>Assignment(s): Check Your Knowledge Eating Disorders: Anorexia nervosa, bulimia nervosa, treatment of eating disorders, nursing process, clinical cues, community care, altered body image and achieving positive body image. (Day 2)</p> <p>Assignment(s): Check Your Knowledge Assessment(s): Quiz #2 - Timed quiz completed outside of class. Must be completed prior to Exam 1. (Day 2)</p> <p>Simulation: Therapeutic interventions with the mental health client</p>	<p>1,2,4</p> <p>1,2</p> <p>1,2,3</p>	<p>Quiz 30 points</p>
3	<p>Topic(s): Violence: The cycle of assault, anger control disorders, interventions, abuse, neglect, emotional issues, mental health disorders relating to violence, homelessness, psychosocial development, common childhood problems, sexual abuse. (Day 1)</p> <p>Assignment(s): Check Your Knowledge High Risk Behaviors: Substance abuse, disorder, psychoactive substance, dependency, abuse, signs and symptoms, legal and ethical considerations, substance abuse among health care workers, effects of substance abuse on family and friends, validation, reality orientation, reminiscence, transgender, sexual disorders. (Day 1)</p> <p>Assignment(s): Check Your Knowledge Alcohol Abuse: Alcohol, complications, signs and symptoms of intoxication and withdrawal, religion and alcohol, older adult care points, treatment, medications, drugs to treat</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p>	

	<p>substance abuse, twelve steps of alcoholics anonymous, clinical cues. (Day 1) Assignment(s): Check Your Knowledge Abuse of Other Central Nervous System Depressants: CNS depressants, older adult care points, therapeutic treatment, characteristics of commonly abused substances. (Day 1) Assignment(s): Check Your Knowledge Abuse of Opiates: Pain, legal and illegal, complementary and alternative therapies, therapeutic treatment, clinical cues, withdrawal. (Day 2) Assignment(s): Check Your Knowledge Abuse of Other: Abuse of Stimulants: CNS Stimulants, treatment; Abuse of Nicotine: Addiction, cultural considerations, therapeutic treatments, clinical cues, legal and ethical considerations; Cannabis, hallucinogens, inhalants, therapeutic treatments, nursing process, role of family with substance abuse, community care, older adult care points, gambling, sexual addiction, and pornography, interventions. (Day 2) Assignment(s): Check Your Knowledge Overview of Thought Disorders: Schizophrenia, etiology and pathophysiology, signs and symptoms, safety alert, types of schizophrenia, diagnosis, treatment, medications, pseudoparkinsonism, tardive dyskinesia, older adult care points, side effects of antipsychotic medications, clinical cues, legal and ethical considerations, nursing process, patient teaching, cultural considerations, complementary and alternative therapies, specific therapeutic nursing interventions for persons who are angry, hostile, aggressive, manipulative, or paranoid. (Day 2) Assignment(s): Check Your Knowledge</p>	<p>1,2</p> <p>1,2</p> <p>1,2,4</p> <p>1,2,4</p>	
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	<p>Overview of Personality Disorders: Diagnosis, signs and symptoms, DSM-5, cluster A, cluster B, cluster C, Borderline personality disorder, treatment, nursing process, guide for collecting data on patients with personality disorders, community care, safety alert suicidal ideations. (Day 2)</p> <p>Assignment(s): Check Your Knowledge</p> <p>Assessment(s): Quiz #3 - Timed quiz completed outside of class. Must be completed prior to Exam 1. (Day 2)</p>	<p>1,2</p> <p>1,2,3</p> <p>1,2,3</p>	<p>Quiz</p> <p>30 points</p>
4	<p>Topic(s):</p> <p>Maternity Nursing: Past history, present history, future, maternal newborn nursing & women's health. (Day 1)</p> <p>Assignment(s): Check Your Knowledge</p> <p>Human Reproductive A & P: Reproductive systems-female, male. (Day 1)</p> <p>Assignment(s): Check Your Knowledge</p> <p>Fetal Development: Fertilization, inheritance, development of the fetus, accessory structures of pregnancy, fetal circulation. (Day 1)</p> <p>Assignment(s): Check Your Knowledge</p> <p>Prenatal Care & Adaptations to Pregnancy: Prenatal visits, determining the EDD, TPAL, diagnosis of pregnancy, physiological changes in pregnancy, nutrition for lactation and pregnancy, travel, common discomforts, psychosocial adaptation, prenatal education, nursing care during pregnancy. (Day 1)</p> <p>Assignment(s): Check Your Knowledge</p> <p>Nursing Care of Women With Complications During Pregnancy: Danger signs in pregnancy, fetal diagnostic test, pregnancy related complications: hyperemesis gravidarum, bleeding disorders, HTN in pregnancy, & RH and ABO incompatibility, pregnancy complicated by comorbidities: diabetes mellitus, anemia,</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	

	<p>infections, & substance abuse, trauma in pregnancy, effects of high risk pregnancy on the family. (Day 2)</p> <p>Assignment(s): Check Your Knowledge</p> <p>Nursing Care of Mother & Infant During Labor & Birth: Cultural considerations, 4 ps of labor: powers, passage, passengers, & psyche, normal childbirth, admission, position of fetus, true labor vs false labor, fetal monitoring, maternal monitoring, stages of labor, nursing responsibilities during a birth, nursing care after birth, nursing care of neonate after birth. (Day 2)</p> <p>Assignment(s): Check Your Knowledge</p> <p>Nursing Management of Pain During Labor & Birth: Non-pharmacologic techniques & pharmacologic pain management, ethical & legal aspects of care. (Day 2)</p> <p>Assignment(s): Check Your Knowledge</p> <p>Assessment(s): Quiz #4 - Timed quiz completed outside of class. Must be completed prior to Exam 2. (Day 2)</p> <p>Assessment(s): Exam #1 Mental Health (Day 2)</p>	<p>1,2</p> <p>1,2,4</p> <p>1,2</p>	<p>Quiz 30 points</p> <p>Exam 150 points</p>
5	<p>Topic(s):</p> <p>Nursing Care of Women With Complications During Labor & Birth: Obstetric procedures, amnioinfusion, induction or augmentation of labor, episiotomy and lacerations, forceps and vacuum extraction, cesarean birth, problems with powers of labor, problems with fetus, problems with pelvis/soft tissue, problems with psyche, abnormal duration of labor, pre-term labor, post term pregnancy, emergencies in labor. (Day 1)</p> <p>Assignment(s): Check Your Knowledge</p> <p>The Family After Birth: Cultural impact, postpartum assessment, cardiovascular changes, urinary changes, musculoskeletal</p>	<p>1,2</p> <p>1,2</p>	

	<p>changes, RHO (d) immune globulin, adaptations after C-section, emotional considerations for mom, dad, grandparents, siblings, care of the newborn, breastfeeding , bottle feeding, self-care and discharge education. (Day 1)</p> <p>Assignment(s): Check Your Knowledge Nursing Care of Women With Complications After Birth: Hemorrhage, blood clots, infection, & mood disorders. (Day 1)</p> <p>Assignment(s): Check Your Knowledge The Nurses Role in Women’s Health Care: STIs & family planning.</p> <p>Assignment(s): Check Your Knowledge Term Newborn: Adjustment to extra uterine life, assessment of term newborn, preventing infection, discharge planning-teaching.(Day 2)</p> <p>Assignment(s): Check Your Knowledge Preterm & Post-Term Newborns: Preterm newborn, post term newborn, discharge of preterm. (Day 2)</p> <p>Assignment(s): Check Your Knowledge The Newborn With a Perinatal Injury or Congenital Malformation: Birth defects, malformations present at birth, perinatal injuries –ABO incompatibility, neonatal abstinence, infant of diabetic mother, ethical & legal aspects of care. (Day 2)</p> <p>Assignment(s): Check Your Knowledge Assessment(s): Quiz #5 - Timed quiz completed outside of class. Must be completed prior to Exam 2. (Day 2)</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,4</p> <p>1,2</p>	<p>Quiz 30 points</p>
6	<p>Topic(s): Adapting Care to the Pediatric Patient: Child’s Experience of Hospitalization: Pain, nurse’s role, confidentiality, & discharge planning, the child’s experience of hospitalization by age. (Day 1)</p> <p>Assignment(s): Check Your Knowledge</p>	<p>1,2</p>	

	<p>Health Care Adaptations for the Child & Family: Informed consent, & safety, pediatric assessment, procedures/treatments, medication administration. (Day 1) Assignment(s): Check Your Knowledge</p> <p>Pediatric Sensory or Neurological Condition: Ears & eyes, Reye’s syndrome, infections, seizures, cerebral palsy, cognitive impairment, head injuries. (Day 1) Assignment(s): Check Your Knowledge</p> <p>Pediatric Musculoskeletal Condition: Trauma, osteomyelitis, muscular dystrophy, SCFE, leg-calve perthes, sarcomas, scoliosis, child abuse. (Day 1) Assignment(s): Check Your Knowledge</p> <p>Pediatric Respiratory Disorder: Infections, asthma, cystic fibrosis, bpd, SIDS. (Day 2) Assignment(s): Check Your Knowledge</p> <p>The Child With a Cardiovascular Disorder: Congenital heart defects, acquired heart disease. (Day 2) Assignment(s): Check Your Knowledge</p> <p>Pediatric Condition of the Blood: Blood-forming organs, or lymphatic system, blood, anemias, sickle cell, hemophilia, leukemia. (Day 2) Assignment(s): Check Your Knowledge</p> <p>Pediatric Gastrointestinal Condition: Esophageal atresia, pyloric stenosis, Hirschsprung’s disease, gastroenteritis, GER, diarrhea/constipation, fluid and electrolyte imbalance, appendicitis, thrush, & poisoning, ethical & legal aspects of care. (Day 2) Assignment(s): Check Your Knowledge</p> <p>Assessment(s): Exam #2 OB (HESI standardized exam) (Day 1)</p> <p>Assessment(s): Quiz #6 - Timed quiz completed outside of class. Must be completed prior to Exam 3. (Day 2)</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,4</p> <p>1,2</p> <p>1,2</p>	<p>Exam 150 points</p> <p>Quiz 30 points</p>
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7	<p>Topic(s): Nursing Care of the Chronically Ill Child: Chronic illness, developmental disabilities, home care. (Day 1) Assignment(s): Check Your Knowledge</p> <p>Nursing Care of the Dying Child: Facing death, self-exploration, child’s reaction to death, child’s awareness of his or her condition, physical changes of death, nursing tips. (Day 1) Assignment(s): Check Your Knowledge</p> <p>The Child With a Genitourinary Condition: Hypospadias, UTI, nephrotic syndrome, glomerulonephritis. (Day 1) Assignment(s): Check Your Knowledge</p> <p>Pediatric Skin Condition: Dermatitis, impetigo, fungal infections, lice/scabies, burns. (Day 2) Assignment(s): Check Your Knowledge</p> <p>Pediatric With a Metabolic Condition: Inborn errors of metabolism, diabetes insipidus, diabetes mellitus, hypothyroidism. (Day 2) Assignment(s): Check Your Knowledge</p> <p>Childhood Communicable Diseases: Chickenpox, german measles, measles, infection/immunity, immunizations, bioterrorism, STIs. (Day 2) Assignment(s): Check Your Knowledge</p> <p>The Child With an Emotional or Behavioral Condition: Autism, ADHD, anorexia/bulimia, depression/suicide, interventions, ethical & legal aspects of care. (Day 2) Assignment(s): Check Your Knowledge Assignment(s): OB Remediation Assessment(s): Quiz #7 - Timed quiz completed outside of class. Must be completed prior to Exam 3. (Day 2) Assessment(s): Exam #3 Peds (HESI standardized exam)</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,4</p> <p>1,2</p>	<p>OB Remediation 20 points</p> <p>Quiz 30 points</p> <p>Exam 150 points</p>
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8	Assignment(s): Peds Remediation due Assessment(s): HESI Mid-Program Exam Comprehensive Knowledge Check Grade		Peds Remediation 20 points Exam 250 points Knowledge Check 50 points
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*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00% - 100.00%
B	80.00% - 89.99%
C	76.00% - 79.99%
F	0.00% - 75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Mid-Program Exam Administered week 8 <ul style="list-style-type: none"> Percentage earned [76% or greater] converted to points Less than 76% = 0 points Percentage converted to points by multiplying by 2.5 	250	25%	Points
Check Your Knowledge <ul style="list-style-type: none"> Students earn 50 points for successful completion of all knowledge checks by the end of Week 7 Students who fail to successfully complete all knowledge checks by 	50	5%	Points

the end of Week 7 will receive 0 points			
HESI Remediation (2 x 20 pts) Pediatric Exam OB Exam	40	4%	Points
Quizzes (7 X 30 points ea.)	210	21%	Points
Exam 1 Mental Health	150	15%	Points
Exam 2 Pediatric (HESI standardized exam)**	150	15%	Points
Exam 3 OB (HESI standardized exam)**	150	15%	Points
Total	1000	100%	

**HESI Conversion Scale – Using the scale below, determine the percentage score based on the HESI score. Percentage converted to points by multiplying by 1.5.

HESI Score	Percentage Score
1200 or greater	100
1000-1199	96
950-999	93
900-949	90
850-899	87
800-849	84
750-799	80
700-749	75
650-699	70
600-649	65
550-599	60
500-549	55
< 500	50

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

HERZING[®]
— UNIVERSITY —
Course Syllabus

Course Title: Medical-Surgical Nursing II for LPNs

Course Code: NP235

Credit hours: 5 (Didactic 3 + Clinical 2)

Prerequisites: NP 125 Medical Surgical Nursing I for LPNs and NP 230 Nursing Specialty.

Course Description: This course explores the care of adults using a body systems approach. Focus is placed on nursing interventions and developing knowledge required to provide quality nursing care in a safe manner. Content areas include cardiovascular, hematologic, endocrine, and lymphatic systems. Furthermore, acid-base balance, cancer, bioterrorism, disaster, and trauma are integrated throughout the course. The clinical component of this course allows the student a hands-on experience in providing relationship-centered care for patients with different disease processes in the health care system.

Program: Nursing LPN Program

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgment and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.
2. Apply professional knowledge to interventions as appropriate with cultural considerations
3. Demonstrate basic knowledge of chemistry and physics and its applicability to nursing practice.
4. Verify pharmacologic therapy for clients based on an understanding of expected pharmacologic actions, safe administration methods, and data collection for patients.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1 Laboratory Tests	<p>Topic(s):</p> <ul style="list-style-type: none"> • Complete blood count: RBC, WBC's, platelets, hemoglobin, hematocrit. • Serum electrolytes: Sodium, potassium, chloride, calcium, magnesium, phosphorus. • Urinalysis: volume, specific gravity, pH, glucose, protein, ketones, bilirubin, WBC, RBC, uric acid, glomerular filtration rate. • Chemistry: Glucose, blood urea nitrogen (BUN), serum creatinine, albumin, pre-albumin. • Coagulation Studies: Prothrombin time (PT), international normalized ratio (INR), activated partial thromboplastin time (aPTT), DIC. • Lipoproteins and Triglycerides: Total cholesterol, low-density lipoprotein (LDH), high-density lipoprotein (HDL), SGOT, SGPT, triglycerides. • Cardiac Enzymes: Troponin, c-reactive protein, creatinine kinase (CK-MB), BNP. • Thyroid Function Studies: Thyroid stimulating hormone (TSH), thyroxine (T4), free thyroxine (T4). • Kidney Function Tests: GFR, serum creatinine, Blood urea nitrogen (BUN). <p>Other Tests: Blood glucose, glucose postprandial, Hemoglobin A1C (HgA1C), erythrocyte sedimentation rate (ESR), C-Reactive Protein (CRP), ferritin.</p> <p>Assignment(s):</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	

	<p>Check Your Knowledge (10 topics) Unit 1 Quiz Remediation of HESI Mid-Program Exam (Since the mid-program exam is administered in week 8 of NP230, remediation from the mid-program exam occurs in NP235)</p>	1	<p>Quiz 50 points</p> <p>HESI remediation 50 points</p>
2 Diagnostic Tests	<p>Topic(s):</p> <ul style="list-style-type: none"> • Nuclear scans: Bone, brain, liver, kidney, PET scan, lungs, female scans. • Ultrasound: Breast, carotid, EKG, vascular. • Stool Specimens: C-diff, stool cultures, occult blood. • Endoscopy: Bronchoscopy, colonoscopy, arthroscopy, cystoscopy, hysteroscopy, bone marrow. • Cardiac Tests: Holter monitor, stress test, EKG, echocardiograms. • Miscellaneous Diagnostic Tests 1: MRI, CAT Scan, bone density, lumbar puncture, paracentesis, thoracentesis, blood cultures, standard precautions, procedure and patient care, venous puncture, blood studies, timing, transport, and processing of blood. • Miscellaneous Diagnostic Tests 2: Diagnostic test for the immune and lymphatic systems, diagnostic tests for respiratory problems, diagnostic tests for hematologic system, common diagnostic tests for cardiovascular system, diagnostic tests for neurological disorders, diagnostic tests for eye problems, diagnostic tests for GI disorders, diagnostic tests for musculoskeletal disorders, diagnostic tests for urologic disorders, diagnostic tests for the 	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	

	<p>endocrine system, common gynecologic diagnostic tests, diagnostic tests for male reproductive system.</p> <p>Assignment(s): Check Your Knowledge (7 topics) Unit 2 Quiz</p>	<p>1,2 1</p>	<p>Quiz 50 points</p>
<p>3 The Immune and Lymphatic Systems</p>	<p>Topic(s):</p> <ul style="list-style-type: none"> • Acid-Base Balance: Acid-base system, acid-base imbalances, arterial blood gas analysis, metabolic acidosis, metabolic alkalosis, respiratory acidosis, respiratory alkalosis, community care, clinical cues, older adult care points, safety alert, legal & ethical considerations, patient teaching. • The Immune and Lymphatic System: Review major components of the immune system and their functions, age-related changes to the immune and lymphatic systems. • Protective Mechanisms of the Immune and Lymphatic Systems: Inflammatory response, immune response, immune and lymphatic system disorders, prevention of immune and lymphatic disorders, nursing management, common problems related to the immune and lymphatic systems, fever, immunosuppression, diagnostic tests for disorders of the immune and lymphatic systems, health promotion, older adult care points, clinical cues, legal and ethical considerations. • Care of Patients with Immune and Lymphatic Disorders: Immune function and dysfunction, immune deficiency disorders, therapeutic 	<p>1,2</p> <p>1</p> <p>1,2</p> <p>1,2</p>	<p>164</p>

	<p>immunosuppression, human immunodeficiency virus and acquired immunodeficiency syndrome, human immunodeficiency virus risk in patients older than 50, community education and care.</p> <ul style="list-style-type: none"> ● Autoimmune Disorders: Autoimmune disorders and body systems affected, hemolytic anemia, polymyalgia rheumatic, rheumatoid arthritis, systemic lupus erythematosus (SLE), temporal arteritis, addisons disease, celiac disease, crohns disease, guillain barre syndrome, hashimoto thyroiditis, multiple sclerosis, pernicious anemia, autoimmune hepatitis, Raynaud disease, disorders of the lymphatic system, lymphoma, lymphedema, fibromyalgia, disorders of inappropriate immune response, allergy and hypersensitivity, anaphylactic reaction and shock, older adult care points, patient teaching, health promotion, nutritional consideration, legal & ethical considerations, safety alert, clinical cues, cultural considerations. ● Care of Patients with Cancer: The impact of cancer, physiology of cancer, classifications of tumors, metastasis, causative factors, contributing factors, measures to prevent cancer, detection of cancer, nursing management. ● Common Therapies, Problems, and Nursing Care: Evaluating the effectiveness of medical treatment, common problems related to cancer or cancer treatment, health 	<p>1,2</p> <p>1,2</p> <p>1,2</p>	<p>165</p>
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	<p>promotion, cultural considerations, nutritional considerations, patient teaching, older adult care points.</p> <p>Assignment(s): Chemistry for Nurses Assignment Check Your Knowledge (7 topics) Unit 3 Quiz Exam 1</p>	<p>3</p> <p>1</p> <p>1</p>	<p>Chemistry for Nurses 15 points</p> <p>Quiz 50 points</p> <p>Exam 150 points</p>
<p>4 The Cardiovascular System</p>	<p>Topic(s):</p> <ul style="list-style-type: none"> • The Cardiovascular System: Overview of the anatomy and physiology of the cardiovascular system, cardiovascular disease, nursing management, common diagnostic tests for the cardiovascular system. • Common Problems of Patients with Cardiovascular Disorders: Fatigue & dyspnea, edema, pain, altered tissue perfusions, impaired tissue integrity, health promotion, cultural considerations, clinical cues, older adult care points, safety alert. • Care of Patients with Hypertension and Peripheral Vascular Disease: Hypertension, hypertensive crises, arteriosclerosis and atherosclerosis, peripheral vascular disease, PAD, aneurysm, CAD buerger disease, raynaud disease. • Venous Disorders: Venous thrombosis and phlebitis, superficial thrombophlebitis, DVT, chronic venous insufficiency, venous stasis ulcers & community care, older adult care points, cultural considerations, safety alert, patient teaching, health 	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	<p>166</p>

	<p>promotion, clinical cues.</p> <ul style="list-style-type: none"> • Care of Patients with Cardiac Disorders: Disorders of the heart, heart failure, cardiac dysrhythmias, inflammation and infectious diseases of the heart, infective endocarditis, pericarditis, nursing management of infectious and inflammatory heart disease, cardiac valve disorder, mitral stenosis, mitral regurgitation, aortic stenosis, aortic regurgitation, treatment of valve disorders. • Common Therapies and Their Nursing Implications: Oxygen, pharmacologic agents, dietary control & community care, older adult care points, clinical cues, patient teaching, clinical cues, safety alert, health promotion. • Care of Patients with Coronary Artery Disease & Cardiac Surgery: Coronary artery disease, angina pectoris, acute coronary syndrome and myocardial infarction, cardiogenic shock. • Surgical and Nonsurgical Treatment Options: Percutaneous transluminal coronary angioplasty, transmyocardial laser revascularization, cardiac surgery, & community care, older adult care points, cultural considerations, clinical cues, patient teaching, safety alert. <p>Assignment(s): Physics for Nurses Assignment Check Your Knowledge (8 topics) Unit 4 Quiz</p>	<p>1,2,4</p> <p>1,2,4</p> <p>1,2</p> <p>1,2</p> <p>3</p> <p>1</p>	<p>Chemistry for Nurses 15 points</p> <p>Quiz 50 points</p>
<p>5 The Hematologic System</p>	<p>Topic(s):</p> <ul style="list-style-type: none"> • The Hematologic System: Blood components, function of plasma proteins/red blood cells/white blood 	<p>1</p>	

	<p>cells/platelets, interaction of the lymphatic system with the vascular system, changes of the hematologic system with aging.</p> <ul style="list-style-type: none"> • Causes of Hematologic Disorders: Culture, medications, genetics, diagnosis. • Prevention of Hematologic Disorders: Assessing amount of blood loss, nutrition, monitoring drug side effects, radiation/chemicals. • Focused Assessment: Pale color, brittle nails, spoon-shaped nails, ecchymoses, jaundice, hair dry brittle thinning, swollen lymph nodes, rapid respirations, shortness of breath, widened pulse pressure, epigastric tenderness, abdominal distention, swollen extremities, signs of blood in urine/stool. • Common Problems Related to Disorders of the Hematologic System: Excessive bleeding, excessive clotting, fatigue, anorexia, pain, infection, bone marrow failure, cultural considerations, clinical cues, older adult care points, health promotion. • Care of Patients with Hematologic Disorders: Anemia, drugs for anemias, aplastic anemia, sickle cell disease, leukemia, thrombocytopenia, multiple myeloma, hemophilia. • Disseminated Intravascular Coagulation (DIC): Symptoms, complications, causes, diagnostic methods, treatment. • Therapies Frequently Used in the Management of Hematologic Disorders: Transfusions, transfusion 	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,4</p> <p>1,2</p> <p>1,2,4</p>	<p>168</p>
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	<p>reactions, LPN role, bone marrow transplant, oxygen therapy, iron therapy, vitamin B12 therapy, splenectomy, community care, clinical cues, older adult care points, safety alert, health promotion, legal & ethical considerations, cultural considerations, nutrition considerations.</p> <p>Assignment(s): Check Your Knowledge (8 topics) Unit 5 Quiz</p>	1	Quiz 50 points
6 The Endocrine System	<p>Topic(s):</p> <ul style="list-style-type: none"> • The Endocrine System: Principal endocrine glands and hormones, effects of the thyroid hormones, functions of the parathyroid glands, functions of the adrenal glands, hormone function on the pancreas, effects of aging on the endocrine system. • The Endocrine System: Endocrine system disorders, diagnostic tests & procedures of the endocrine system, diagnostic tests for detecting and monitoring for DM, community care, health promotion, clinical cues, safety alert. • Care of Patients with Pituitary Disorders: Pituitary disorders, pituitary tumors, hyperfunction of pituitary gland, hypofunction of pituitary gland, diabetes insipidus, SIADH. • Care of Patients with Thyroid Disorders: Thyroid disorders, goiter, hyperthyroidism, thyroidectomy, hypothyroidism, myxedema coma, thyroiditis, 	1 1,2 1 1	

	<p>thyroid cancer.</p> <ul style="list-style-type: none"> • Care of Patients with Parathyroid and Adrenal Disorders: Disorders of the parathyroid gland, hypoparathyroidism, & hyperparathyroidism; adrenal disorders, Addison's disease, adrenal crisis, Cushing syndrome, community care, safety alert, older adult care points, patient teaching, nutrition considerations, clinical cues. • Care of Patients with Diabetes and Hypoglycemia: Diabetes mellitus and hypoglycemia, types, etiology, signs/symptoms/diagnosis, factors associated with Type 1 and Type 2. • Management of Diabetes: Diet, exercise, pt. teaching hypoglycemia, oral hypoglycemic agents, insulin, clinical cues, insulin pump, sick day management. • Complications: Diabetic ketoacidosis, hyperglycemic hyperosmolar state, hypoglycemia, long term problems, patient education, hypoglycemia, nutrition considerations, cultural considerations, clinical cues, older adult care points, safety alerts, health promotion, patient teaching. <p>Assignment(s): Group Pharmacological Poster Board Presentation Check Your Knowledge (8 topics) Unit 6 Quiz Exam 2</p>	<p>1,2</p> <p>1</p> <p>1,2,4</p> <p>1,2</p> <p>4</p> <p>1</p> <p>1</p>	<p>Poster Board 20 points</p> <p>Quiz 50 points</p> <p>Exam 150 points</p>
7 Nursing Management and Emergencies	<p>Topic(s):</p> <ul style="list-style-type: none"> • Care of Patients During Disasters, Bioterrorism Attacks, Pandemic 	1,2	

	<p>Infections: Disaster Preparedness and Response: Hospital preparedness, triage, community preparedness, psychological responses to disaster, active shooter.</p> <ul style="list-style-type: none"> • Preparing for Chemical, Nuclear, or Biologic Disasters: Indications of chemical attack, types of chemicals, how to respond, health promotion, safety alert, patient teaching. • Care of Patients with Emergencies, Trauma and Shock: Prevention of accidents, first aid and good Samaritan laws, psychological and social emergencies, emergency care, metabolic emergencies, injuries caused by extreme heat and cold, poisoning, bites and stings, choking emergencies, CPR. • Shock: Types, causes, signs and symptoms, nursing management, safety alert, clinical cues, older adult care points, health promotion. • Concepts of Management and Supervision: Delegation, prioritizing, continuity of care, quality/performance improvement, referral process, discharge education, supervision. • Additional Topics: Informed consent, code status, emergency response plan, accident/error /injury prevention, incident reports, chemical dependency in nurses, advanced directives, crises interventions, medical emergencies, evidenced- based practice, advocate, negligence, malpractice, client rights, client care assignments, community resources, resource management. 	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	<p>171</p>
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	Assignment(s): Check Your Knowledge (7 topics) Unit 7 Quiz	1,2 1	Quiz 50 points
8 Final Exam	Assignment(s): Comprehensive Knowledge Check Grade Final Exam (Standard HESI Exam)**	1,2	50 200

*Pass rates may vary by program requirement- Refer to the University Catalog

Grading Scale

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts	Method of Scoring Points Rubric
Assignment(s) <ul style="list-style-type: none"> • Chemistry for Nurses Assignment • Physics for Nurses Assignment • Group Pharmacological Poster Board Presentation 	15 15 20	1.5% 1.5% 2.0%	Points Points Points
Check Your Knowledge <ul style="list-style-type: none"> • Students earn 50 points for successful completion of all knowledge checks by the end of Week 7 • Students who fail to successfully complete all knowledge checks by the end of Week 7 will receive 0 points 	50	5%	Points
Quizzes (7 x 50 points each)	350	35%	Points
Exams <ul style="list-style-type: none"> • HESI Remediation • 2 Exams (150 points each) • Final Exam (Standard HESI exam)** 	50 300 200	5% 30% 20%	Points Points Points
Total	1000	100%	

**HESI Conversion Scale – Using the scale below, determine the percentage score based on the HESI score. Percentage converted to points by multiplying by 2.0.

HESI Score	Percentage Score
1200 or greater	100
1000-1199	96
950-999	93
900-949	90
850-899	87
800-849	84
750-799	80
700-749	75
650-699	70
600-649	65
550-599	60
500-549	55
<500	50

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

HERZING[®]
— UNIVERSITY —
Course Syllabus

Course Title: LPN Clinical Capstone **Course Code:** NP275

Credit hours: 3.0

Prerequisite: NP 235 Medical Surgical Nursing II for LPNs .

Course Description: This is the final clinical course, where the student will utilize nursing skills and nursing judgement to perform safe, moral, quality, and prudent patient care in the health care system. The role of the practical nurse is stressed in physiology, pathophysiology, and psychosocial context as it relates to the care of patients. The course will assist in the personal and professional development needed to transition from student to practical nurse.

Program: Undergraduate Nursing

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. Explain the characteristics of a safe and effective care environment.
2. Apply knowledge to a client's situational changes, including legal, ethical, and moral considerations.
3. Collaborate with other health care professionals in providing nursing care that supports patients and families growth.
4. Prioritize patient care based on the NCLEX-PN client need categories.

5. Demonstrate professional nursing behaviors, nursing judgement, and personal/professional growth in the healthcare setting.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	<p>Topic(s): MUST COMPLETE A TOTAL OF AT LEAST 135 HOURS OF PRECEPTED IN A HEALTH CARE FACILITY. OVERALL, UNSATISFACTORY PERFORMANCE REPORTED BY A PRECEPTOR WILL BE EVALUATED BY THE INSTRUCTOR, AND MAY RESULT IN A COURSE FAILURE.</p> <p>Assessment(s): Students will attend clinical experiences in their nursing uniform and will be prepared to function as a nurse on their respective clinical units. Minimally, a pen, badge, personal stethoscope, and note pad are required.</p> <ul style="list-style-type: none"> • Journal Entry • Student Evaluation by Faculty informed by Preceptor Feedback • Practicum Hours Log (signed by Preceptor) 	<p>1,2,3,4,5</p> <p>5</p>	<p>P/F</p> <p>25 points 75 points 12.5 points</p>
2	<p>Assessment(s): Practicum hours</p> <p>Simulation: Caring for multiple patients</p> <ul style="list-style-type: none"> • Journal Entry • Student Evaluation by Faculty informed by Preceptor Feedback • Practicum Hours Log (signed by Preceptor) 	<p>1,2,3,4,5</p> <p>1,2,3,4,5</p>	<p>P/F</p> <p>25 points 75 points 12.5 points</p>
3	<p>Assignment(s):</p> <p>Assessment(s): Practicum hours</p> <ul style="list-style-type: none"> • Journal Entry 	<p>1,2,3,4,5</p> <p>1,2,3,4,5</p>	<p>P/F</p> <p>25 points 75 points</p>

	<ul style="list-style-type: none"> • Student Evaluation by Faculty informed by Preceptor Feedback • Practicum Hours Log (signed by Preceptor) 		12.5 points
4	Assignment(s): Assessment(s): Practicum hours <ul style="list-style-type: none"> • Journal Entry • Student Evaluation by Faculty informed by Preceptor Feedback • Practicum Hours Log (signed by Preceptor) 	1 1,2,3,4,5	P/F 25 point 75 points 12.5 points
5	Assignment(s): Assessment(s): Practicum hours <ul style="list-style-type: none"> • Journal Entry • Student Evaluation by Faculty informed by Preceptor Feedback • Practicum Hours Log (signed by Preceptor) 	1 1,2,3,4,5	P/F 25 points 75 points 12.5 points
6	Assignment(s): Assessment(s): Practicum hours <ul style="list-style-type: none"> • Journal Entry • Student Evaluation by Faculty informed by Preceptor Feedback • Practicum Hours Log (signed by Preceptor) • 	2 1,2,3,4,5	P/F 25 points 75 points 12.5 points
7	Assignment(s): Assessment(s): <ul style="list-style-type: none"> • Herzing Satisfaction Survey by Preceptor • Student Evaluation of Preceptor • Clinical Site Evaluation by Student • Preceptor Input • Journal Entry • Student Evaluation by Faculty informed by Preceptor Feedback 	1 1,2,3,4,5	P/F P/F P/F 100 points 25 points 75 points 12.5 points

	<ul style="list-style-type: none"> • Practicum Hours Log (signed by Preceptor) 		
8	<p>Assessment(s): All practicum hours must be completed prior to Monday of finals week.</p> <ul style="list-style-type: none"> • Journal Entry • Student Evaluation by Faculty informed by Preceptor Feedback • Practicum Hours Log (signed by Preceptor) 		<p>25 points</p> <p>75 points</p> <p>12.5 points</p>

*Pass rates may vary by program requirement- Refer to the University Catalog

Undergraduate Grade Scale

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Journal Entries (8 x 25 pts)	200	20%	Rubric
Student Evaluation by Faculty Member Informed by Preceptor Feedback (8x75 pts)	600	60%	Rubric
Preceptor Input**	100	10%	Points
Practicum Hours Log (8x12.5 pts)	100	10%	Points
Herzing Satisfaction Survey by Preceptor	P/F		Rubric
Student Evaluation of Preceptor	P/F		Rubric

Clinical Site Evaluation by Student	P/F		Rubric
Total	1000	100%	Rubric

****STUDENTS WHO FAIL TO ACHIEVE A MINIMUM OF A RATING OF “3” IN EACH CATEGORY EARN 0 POINTS FOR THE WEEKPOLICIES**

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

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Course Syllabus

Course Title: Preparation for NCLEX-PN

Course Code: NP280

Credit hours: 5

Prerequisite: NP 235 Medical Surgical Nursing II for LPNs.

Course Description: This course is designed to assist the student to prepare for the practical nursing licensure exam (NCLEX-PN) and entry into practice. Students will have the opportunity to develop and improve their test-taking skills through computer simulations and practice tests. The NCLEX PN test plan assessment of knowledge deficits and development of individual study plans based on results of weekly assessments will be utilized.

Program: Nursing LPN Program

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. Identify knowledge deficits in relation to NCLEX PN content areas.
2. Perform NCLEX-PN style questions effectively.
3. Determine individual strategies in preparation for the NCLEX-PN.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objectives Supported	Points Possible
1	<p><u>Topic(s):</u> Preparing for Nursing Exams: How can you best use your textbook, classroom notes</p> <p>Assignment(s): Check Your Knowledge</p> <p>Developing Good Study Skills: Good study skills, identify and plan study time, study habits that need developed, important study skills, time to start studying for an exam, study groups.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Fundamentals of Care Questions: Fundamentals questions, rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Silvestri Chapters 1, 2, 13 Textbook/E-Book/Realizeit: Silvestri p. 4, 5, 8, 9-15, 122-134</p> <p><u>PN Review:</u> Coordinated Care</p> <p>Assignment(s): Check Your Knowledge</p> <p>Safety & Infection Control</p> <p>Assignment(s): Check Your Knowledge</p> <p>Health Promotion & Maintenance</p> <p>Assignment(s): Check Your Knowledge</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">3</p> <p style="text-align: center;">1,2,3</p> <p style="text-align: center;">1,2</p> <p style="text-align: center;">1,2</p> <p style="text-align: center;">1,2</p> <p style="text-align: center;">1,2</p> <p style="text-align: center;">1,2</p>	
2	<p><u>Topic(s):</u> Reducing Test Anxiety: Test anxiety, how do you know if you have test anxiety, causes of test anxiety, preventing test anxiety, interventions if you are experiencing test anxiety, positive pampering and why is it important, the night before the exam, controlling your test anxiety before the exam, controlling your test anxiety</p>	3	

	<p>during the exam, the positive attitude and maintaining it.</p> <p>Assignment(s): Check Your Knowledge NCLEX Preparation: Starting NCLEX preparation, the NCLEX test plan: why is it so important, steps for preparing.</p> <p>Assignment(s): Check Your Knowledge Adult Health Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge Reading: Silvestri Chapters 3, 4, 14 Textbook/E-Book/Realizeit: Silvestri p. 17-27, 136-153_</p> <p>PN Review: Psychosocial Integrity</p> <p>Assignment(s): Check Your Knowledge Basic Care & Comfort</p> <p>Assignment(s): Check Your Knowledge Pharmacological Therapies</p> <p>Assignment(s): Check Your Knowledge Assessment(s): Exam #1</p>	<p>3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p>	<p>Exam 1 70 points</p>
<p>3</p>	<p>Topic(s): Alternate Item Format: Alternate item formats test taking strategies for answering fill-in-the-blank, multiple response, prioritizing (ordered response), figure/illustration, chart/exhibit, graphic item option, audio or video, & testlet (case study) questions.</p> <p>Assignment(s): Check Your Knowledge How to Avoid Reading into the Question: Clinical reasoning, ingredients of a question, strategic words or strategic phrases, subject of the question, using nursing knowledge and the process of elimination.</p> <p>Assignment(s): Check Your Knowledge Mental Health Questions: Rationale, test taking strategies & tips for the</p>	<p>2,3</p> <p>3</p> <p>3</p>	<p>181</p>

	<p>nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Silvestri Chapters 5, 6, 15 Textbook/E-Book/Realizeit: Silvestri p. 29-39, 41-52, 155-165</p> <p>Adaptive Quizzing:</p> <p>Assignment(s): Check Your Knowledge</p> <p>PN Review: Classification of Medications by Body System</p> <p>Assignment(s): Check Your Knowledge</p> <p>Assessment(s): Exam #2 Coordinated Care</p>	<p>1,2</p> <p>1,2</p>	<p>Exam 2 70 points</p>
4	<p>Topic(s):</p> <p>Positive & Negative Event Queries: Positive event queries, negative event queries.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Questions Requiring Prioritization: Prioritizing, priority classification system, strategic words or strategic phrases, the ABCs, Maslow's hierarchy of needs, nursing process.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Maternity Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Pediatric Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Silvestri Chapters 7, 8, 16, 17 Textbook/E-Book/Realizeit: Silvestri p. 54-72, 79-87,167-179, 180-189</p> <p>PN Review: Classification of Medications by Health Status</p> <p>Assignment(s): Check Your Knowledge Reduction of Risk Potential</p>	<p>3</p> <p>3</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,3</p>	<p>182</p>

	<p>Assignment(s): Check Your Knowledge Assessment(s): Practice Predictor**</p> <p>Practice Predictor Remediation</p> <ul style="list-style-type: none"> • due before the final 		<p>HESI Practice Predictor 200 points</p> <p>Practice Predictor Remediation 100 points</p>
5	<p>Topic(s): Leading and Managing, Delegating, and Assignment-Making Questions: Delegation and assignment making, time management.</p> <p>Assignment(s): Check Your Knowledge Communication Questions: Communication concepts in questions, guidelines to answer communication questions, communication techniques, cultural considerations, sample communication questions.</p> <p>Assignment(s): Check Your Knowledge Delegating and Prioritization Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge Leadership/Management Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge Reading: Silvestri Chapters 9, 10, 19, 20 Textbook/E-Book/Realizeit: Silvestri p. 79-87, 89-96, 204-230</p> <p>PN Review: Physiological Adaptation: Cardiovascular</p> <p>Assignment(s): Check Your Knowledge Physiological Adaptation: Respiratory Assignment(s): Check Your Knowledge</p>	<p>1</p> <p>2</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p>	

	Assessment(s): Exam #3 Safety and Infection Control, Psychological Integrity		Exam 3 70 points
6	<p>Topic(s): LIVE REVIEW</p> <p>PN Review:</p> <hr/> <p>Physiological Adaptation: Neurological Assignment(s): Check Your Knowledge Physiological Adaptation: Gastrointestinal Assignment(s): Check Your Knowledge Physiological Adaptation: Genitourinary Assignment(s): Check Your Knowledge Assessment(s): Exam #4 Basic Care and Comfort, Pharmacological Therapies, Reduction of Risk Control</p>	<p>1,2,3</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	Exam 4 70 points
7	<p>Topic(s): Additional Pyramid Strategies: Eliminating options, ensuring all parts of an option are correct, umbrella options, strategies that will help answer questions, visualizing the information in the case.</p> <p>Assignment(s): Check Your Knowledge Pharmacology Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge Reading: Silvestri Chapters 11, 18 Textbook/E-Book/Realizeit: Silvestri p. 98-106, 109-120, 204-216</p> <p>PN Review: Physiological Adaptation: Endocrine Assignment(s): Check Your Knowledge Physiological Adaptation: Orthopedic Assignment(s): Check Your Knowledge Physiological Adaptation: Oncology Assignment(s): Check Your Knowledge Physiological Adaptation: Emergency Assignment(s): Check Your Knowledge</p>	<p>3</p> <p>3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	

	Physiological Adaptation: IV care Assignment(s): Check Your Knowledge Physiological Adaptation: Dosage Calculator Assignment(s): Check Your Knowledge Assessment(s): Exam #5 Reduction of Risk Control, Physiological Adaptation	1,2	Exam 5 70 points
8	Assessment(s): Final Comprehensive Predictor** Comprehensive Knowledge Check Grade	1,2,3	Final Exam 300 points Knowledge Check 50 points

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Check Your Knowledge <ul style="list-style-type: none"> • Students earn 50 points for successful completion of all knowledge checks by the end of Week 7 • Students who fail to successfully complete all knowledge checks by the end of Week 7 will receive 0 points 	50	5%	Points
Practice Predictor (HESI)**	200	20%	Points
Practice Predictor Remediation	100	10%	Points
5 Exams (70 points each x 5)	350	35%	Points
Comprehensive Predictor (End of Program-HESI) <ul style="list-style-type: none"> • 900 or better (99.4% probability) = 300 points • 850-899 (94.8% probability) = 264 points • 849-800 (86.1% probability) = 228 points • <800 = 0 points 	300	30%	Points
Total	1000	100%	

**HESI Conversion Scale – Using the scale below, determine the percentage score based on the HESI score. Percentage converted to points by multiplying by 2.0.

HESI Score	Percentage Score
1200 or greater	100
1000-1199	96
950-999	93
900-949	90
850-899	87
800-849	84
750-799	80
700-749	75
650-699	70
600-649	65
550-599	60
500-549	55
<500	50

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

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**Note: In some cases, program and/or course-specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

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— UNIVERSITY —

Course Syllabus

Course Title: Preparation for NCLEX-PN

Course Code: NP280

Credit hours: 5

Prerequisite: NP 235 Medical Surgical Nursing II for LPNs.

Course Description: This course is designed to assist the student to prepare for the practical nursing licensure exam (NCLEX-PN) and entry into practice. Students will have the opportunity to develop and improve their test-taking skills through computer simulations and practice tests. The NCLEX PN test plan assessment of knowledge deficits and development of individual study plans based on results of weekly assessments will be utilized.

Program: Nursing LPN Program

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. Identify knowledge deficits in relation to NCLEX PN content areas.
2. Perform NCLEX-PN style questions effectively.
3. Determine individual strategies in preparation for the NCLEX-PN.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objectives Supported	Points Possible
1	<p>Topic(s): Preparing for Nursing Exams: How can you best use your textbook, classroom notes</p> <p>Assignment(s): Check Your Knowledge</p> <p>Developing Good Study Skills: Good study skills, identify and plan study time, study habits that need developed, important study skills, time to start studying for an exam, study groups.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Fundamentals of Care Questions: Fundamentals questions, rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Silvestri Chapters 1, 2, 13 Textbook/E-Book/Realizeit: Silvestri p. 4, 5, 8, 9-15, 122-134</p> <p>PN Review: Coordinated Care</p> <p>Assignment(s): Check Your Knowledge</p> <p>Safety & Infection Control</p> <p>Assignment(s): Check Your Knowledge</p> <p>Health Promotion & Maintenance</p> <p>Assignment(s): Check Your Knowledge</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">3</p> <p style="text-align: center;">1,2,3</p> <p style="text-align: center;">1,2</p> <p style="text-align: center;">1,2</p> <p style="text-align: center;">1,2</p> <p style="text-align: center;">1,2</p> <p style="text-align: center;">1,2</p>	
2	<p>Topic(s): Reducing Test Anxiety: Test anxiety, how do you know if you have test anxiety, causes of test anxiety, preventing test anxiety, interventions if you are experiencing test anxiety, positive pampering and why is it important, the night before the exam, controlling your test anxiety before the exam, controlling your test anxiety</p>	<p style="text-align: center;">3</p>	

	<p>during the exam, the positive attitude and maintaining it.</p> <p>Assignment(s): Check Your Knowledge NCLEX Preparation: Starting NCLEX preparation, the NCLEX test plan: why is it so important, steps for preparing.</p> <p>Assignment(s): Check Your Knowledge Adult Health Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge Reading: Silvestri Chapters 3, 4, 14 Textbook/E-Book/Realizeit: Silvestri p. 17-27, 136-153_</p> <p>PN Review: Psychosocial Integrity</p> <p>Assignment(s): Check Your Knowledge Basic Care & Comfort</p> <p>Assignment(s): Check Your Knowledge Pharmacological Therapies</p> <p>Assignment(s): Check Your Knowledge Assessment(s): Exam #1</p>	<p>3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p>	<p>Exam 1 70 points</p>
<p>3</p>	<p>Topic(s): Alternate Item Format: Alternate item formats test taking strategies for answering fill-in-the-blank, multiple response, prioritizing (ordered response), figure/illustration, chart/exhibit, graphic item option, audio or video, & testlet (case study) questions.</p> <p>Assignment(s): Check Your Knowledge How to Avoid Reading into the Question: Clinical reasoning, ingredients of a question, strategic words or strategic phrases, subject of the question, using nursing knowledge and the process of elimination.</p> <p>Assignment(s): Check Your Knowledge Mental Health Questions: Rationale, test taking strategies & tips for the</p>	<p>2,3</p> <p>3</p> <p>3</p>	<p>190</p>

	<p>nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Silvestri Chapters 5, 6, 15 Textbook/E-Book/Realizeit: Silvestri p. 29-39, 41-52, 155-165</p> <p>Adaptive Quizzing:</p> <p>Assignment(s): Check Your Knowledge</p> <p>PN Review: Classification of Medications by Body System</p> <p>Assignment(s): Check Your Knowledge</p> <p>Assessment(s): Exam #2 Coordinated Care</p>	<p>1,2</p> <p>1,2</p>	<p>Exam 2 70 points</p>
4	<p>Topic(s):</p> <p>Positive & Negative Event Queries: Positive event queries, negative event queries.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Questions Requiring Prioritization: Prioritizing, priority classification system, strategic words or strategic phrases, the ABCs, Maslow's hierarchy of needs, nursing process.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Maternity Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Pediatric Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Silvestri Chapters 7, 8, 16, 17 Textbook/E-Book/Realizeit: Silvestri p. 54-72, 79-87,167-179, 180-189</p> <p>PN Review: Classification of Medications by Health Status</p> <p>Assignment(s): Check Your Knowledge Reduction of Risk Potential</p>	<p>3</p> <p>3</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,3</p>	<p>191</p>

	<p>Assignment(s): Check Your Knowledge Assessment(s): Practice Predictor**</p> <p>Practice Predictor Remediation</p> <ul style="list-style-type: none"> • due before the final 		<p>HESI Practice Predictor 200 points</p> <p>Practice Predictor Remediation 100 points</p>
5	<p>Topic(s): Leading and Managing, Delegating, and Assignment-Making Questions: Delegation and assignment making, time management.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Communication Questions: Communication concepts in questions, guidelines to answer communication questions, communication techniques, cultural considerations, sample communication questions.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Delegating and Prioritization Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Leadership/Management Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge</p> <p>Reading: Silvestri Chapters 9, 10, 19, 20 Textbook/E-Book/Realizeit: Silvestri p. 79-87, 89-96, 204-230</p> <p>PN Review: Physiological Adaptation: Cardiovascular</p> <p>Assignment(s): Check Your Knowledge Physiological Adaptation: Respiratory</p> <p>Assignment(s): Check Your Knowledge</p>	<p>1</p> <p>2</p> <p>1,2,3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p>	

	Assessment(s): Exam #3 Safety and Infection Control, Psychological Integrity		Exam 3 70 points
6	<p>Topic(s): LIVE REVIEW</p> <p>PN Review:</p> <hr/> <p>Physiological Adaptation: Neurological Assignment(s): Check Your Knowledge Physiological Adaptation: Gastrointestinal Assignment(s): Check Your Knowledge Physiological Adaptation: Genitourinary Assignment(s): Check Your Knowledge Assessment(s): Exam #4 Basic Care and Comfort, Pharmacological Therapies, Reduction of Risk Control</p>	<p>1,2,3</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	Exam 4 70 points
7	<p>Topic(s): Additional Pyramid Strategies: Eliminating options, ensuring all parts of an option are correct, umbrella options, strategies that will help answer questions, visualizing the information in the case.</p> <p>Assignment(s): Check Your Knowledge Pharmacology Questions: Rationale, test taking strategies & tips for the nursing student.</p> <p>Assignment(s): Check Your Knowledge Reading: Silvestri Chapters 11, 18 Textbook/E-Book/Realizeit: Silvestri p. 98-106, 109-120, 204-216</p> <p>PN Review: Physiological Adaptation: Endocrine Assignment(s): Check Your Knowledge Physiological Adaptation: Orthopedic Assignment(s): Check Your Knowledge Physiological Adaptation: Oncology Assignment(s): Check Your Knowledge Physiological Adaptation: Emergency Assignment(s): Check Your Knowledge</p>	<p>3</p> <p>3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	193

	Physiological Adaptation: IV care Assignment(s): Check Your Knowledge Physiological Adaptation: Dosage Calculator Assignment(s): Check Your Knowledge Assessment(s): Exam #5 Reduction of Risk Control, Physiological Adaptation	1,2	Exam 5 70 points
8	Assessment(s): Final Comprehensive Predictor** Comprehensive Knowledge Check Grade	1,2,3	Final Exam 300 points Knowledge Check 50 points

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00-100%
B	80.00-89.99%
C	76.00-79.99%
F	0.00-75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
Check Your Knowledge <ul style="list-style-type: none"> • Students earn 50 points for successful completion of all knowledge checks by the end of Week 7 • Students who fail to successfully complete all knowledge checks by the end of Week 7 will receive 0 points 	50	5%	Points
Practice Predictor (HESI)**	200	20%	Points
Practice Predictor Remediation	100	10%	Points
5 Exams (70 points each x 5)	350	35%	Points
Comprehensive Predictor (End of Program-HESI) <ul style="list-style-type: none"> • 900 or better (99.4% probability) = 300 points • 850-899 (94.8% probability) = 264 points • 849-800 (86.1% probability) = 228 points • <800 = 0 points 	300	30%	Points
Total	1000	100%	

**HESI Conversion Scale – Using the scale below, determine the percentage score based on the HESI score. Percentage converted to points by multiplying by 2.0.

HESI Score	Percentage Score
1200 or greater	100
1000-1199	96
950-999	93
900-949	90
850-899	87
800-849	84
750-799	80
700-749	75
650-699	70
600-649	65
550-599	60
500-549	55
<500	50

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading, and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course-specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*

Nursing Faculty Advising Collection Record

PN Student	Faculty Advisors for PN students	Once per Semester			Vehicle of communication (in-person, phone, zoom)	Documented in BEACON	Referrals	Follow-up
		Semester	Date					
	Olen, Aida							
	Mellenthien, Lynn							
	Mellenthien, Lynn							
	Olen, Aida							
	Olen, Aida							
	Olen, Aida							
	Olen, Aida							
	Olen, Aida							
	Olen, Aida							
	Olen, Aida							
	Huggins, Becky							
	Huggins, Becky							
	Olen, Aida							
	Olen, Aida							
	Mellenthien, Lynn							
	Olen, Aida							
	Olen, Aida							
	Olen, Aida							
	Huggins, Becky							
	Giampetroni, Catherine							
	Mellenthien, Lynn							

Mellenthien, Lynn							
Olen, Aida							
Mellenthien, Lynn							
Olen, Aida							
Olen, Aida							
Mellenthien, Lynn							
Huggins, Becky							
Mellenthien, Lynn							
Mellenthien, Lynn							
Olen, Aida							
Huggins, Becky							
Olen, Aida							
Mellenthien, Lynn							
Huggins, Becky							
Olen, Aida							
Olen, Aida							
Olen, Aida							
Mellenthien, Lynn							
Magreger, Kylie							
Mellenthien, Lynn							
Mellenthien, Lynn							
Huggins, Becky							
Olen, Aida							
Olen, Aida							
Mellenthien, Lynn							
Mellenthien, Lynn							
Huggins, Becky							
Mellenthien, Lynn							
Olen, Aida							

	Mellenthien, Lynn						
	Huggins, Becky						
	Huggins, Becky						
	Olen, Aida						
	Mellenthien, Lynn						
	Mellenthien, Lynn						
	Huggins, Becky						
	Huggins, Becky						
	Olen, Aida						
	Olen, Aida						
	Olen, Aida						
	Huggins, Becky						
	Mellenthien, Lynn						

Wisconsin Department of Safety and Professional Services

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

FAX #: (608) 266-2602

Phone #: (608) 266-2112

4822 Madison Yards Way

Madison, WI 53705

E-Mail: dspsExaminationsOffice@wisconsin.gov

Website: dsps.wisconsin.gov

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

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

Faculty/EA Name (*Last, First*): Winters, Paula WIRN License #: 78649

School of Nursing Employed By: Herzing University

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

Position: Educational Administrator Faculty

Appointment Effective Date: 8/20/2012

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
University of Wisconsin	Madison, WI	8/1980	BSN	Nursing	
Marquette University	Milwaukee, WI	5/1999	MSN	Nurse- Midwifery	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Dr. Deborah Ziebarth
Educational Administrator

Nursing Program Chair
Title

Signature

Date

(262) 649-1710
Telephone Number

dziebarth@herzing.edu
Email Address



Student NCLEX-PN Study Plan
Herzing University- Brookfield Nursing Program

Student Name: _____

Date: _____

Assessment: ATI PN Comprehensive Predictor
Individual Total Score: _____
Probability of Passing NCLEX the first time: 95%

Content Areas for Improvement: Need to be at $\geq 60\%$			
Fundamentals		Pharmacology	Mental Health
Community Health		Maternal-Newborn	Nursing Care of Children
Adult Medical Surgical		Management	Nutrition

NCLEX Topic Outcomes to Review: Need to be at $\geq 65\%$	
Safe and Effective Care Environment: Safety and Infection Control	Physiological Integrity: Basic Care and Comfort
Safe and Effective Care Environment: Coordination of Care	Physiological Integrity: Pharmacological and Parenteral Therapies
Health Promotion and Maintenance	Physiological Integrity: Reduction of Risk Potential
Psychosocial Integrity	Physiological Integrity: Physiological Adaptation

Nursing Process Steps to Review:	
PN Data Collection	Evaluation
Planning	Priority Setting
Implementation	Safety

Success Plan
All:
<ul style="list-style-type: none"> • 100 NCLEX style questions a day • Complete the focused review through ATI • • •
Individual Recommendations:

I have read and agree to the terms of this study plan:

Student Signature

Date

Date Completed: _____ Date Beacon/ Portal Notification Entered: _____



Preceptor Agreement

Student:

Name: _____

Preceptor Resume Profile:

Preceptor Name and credentials: _____

Clinical specialty: _____ WI LPN License Number: _____

LPN License Expiration Date: _____

Alternatively: WI RN License Number _____ RN License Expiration Date: _____

Employer: _____

Agency address: _____

Unit telephone number: _____ Preceptor's cell number: _____

Education: (use additional sheet if necessary)

Employment history: (use additional sheet if necessary)

Current Positions:

Previous Positions:

Professional Accomplishments (Membership in professional organizations and honor societies, certifications, awards, publications)

By signing below, the Preceptor agrees to have a clinical student and acknowledges that a printed copy of the Herzing University Brookfield LPN Preceptor's Handbook has been provided.

Preceptor Signature: _____ Date: _____

Clinical Instructor Signature: _____ Date: _____

Completed Clinical packet includes: Preceptor's Agreement for Clinical form, Preceptor's Resume, Student's Background Information form, and student's Professionalism Agreement.

Return to Herzing Clinical Faculty or Clinical Coordinator

HERZING[®]
— UNIVERSITY —
Course Syllabus

Course Title: Prep Course for Nursing Success

Course Code: RE099

Credit Hours: 0 (P/F)

Course Description:

This course is designed to introduce students to methodologies that will prepare them for academic and professional success in the Practical Nursing program. Topics include but are not limited to, self-reflection, time management, goal setting, math for dosage calculations, along with test-taking strategies for nursing exams and the NCLEX-PN.

Program: Undergraduate Nursing

Program Outcomes:

1. Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.
2. Using a systems approach, ensure nursing judgment and collaboration in caring for diverse patients and families.
3. Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.
4. As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.

Course Learning Objectives:

1. Identify and apply test-taking strategies in preparation for nursing exams and the NCLEX-PN.
2. Apply math principles to calculate medication dosages across the lifespan.
3. Engage in self-reflection related to academic and professional success.

Topics & Learning Activities

Unit	Topics & Activities	Learning Objective Supported	Points Possible
1	<p><u>NCLEX Test-taking Strategies</u> Topic(s): Reading and Note-taking Strategies for Success: How can you best use engage with the course content in the learning platform, making notes on your reading, classroom notes, how to study effectively Assignment(s): Check Your Knowledge <u>Academic and Professional Success</u> Topic(s): Learning in an Adaptive Platform: Learning preference, benefits of adaptive learning, using the learning platform, adaptive plus active learning, a student’s contribution to success. Assignment(s): Check Your Knowledge In-Class Activity: Note-taking Activity <u>Math/Dosage Calculation</u> Topic(s): Basic Math Skills: Introduction to whole numbers, adding and subtracting integers, multiply integers, dividing integers, introduction to fractions, adding and subtracting fractions, multiplying fractions, dividing fractions Assignment(s): Check Your Knowledge In-Class Activity: Amazing Race Fractions</p>	1,2,3	<p>100 pts for in-class activities</p> <p>40 pts for Knowledge Check completion</p>
2	<p><u>NCLEX Test-taking Strategies</u> Reducing Test Anxiety: Test anxiety, how do you know if you have test anxiety, causes of test anxiety, preventing test anxiety, interventions if you are experiencing test anxiety, positive pampering and why is it important, the night before the exam, controlling your test anxiety before the exam, controlling your test anxiety during the exam, the positive attitude and maintaining it. Assignment(s): Check Your Knowledge <u>Academic and Professional Success</u></p>	1,2,3	<p>100 pts for class activities</p> <p>40 pts for Knowledge Check completion</p>

	<p>Topic(s): P.R.I.C.E of Success Assignment(s): Check Your Knowledge In-Class Activity: P.R.I.C.E. Activity <u>Math/Dosage Calculation</u> Topics(s): Introduction to decimals, adding and subtracting decimals, multiplying decimals, dividing decimals, round numbers, compare decimals and fractions, convert fractions and decimals, percent notation Assignment(s): Check Your Knowledge In-Class Activity: Round Robin Decimals</p>		
3	<p><u>NCLEX Test-taking Strategies</u> NCLEX Preparation: Starting NCLEX preparation, the NCLEX test plan: why is it so important, steps for preparing. Assignment(s): Check Your Knowledge In-Class Activity: Review of NCLEX Test Plan <u>Academic and Professional Success</u> Topics: Learning styles, learning to learn and manage stress Assignment(s): Check Your Knowledge In-Class Activity: Learning Style Assessment <u>Math/Dosage Calculation</u> Topics(s): Intro to metric system, common metric abbreviations, rules of the metric system, conversions between metric units. Assignment(s): Check Your Knowledge In-Class Activity: Metric Conversion Bingo</p>	1, 2, 3	<p>100 pts for class activities</p> <p>40 pts for Knowledge Check completion</p>
4	<p><u>NCLEX Test-taking Strategies</u> Topic(s): How to Avoid Reading into the Question: Clinical reasoning, ingredients of a question, strategic words or strategic phrases, subject of the question, using nursing knowledge and the process of elimination. Assignment(s): Check Your Knowledge In-Class Activity: Practice Questions <u>Academic and Professional Success</u> Topic(s): Time Management Assignment(s): Check Your Knowledge In-Class Activity: Time-Management Activity</p>	1,2,3	<p>100 pts for class activities</p> <p>40 pts for Knowledge Check completion</p>

	<p><u>Math/Dosage Calculation</u> Topic(s): Math in Nursing: Apothecary system, household system, medication measurement, conversions; Celsius and Fahrenheit, length, weight, military time, calculating completion times. Assignment(s): Check Your Knowledge In-Class Activity: Scenario-based Practice Med Calculation Problems</p>		
5	<p><u>NCLEX Test-taking Strategies</u> Topic(s): Alternate Item Format: Alternate item formats test-taking strategies for answering fill-in-the-blank, multiple response, prioritizing (ordered response), figure/illustration, chart/exhibit, graphic item option, audio or video, and case study questions. Assignment(s): Check Your Knowledge In-Class Activity: Practice Questions <u>Academic and Professional Success</u> Topic(s): Study Skills Assignment(s): Check Your Knowledge Topic(s): Developing Good Study Skills for NCLEX: Good study skills, identify and plan study time, study habits that need developed, important study skills, time to start studying for an exam, study groups. Assignment(s): Check Your Knowledge In-Class Activity: My A.S.P.I.R.E Gallery Walk Activity <u>Math/Dosage Calculation</u> Topic(s): Medication administration, Understanding & Interpreting Medication Orders, Ratios and Dosage Calculations Assignment(s): Check Your Knowledge In-Class Activity: Scenario-based Practice Med Calculation Problems</p>	1,2,3	<p>100 pts for class activities</p> <p>40 pts for Knowledge Check completion</p>
6	<p><u>NCLEX Test-taking Strategies</u> Topic(s): Positive & Negative Event Queries: Positive event queries, negative event queries. Assignment(s): Check Your Knowledge</p>	1,2,3	100 pts for class activities

	<p>In-Class Activity: Practice Questions <u>Academic and Professional Success</u> Topic(s): Cultural Diversity and Conflict Resolution Assignment(s): Check Your Knowledge In-Class Activity: Role-Play Activity <u>Math/Dosage Calculation</u> Topics(s): Dimensional Analysis Dosage Calculations, Reading Medication Labels, Oral Medications Assignment(s): Check Your Knowledge In-Class Activity: Scenario-based Practice Med Calculation Problems</p>		40 pts for Knowledge Check completion
7	<p><u>NCLEX Test-taking Strategies</u> Topic(s): Additional Pyramid Strategies: Eliminating options, ensuring all parts of an option are correct, umbrella options, strategies that will help answer questions, visualizing the information in the case. Assignment(s): Check Your Knowledge In-Class Activity: Practice Questions <u>Academic and Professional Success</u> Topic(s): Transforming your Attitude Assignment(s): Check Your Knowledge <u>Math/Dosage Calculation</u> Topics(s): Review of Key Ideas for Dosage Calculation, Practice problems for dosage calculation exam Assignment(s): Check Your Knowledge In-Class Activity: Scenario-based Practice Med Calculation Problems Assessment: Dosage Calculation Exam (Attempt 1)**</p>	1,2,3	100 pts for class activities 40 pts for Knowledge Check completion P/F
8	<p><u>Math/Dosage Calculation</u> Topics(s): Remediation for dosage calculation exam Assessment: Dosage Calculation Exam (Attempt 2)**</p>	1,2,3	

*Pass rates may vary by program requirement- Refer to the University Catalog

A	90.00% - 100.00%
B	80.00% - 89.99%
C	76.00% - 79.99%
F	0.00% - 75.99%

Grade Summary	Points Possible	Weight out of 1000 pts.	Method of Scoring Points Rubric
In-Class Activities <ul style="list-style-type: none"> • Students will earn 100 points each week for completion of in-class activities for the assigned unit. 	700	70%	Points
Check Your Knowledge <ul style="list-style-type: none"> • Students will earn 40 points each week for on-time completion of all the knowledge checks for the assigned unit. • Students will receive a comprehensive knowledge grade based on the mastery and completion of all topics in the course. Up to 20 points will be awarded. 	300	30%	Points
Math Dosage Calculation Exam ** (80% to pass)	P/F		
Total	1000	100%	Points

**Dosage Calculation Exams: Students will be given two opportunities to pass the dosage calculation exam with a grade of 80% or better. Students who fail to achieve 80% on their first attempt of the dosage exam will be required to engage in remediation. Students unable to pass the dosage exam on the second attempt with 80% will be awarded an “F” for the course and will not be able to progress in the nursing program.

THIRD-PARTY TESTING

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Deborah Jean Ziebarth, PhD, MSN, RN-BC

ziebarthdeborah@gmail.com

C- 414-315-5456

EDUCATION

- PhD: University of Wisconsin (GPA 3.8)
- MSN: Cardinal Stritch University - Milwaukee, WI (GPA 3.8)
- BSN: Cardinal Stritch University - Milwaukee, WI (GPA 3.8)
- ADN: MATC, Milwaukee, WI.

Able to achieve desired program outcomes while engaging and motivating team members. Leadership style: Servant Leadership and Shared Governance. High energy professional with systems, community, and global perspectives. Can use datum and models to underpin action. Has done community-wide assessments creating new initiatives. Created accreditation reports that were exemplary. Able to balance multiple responsibilities and projects with putting best foot forward. NCLEX pass rates have increased from 77% to 89% since taking the position in Spring of 2016 as program nursing chair.

2016 March-Present - Herzing University (Non-for-Profit/Private)

Nursing Chair of BSN (LPN to BSN & Accelerated pathways) & PN programs

- Program Chair- Brookfield campus (combined BSN and PN program) 30 FT & PT faculty
- Have maintained well above minimum pass rate for BSN and PN (100%) programs Brookfield campus.
- Student and faculty retention numbers and satisfaction numbers have increased.
- Facilitated the start of the new PN program at Brookfield.
- Maintain a complex schedule for both 16 weeks (BSN) and 8-week (PN) programs while using full-time and adjunct faculty.
- Hiring, Managing and growing faculty to become experts in pedagogy and leadership with several faculty currently pursuing terminal degrees.
- A team member in revising organizational curriculum and creating new curriculum/courses.
- Faculty - NU 430 Research; NU412 Community Clinical
- Department Chair (2016-2019) - Two campuses (Brookfield and Kenosha)
 - worked to raise the NCLEX pass rate from 77 (2015) to 89 with the creation of a NCLEX Success Plan
- Prepared the two campuses for CCNE self-study/visit and received **no** recommendations for improvement.
- Maintain detailed semester reports.
- IRB committee member.
- Facilitated the opening of a community Care Clinic on campus.

Faculty at:

Herzing University (Nursing) 2011-2016 (full time and adjunct)

- NB 400; NU 430 Research –*developed course/syllabus
- NB 330 Ethics and Law – *developed course/syllabus
- NB 440 National and Global Health – *developed course/syllabus
- NB 409 Community

- NB 206 Introduction to Professional Nursing
- NB 409 Leadership and Management
- NB 416 Designing and Managing
- A team member in creating the philosophy of nursing
- A team member in revising curriculum multiple times

University of Wisconsin, Milwaukee (Nursing) 2012 -2014

- N425 Leadership
- RN to BSN Community Clinical

Carroll University, Concordia University, and Cardinal Stritch University – Adjunct Faculty 2007-2011

- Cultural Impact on Hispanic Health (HSC 290) * developed course/syllabus
- Community Nursing Clinical (N420)
- Health Policy and Administration (N429)
- Multi-Cultural Nursing (N480)
- Research (RN to BSN)

Cardinal Stritch University (2013)

- RN-BSN Research

Research Coordinator/Consultant for the Westberg Institute, Memphis, Tenn. In partnership with Memphis University- Tenn. 2014 - 2018. Primary Investigator for three 2-year studies.

PROHEALTH CARE INC. Waukesha Memorial Hospital and Oconomowoc Memorial Hospital 1989-2011

Community Benefit Manager/Director 1998-2011

Responsible for the operations of three hospital departments: structure and program development, budgetary, policy framework, role development, and staffing. Also planned, directed, and evaluated effectiveness of community health initiatives using logic model; served as a community liaison and led both internal and external community-building efforts.

1. Wrote grants and received more than \$1million in awards for community-based research and programming: State of Wisconsin Prevention Grant, NIH National Cancer Community Clinic Program (NCCCP), Susan G. Komen Breast Health Grant, Minority Health Grant, AHEC Grants, Healthier Wisconsin, and others.
2. Developed and remediated financial contractual partnerships between the health care system and more than 50 community sites to provide on-site nursing services that were long-term in nature. Community sites included: churches (26), low income housing (8), homeless shelters (5), community health centers (4), food pantries (4), and agricultural farms (3).
3. Managed the Hispanic Community Health Resource Center, which included a nursing clinic, a large health promoter program, and social worker. 6000 contacts in 2010
4. Spearheaded the development of the Hispanic Center's programming and partnerships, which addressed four major Hispanic health areas: Prenatal/Post-Partum Care, Cardiac Risk, Cancer, Diabetes and Social Supports.
5. Provided key leadership in five-month multidisciplinary and intradepartmental systems change project that reduced cost of patient transportation by 40%. This included: screening tools, policy and procedure guidelines, staff scripts, and community pocket guide.
6. Facilitated an organizational needs assessment of Waukesha County every 3 years working with multiple partners, which led to the development of the 16th street satellite.
7. Participatory research with several community partners including the Medical College of Wisconsin.

ADDITIONAL RELEVANT EXPERIENCE

1. Community Health Programming for Somalia Ministry of Health and Eastbrook Church while living in the Village of Bulu Burti, Somalia, East Africa 3 years
2. Parish Nurse at Ascension Lutheran Church 8 years
3. Community Health Nurse at Salvation Army Men's Shelter 4 years
4. ICU Charge/Staff Nurse 13 years- Waukesha Memorial Hospital

Curriculum Vitae

Licensures, Certifications, Training

- Registered Nurse in State of Wisconsin - Current
- ANCC Board Certified as a *Faith Community Nurse* (2014- Current)

Awards

- 2013 Received Herzing University (Brookfield Campus) 2013 Academic Scholarship Award for Excellence in Academia
- 2012 Received Herzing University 2012 National Academic Scholarship Award for Excellence in Academia
- 2012 Received Herzing University (Brookfield Campus) 2012 Academic Scholarship Award for Excellence in Academia
- 2011 Received Herzing University (Brookfield Campus) 2011 Academic Scholarship Award for Excellence in Academia
- 2010 Received Wisconsin Nursing Association (WNA) 2010 "100 Faces of Nursing over 100 years" Award
- 2008 Received Volunteer Hospital Association (VHA) 2008 "Best in Class" Award for Community Health Programming
- 2006 Received the American Hospital Association (AHA) 2006 "Nova Award" for Community Health Programming

Professional Memberships and Board Positions (all volunteer)

- Academic Nursing Executives of Wisconsin – Secretary 2017-2019
- FCNI- Research Director since 1-2018
- Wisconsin Nurse Association (WNA) member since 1999
 - Wisconsin FCN Coalition President (WNA MIG) since 2018
 - Education Chair 2003-2014
- ANCC Expert Panel 2013 -2017
- Saint Joseph's Free Clinic, Waukesha Foundation Board (Coordinator of Fund Development) – 2011-2013
- Susan G. Komen Foundation Board (Grant's Committee) - Southeastern Wisconsin Affiliate 2009-2011
- Medical College of Wisconsin Academic/Community Advisory Board and Translational Research Committee (2005-2011)
- National Children Study Advisory Board Member (2008-2011)
- Healthiest Wisconsin 2020 Implementation Board Member- Madison, Wisconsin (2010-2011)
- Federal Funded Health Clinic Project Development and Implementation Committee (2008-2011)
- American Hospital Association (AHA) Association of Community Health Initiatives (ACHI) 1999 - 2011
- Wisconsin Public Health Association (WPHA) 2009- 2013
- Westberg Institute
 - Faith Community Nursing Foundation's Course Module Author 2018
 - Content Expert Curriculum Reviewer 2013

- Continuing Education Module Development Chair 2007
- HMA/ANA Task Force Member to update Faith Community Nurse Scope and Standards of Practice 2010-2011
- Carroll University Hispanic Nursing Project Board Member (2005-2009)
- WCTC Adult Education Board Member (2006-2010)
- Waukesha Hispanic Collaborative Network (Chair from 2004-2008)

Published Works

Research

- Solari-Twadell, P. & Ziebarth, D. J. (2020). The Progression and Ongoing Development of a Research Agenda for Faith Community Nursing. *Journal of Christian Nursing: 37(3)*, 176-183.
- Ziebarth, D. J. & Knighten, M.L. (2020). Termination of a Faith Community Nurse: Translation of Research into Practice. *Journal of Christian Nursing*. Accepted for publishing.
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- Faith Community Nursing Compared to Other Nursing Specialties.
- Faith Community Nursing: Direct Care or “Hands-on” Practice and Glucose Testing
- Faith Community Nursing Documentation
- Faith Community Nursing and Home Health Nursing
- Wholistic Health
- Faith Community Nursing and Transitional Care

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- Ziebarth (2020, April) Westberg Symposium, Memphis, Tenn.
 - Preconference: Research Forum
 - Research 2019 summary
 - Susan Mills Lecture: FCN Termination
 - Break-out: Transitional Care (2-year study)
- Ziebarth (2019, April) Westberg Symposium, Memphis, Tenn.
 - Preconference: Research Forum - Faith Community Nursing Research presentations
 - Break-out: Transitional Care (2 year study)
- Ziebarth (2018, April) Westberg Symposium, Memphis, Tenn.
 - Preconference: Transitional Care
 - Helen Westberg Lecture: Transitional Care
 - Post Conference: Research Forum – Altruistic and economic measurements used for prevention health services; Faith Community Nursing Research
- Ziebarth (2017, August) FCN Transitional Care. Saint Cloud, Minnesota
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Scope of Practice Assignment Directions and Rubric (NP 120 Fundamentals)

Herzing University - Brookfield

It is important, as an LPN nurse, you know what tasks and procedures you are legally allowed to perform.

- Locate your state's Board of Nursing website
- Answer the questions provide in this [Scope of Practice Document \[pdf\]](#) 
- Please review the rubric to ensure that your assignment meets criteria.
- Submit a separate document with your responses here

Estimated time to complete: 120 minutes

Scope of Practice Document

Visit your **state board of nursing** and answer the following questions clearly and completely. Do not copy and paste directly from your state board of nursing, put into your own words. You must put some thought into your answers to get the full points.

Search for your state Board of Nursing website. You know you are at the correct site if it ends with **.gov**. Search for Wisconsin Board of Nursing (if you live in Wisconsin), Ohio Board of Nursing (if you live in Ohio), Florida Board of Nursing (if you live in Florida), and so on. Use the site links to look around and/or use the search bar if available. If you have any questions on where to find your state board of nursing website, please see your faculty member.

Get to know your Board of Nursing website as it will be expected that you know the laws and rules once you are licensed.

1. List 4 differences between a registered nurse and a practical nurse and how this might affect your scope of practice.
2. With the opioid health crises we are currently having, what does your state board of nursing say about the administration of Naloxone for a practical nurse?
3. Describe what your states says about using medication aides, the use of unlicensed assistive personnel, and delegation? Include their roles and responsibilities.
4. What does your state say about the Good Samaritan Law? Does this protect you if you are out of state on vacation?
5. What items make it ineligible to have a nursing license in your state?
6. Discuss items that would be unauthorized practice for a nurse. What will you do if you witness this?
7. Describe when you will renew your license and what you need in order to do this.
8. Interpret what your practice act states regarding promoting patient safety and explain why this is important?
9. Identify what will make you a competent practical nurse per your state practice act.
10. Discuss two items outside of the questions that you just answered that you learned while reading your nurse practice act for your state and how they will influence your scope of practice as a nurse.

NP120 Unit 6 Assessment - Scope of Practice Rubric

Criteria	Ratings						Pts
4 differences between a registered nurse and a practical nurse and how this might affect your scope of practice	5.0 pts 5 Lists 4 differences and clearly explains how each might affect the scope of practice	4.5 pts 4 List 4 differences. Explanation lacks clarity	4.0 pts 3 Lists 4 differences. Missing 1-2 explanations	3.5 pts 2 Missing 2 differences. Explanations lack clarity	3.0 pts 1 Answer is vague or confusing. Or demonstrates poor nursing judgement	0.0 pts 0 Component is Missing	5.0 pts
With the opioid health crisis we are currently having, what does your state board of nursing say about the administration of Naloxone for a practical nurse?	5.0 pts 5 Clearly and completely answers the question	4.5 pts 4 Answer is complete but lacks clarity	4.0 pts 3 Answer is incomplete but clear	3.5 pts 2 Answer is incomplete and lacks clarity	3.0 pts 1 Answer is vague or confusing. Or demonstrates poor nursing judgment	0.0 pts 0 Component is Missing	5.0 pts
Describe what your state says about using medication aides, the use of unlicensed assistive personnel, and delegation? Include their roles and responsibilities.	5.0 pts 5 Clear explanation of the LPN responsibility. Lists roles of delegates. Demonstrates understanding of role differences	4.5 pts 4 Explanation of the LPN responsibility. Lists roles of delegates. Demonstrates understanding of role differences, but lacks clarity	4.0 pts 3 Explains LPN delegation role. Lists roles of delegates	3.5 pts 2 Missing either LPN delegation role or roles of UAP	3.0 pts 1 Answer is vague or confusing. Or demonstrates poor nursing judgment	0.0 pts 0 Component is Missing	5.0 pts

NP120 Unit 6 Assessment - Scope of Practice Rubric

Criteria	Ratings						Pts
<p>What does your state say about the Good Samaritan Law? Does this protect you if you are out of state on vacation?</p>	<p>5.0 pts 5 Clearly and completely answers the question, including out of state</p>	<p>4.5 pts 4 Answer is complete, including out of state, but lacks clarity</p>	<p>4.0 pts 3 Answer is incomplete but clear</p>	<p>3.5 pts 2 Answer is incomplete and lacks clarity</p>	<p>3.0 pts 1 Answer is vague or confusing. Or demonstrates poor nursing judgment</p>	<p>0.0 pts 0 Component is Missing</p>	<p>5.0 pts</p>
<p>What items make it ineligible to have a nursing license in your state?</p>	<p>5.0 pts 5 Clearly and completely answers the question.</p>	<p>4.5 pts 4 Answer is complete but lacks clarity</p>	<p>4.0 pts 3 Answer is incomplete, but clear</p>	<p>3.5 pts 2 Answer is incomplete and lacks clarity</p>	<p>3.0 pts 1 Answer is vague or confusing. Or demonstrates poor nursing judgment</p>	<p>0.0 pts 0 Component is Missing</p>	<p>5.0 pts</p>
<p>Discuss items that would be unauthorized practice for a nurse. What will you do if you witness this?</p>	<p>5.0 pts 5 Clearly and completely answers the question. Cites examples and demonstrates understanding of the LPN role</p>	<p>4.5 pts 4 Clearly and completely answers the question and demonstrates understanding of the LPN role. No examples cited.</p>	<p>4.0 pts 3 Answer is complete but lacks clarity and does not cite examples</p>	<p>3.5 pts 2 Answer is incomplete and lacks clarity, or demonstrates incomplete understanding of the LPN role</p>	<p>3.0 pts 1 Answer is vague or confusing. Or demonstrates poor nursing judgment</p>	<p>0.0 pts 0 Component is Missing</p>	<p>5.0 pts</p>

NP120 Unit 6 Assessment - Scope of Practice Rubric

Criteria	Ratings						Pts
<p>Interpret what your practice act states regarding promoting patient safety and explain why this is important?</p>	<p>5.0 pts 5 Clearly and completely answers the question. Demonstrates clear understanding of why this is important</p>	<p>4.5 pts 4 Answer is complete but lacks clarity. Demonstrates understanding of LPN role in promoting patient safety</p>	<p>4.0 pts 3 Answer is complete but lacks clarity and demonstrates partial understanding of LPN role in promoting patient safety</p>	<p>3.5 pts 2 Answer is incomplete and lacks clarity or demonstrates poor understanding of the LPN role in promoting patient safety</p>	<p>3.0 pts 1 Answer is vague or confusing. Or demonstrates poor nursing judgment</p>	<p>0.0 pts 0 Component is Missing</p>	<p>5.0 pts</p>
<p>Identify what will make you a competent practical nurse per your state practice act.</p>	<p>5.0 pts 5 Clearly and completely answers the question. Demonstrates clear understanding of why this is important</p>	<p>4.5 pts 4 Answer is complete but lacks clarity and demonstrates a partial understanding of LPN role</p>	<p>4.0 pts 3 Answer is partially complete but lacks clarity or demonstrates poor understanding of the LPN role</p>	<p>3.5 pts 2 Answer is incomplete and lacks clarity or demonstrates poor understanding of the LPN role</p>	<p>3.0 pts 1 Answer is vague or confusing. Or demonstrates poor nursing judgment</p>	<p>0.0 pts 0 Component is Missing</p>	<p>5.0 pts</p>

NP120 Unit 6 Assessment - Scope of Practice Rubric

Criteria	Ratings						Pts
<p>Discuss two items outside of the questions that you just answered that you learned while reading your nurse practice act for your state and how they will influence your scope of practice as a nurse.</p>	<p>5.0 pts 5 Fully and clearly discusses 2 interesting items. Demonstrates reflection on the assignment</p>	<p>4.5 pts 4 Fully and clearly discusses 2 items. Does not demonstrate reflection on the assignment.</p>	<p>4.0 pts 3 Discusses 1 interesting item clearly and lists one other item, or 2 items listed but poorly discussed</p>	<p>3.5 pts 2 Discusses only 1 one item, or lists 2 items without discussion</p>	<p>3.0 pts 1 Lists 1 item no discussion</p>	<p>0.0 pts 0 Component is Missing</p>	<p>5.0 pts</p>
<p>Describe when you will renew your license and what you need in order to do this</p>	<p>2.5 pts 5 Clearly and completely answers the question.</p>	<p>2.0 pts 4 Answer is complete but lacks clarity</p>	<p>1.5 pts 3 Answer is incomplete but clear</p>	<p>1.0 pts 2 Answer is incomplete and lacks clarity</p>	<p>0.5 pts 1 Answer is vague or confusing. Or demonstrates poor nursing judgment</p>	<p>0.0 pts 0 Component is Missing</p>	

NP120 Unit 6 Assessment - Scope of Practice Rubric

Criteria	Ratings						Pts
<p>APA formatting, Spelling, Grammar</p>	<p>2.5 pts 5 Includes cover page, running header, page numbers and clearly formatted citations within text and on reference page. Paper is well organized with rare spelling or grammar errors.</p>	<p>2.0 pts 4 Has three or more APA components including reference page. Few spelling or grammar errors that do not detract from the meaning of the paper.</p>	<p>1.5 pts 3 Has three or more APA components including reference page. Occasional Spelling or grammar issues that do not detract from the meaning of the paper</p>	<p>1.0 pts 2 Two or more APA components included. Several spelling and grammar errors that do not detract from the meaning of the paper</p>	<p>0.5 pts 1 One or more APA components included. Multiple spelling or grammar errors that may or may not detract from the meaning of the paper</p>	<p>0.0 pts 0 No APA component. Multiple spelling and/or grammar errors that detract from the meaning of the paper</p>	<p>2.5 pts</p>
<p>Total Points: 50.0</p>							

6.1 EPSLO #1		
Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.		
Assessment Method	Frequency of Data Collection Frequency of EPSLO Assessment	ELA
Evaluation of the DPN students based on Program Student Learning Outcomes and Performance Competencies	Every semester, every cohort	
Data		Analysis/Actions
1. Table 6.1.1 a- PN Program Learning Outcomes 2. Table 6.1.1 b- HESI Final Exam Results 3. Clinical Evaluation Tool 4. Scope of Practice Assignment Directions and Rubric (NP 120 Fundamentals) 5. Table 6.1.1 c- Scope of Practice Assignment Grades (NP 120 Fundamentals) 6. Table 6.1.1 d – Grades 7. Table 6.1.1 e - NCLEX		ELA of 3 met ELA of 800 met ELA of 76% met Multiple fails in Pharm. Action: Moved the class to 2 nd semester, new instructor, and created a new first semester course (RE099) for PN students with math and testing strategies. ELA of 80% met

6.1 EPSLO #2		
Using a systems approach, ensure nursing judgment and collaboration in caring for diverse patients and families.		
Assessment Method	Frequency of Data Collection Frequency of EPSLO Assessment	ELA
Evaluation of the DPN students based on Program Student Learning Outcomes and Performance Competencies	Every semester, every cohort	
Data		Analysis/Actions

Herzing University – Brookfield SPE Standard 6.1

<ol style="list-style-type: none">1. Table 6.1.1 a- PN Program Learning Outcomes2. Culture Project Assignment Directions and Rubric (Med/Surg Nursing I - NP125)3. Table 6.1.2 a -Culture Project Assignment Grades (Med/Surg Nursing I - NP125)4. Table 6.1.2 b -Virtual Simulations Alignment per Course5. Table 6.1.2 c -Simulations per Course6. Table 6.1.2 d Simulation Training	<p>ELA of 3 met</p> <p>ELA of 76% met</p>
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Assessment Method	Frequency of Data Collection Frequency of EPSLO Assessment	ELA
Evaluation of the DPN students based on Program Student Learning Outcomes and Performance Competencies	Every semester, every cohort	
Data		Analysis/Actions
1. Table 6.1.1 a- PN Program Learning Outcomes 2. NCLEX study plan form 3. Clinical Evaluation Tool (6.1.1) 4. Nursing Faculty Advising Collection Record 5. Table 6.1.1 d – Grades		ELA of 3 met ELA of 76%

6.2 Licensure/Certification Pass Rate				
Assessment Method	Frequency of Data Collection Frequency of Assessment			ELA
Annual report WBON	Annually			The program’s annual pass rate will be at least 80% for all first-time test-takers during the same 12-month period.
Data				Analysis/Actions
Year	Location/Option	Location/Option	Aggregate	Achieved benchmark of 80% for first-time test-takers for the reportable year. No prior years with reportable data This is from the NCSBN report printed by Aaron Knautz dated 4/13/20
2019	Brookfield	PN	7/7= 100%	

6.3 Program Completion Rate					
Assessment Method		Frequency of Data Collection Frequency of Assessment			ELA
Retention and Attrition Rates					
Data					Analysis/Actions
Year	Location/Option	# of Admits to Initial Cohort	Graduates	Aggregate Rates	
					No information available at this time based on reporting periods.

6.4 Job Placement						
Assessment Method(s)		Frequency of Data Collection Frequency of Assessment			ELA	
Alumni survey,						
Data					Analysis/Actions	
Year	# of Graduates		# of Graduates responding	Placement Rate	Response Rate	No information available at this time based on reporting periods.

Table 6.1.1 a PN Program Learning Outcomes

Program Outcomes	SU 19	FA 19A	FA 19B	SP 20
PO1: Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.	3.58	3.88	4	3.86
PO2: Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.	3.61	3.93	3.7	3.88
PO3: Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.	3.56	3.93	3.94	3.83
PO4: As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.	3.66	3.85	3.9	3.91
Average Score Overall	3.6	3.9	3.89	3.87

ELA 3- met

Table 6.1.1 b- HESI Final Exam Results by Cohort

Cohort	Exit Exam Mean
0819	864.5
1219A	858
1219B	861
0420A	828
0420B	875
0820A	827
0820B	

ELA is 800 - Met

Table 6.1.1 c- NP 120 Fundamentals Scope of Practice Assignment

Semester	Average Student Score
Fall 2018	
Spring 2019	97.39%
Summer 2019	99.38%
Fall 2019	96.25%
Spring 2020	99.35%
Summer 2020	

Pass rate of 76% ELA Met

Table 6.1.1 d - Grades

LPN Grades Spring 2020**A Term**

Course	A	B	C	F	W	Total Students
NP 100 Growth and Development	0	1	4	1	0	6
NP 125 Med/Surg I	0	8	0	0	0	8
NP 235 Med Surg II	5	6	0	0	0	11
NP 280 NCLEX prep	0	1	2	0	0	3

B Term

Course	A	B	C	F	W	Total Students
NP 120 Fundamental	2	10	7	1	1	21
NP 230 Nurse Specialty	4	4	0	0	0	8
NP 275 LPN Practical Experience	11	0	0	0	0	11
NP 280 NCLEX prep	0	6	1	4	0	11

Term B**Analysis:**

- Sample is too small in most classes to expect to see a normal distribution
- No Pharm class this semester as it is now in 2nd semester

LPN Grades Fall 2019**Term A**

Course	A	B	C	F	W	Total Students
NP 100 Growth and Development	0	3	2	0	0	5
NP 110 Pharm	1	6	2	23	6	38
NP 125 Med/Surg I	0	6	3	0	0	9
NP 235 Med Surg II	0	10	1	0	0	11
NP 275 LPN Practical Experience	7	0	0	0	0	7
NP 280	0	1	6	2	0	9

Table 6.1.1 d - Grades

NCLEX prep						
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Term B

Course	A	B	C	F	W	Total Students
NP 110 Pharm	0	8	2	7	1	18
NP 120 Fundamental	2	5	1	1	0	9
NP 230 Nurse Specialty	0	9	1	2	0	12
NP 275 LPN Practical Experience	11	0	0	0	0	11
NP 280 NCLEX prep	0	5	3	5	0	13

Analysis:

Sample is too small in most classes to expect to see a normal distribution

- Large % of Fs in Pharmacology NP 110 (60.5%) Term A
- Response:
 - New pharm teacher * Comment on survey from student "...term B is better now, thanks to the new Pharm teacher Christina."
 - Moved Pharm to second semester
 - Created an REo99 course to focus on math and test question analysis

LPN Grades Summer 2019

Course	A	B	C	F	W	Total Students
NP 100 Growth and Development	0	9	4	2	1	16
NP 110 Pharm	0	2	6	9	2	19
NP 120 Fundamental	1	6	1	0	0	8
NP 125 Med/Surg I	0	10	7	6	1	24
NP 230 Nurse Specialty	1	5	6	5	0	17

Term B

Analysis:

Large % of Fs in Pharmacology NP 110 (47%)

Table 6.1.1 e - NCLEX

Term/ Year	Number of Student who Took NCLEX	Pass	Fail	Total
FA 2019	7	7	0	7
Spring 2020	10	10	0	10

Table 6.1.2 a Culture Project Med/Surg Nursing I - NP125

Semester	Average group grade
Spring 2019	96.55%
Summer 2019	100%
Fall 2019	100%
Spring 2020	100%
Summer 2020	99.79%

ELA is passing at 76%

Table 6.1.2 b Virtual Simulations Alignment per Course

LPN				
Course	Virtual Products	Lab hours	Clinical hours	Sites - live clinical
<i>NP 120 Fundamentals</i>	Evolve	45		BRK Rehab Luther Manor Bradley Estates
	VSIM		24	
<i>NP 110 Pharmacology</i>	Evolve	30		
	Shadow Health			
<i>NP 125 Medical Surgical Nursing I</i>	VSIM		90	BRK Rehab Luther Manor Bradley Estates
<i>NP 230 Specialty</i>				Catholic Home Jewish Home
--Mental Health	Shadow Health (6)		45 total for all 3 sections	
	VSIM (1) Mental Health			
--OB	Shadow Health (2)			
	VSIM (1) Maternity Pediatric			
--Pediatrics	Shadow Health (2)			
	VSIM (1) Maternity Pediatric			
<i>NP 235 Medical Surgical Nursing II</i>	VSIM		90 hours	Catholic Home Jewish Home
<i>NP 275 Practicum</i>	VSIM		135 hours total	Village at Manor Park -(full group or precepted) Capri Group -precepted Laurate Group -precepted Aurora Clinics -precepted Madison Medical Clinics -precepted Vitas - precepted.

Table 6.1.2 b Virtual Simulations Alignment per Course

Table 6.1.2 c -Simulations per PN Course

Herzing University Brookfield

NP 110 15 Lab hours

<p>Shadow Health Pharmacology:</p>	<p>Evolve Nursing Skills Online 4.0 As appropriate for course Learning Objectives</p>
<p>Pharmacology Orientation Basic Patient Case (John Larsen) Basic Med Math Intermediate Patient Case (Tina Jones) Unguided Intermediate Patient Case (Edward Carter) Intermediate Med Math Complex Patient Case (Doris Turner) Complex Med Math Anti-Asthmatics Concept Lab Antihypertensives Concept Lab Antidiabetics Concept Lab Anti-infectives Concept Lab Analgesics Concept Lab</p>	<p>Module 04: Safe Medication Preparation Module 05: Administration of Non-parenteral Medications Module 06: Administration of Parenteral Medications: Injections</p>

NP120 Clinical 22.5 hours & Lab 45 hours

<p>Fundamentals vSim & Docucare:</p>	<p>Evolve Nursing Skills Online 4.0 As appropriate for course Learning Objectives</p>
<p>Edith Jacobson Mona Hernandez</p>	<p>Module 01: Infection Control Module 02: Specimen Collection Module 03: Vital Signs Module 07: Administration of Parenteral Medications: Intravenous Medications Module 08: Intravenous Fluid Therapy Module 09: Caring for Central Vascular Access Devices (CVAD) Module 10: Maintenance of Intravenous Fluid Therapy Module 11: Blood Therapy Module 12: Safety Module 13: Airway Management Module 14: Cardiac Care Module 15: Closed Chest Drainage Systems</p>

	Module 16: Enteral Nutrition Module 17: Urinary Catheterization Module 18: Bowel Elimination/Ostomy Care Module 19: Wound Care
--	---

NP125 Clinical - 90 hours

Fundamentals vSim & DocuCare:	Gerontology vSim & DocuCare:
Marvin Hayes Josephine Morrow Jared Griffin Vernon Russell	Henry Williams Part I Henry Williams Part II Julia Morales & Lucy Grey Part II Julia Morales & Lucy Grey Part III Millie Larson Part II

NP230 Clinical - 45 hours

Mental Health vSim & DocuCare:	Shadow Health Mental Health:	Shadow Health Pediatrics:	Shadow Health Maternal Health:
Linda Waterfall Li Na Chen Part I	DCE Orientation (one-time orientation per student) Conversation Concept Lab (one-time orientation per student) Focused Exam: Schizophrenia Focused Exam: Anxiety Focused Exam: Depression Focused Exam: Alcohol Use Disorder Focused Exam: PTSD Focused Exam: Bipolar Disorder	DCE Orientation (one-time orientation per student) Conversation Concept Lab (one-time lab per student) Focused Exam: Type 1 Diabetes Focused Exam: Asthma Exacerbation	DCE Orientation (one-time orientation per student) Conversation Concept Lab one-time lab per student) Focused Exam: Preeclampsia Focused Exam: Uncomplicated Delivery

NP235 Clinical - 90 hours

Fundamentals vSim & DocuCare:	Gerontology vSim & DocuCare:	Pharmacology vSim & DocuCare:
Christopher Parrish Kim Johnson	Millie Larsen Part III Sherman Yoder Part I	Danielle Young Bear Toua Xiong Juan Carlos Jermaine Jones

NP275 Clinical - 135 hours

Pharmacology & Docucare:	Maternity & Pediatric vSim & Docucare:	Mental Health vSim & Docucare:
Junetta Cooper Suzanne Morris	OB: Olivia Jones OB: Carla Hernandez Peds: Eva Madison Peds: Charlie Snow Peds: Sabina Vasquez	Andrew Davis David Carter Part 1 David Carter Part 2 Li Na Chen Part 2 Randy Adams Sandra Littlefield Sharon Cole

Table 6.1.3 a- NLN Graduate Competencies Alignment
Herzing University - Brookfield

HU Mission	Program Mission	Program (Learning) Outcomes	NLN Graduate Competencies
To educate, support and empower all students for success in work, learning and engagement in their communities and a global society.	Parallel to the overall University directive, the mission of the Department of Nursing at Herzing University is to provide quality nursing education that prepares graduates to function in a caring, competent, and ethical manner as entry level practitioners to enhance the health of persons within communities and the larger global environment by providing safe, quality, holistic healthcare as professional nurses and lifelong learners.	PO1: Practice quality, safe, and relationship-centered care as guided by practical nurse scope of practice.	Human Flourishing
		PO2: Using a systems approach, ensure nursing judgement and collaboration in caring for diverse patients and families.	Nursing Judgment
		PO3: Employ a spirit of inquiry and integrity in providing care consistent with legal and professional standards of the practical nurse.	Spirit of Inquiry
		PO4: As a coordinator of care, generate system and professional resources for health and wellness which facilitate patient, family, personal, and professional growth.	Professional Identity

Table 6.1.3b Group Pharmacological Poster Presentation Grades

Semester	Average group grade
Summer 2019A	100%
Summer 2019B	100%
Fall 2019	100%
Spring 2020	91.82%
Summer 2020	100%

Passing grade is 76%

Wisconsin Department of Safety and Professional Services

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

FAX #: (608) 266-2602

Phone #: (608) 266-2112

4822 Madison Yards Way

Madison, WI 53705

E-Mail: dspsExaminationsOffice@wisconsin.gov

Website: dsps.wisconsin.gov

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

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

Faculty/EA Name (*Last, First*): Tina Orr WI RN License #: 132094-30

School of Nursing Employed By: Herzing University- Brookfield

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

Position: Educational Administrator **Faculty**

Appointment Effective Date: 08/15/2016

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Cardinal Stritch University	Milwaukee, WI	5/1997	ADN	Nursing	none
Cardinal Stritch University	Milwaukee, WI	5/2001	BSN	Nursing	none
Cardinal Stritch University	Milwaukee, WI	11/2009	MSN	Nursing Education	none
Concordia University-Mequon	Mequon, WI	12/2014	DNP	Nursing Leadership	none

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Herzing University	Brookfield, WI	-	-	Nursing	-
Excelsior College	Albany, NY	-	-	Nursing	-
University of Milwaukee	Milwaukee, WI			Nursing	
Bryant and Stratton College	Wauwatosa, WI			Nursing	
Milwaukee Area Technical College	Milwaukee, WI			Nursing	
Alverno College	Milwaukee, WI			Nursing	

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Dr. Deborah Ziebarth
Educational Administrator

Nursing Program Chair
Title

Signature

Date

(262) 649-1710
Telephone Number

dziebarth@herzing.edu
Email Address

Table 6.1.2 d Simulation Training

Herzing University - Brookfield

Week of 3/9/20 made transition from on-site clinicals to 100% simulation on campus			
Week of 3/16/20 all classes, labs and clinicals suspended for two weeks so we could train faculty and students on virtual products. All didactic, non-invasive labs, and clinical went virtual.			
Date	Type of Training, meeting, or resource	Population	All classes, Labs, and clinical suspended
3/17	Virtual Learning meeting Call	Nursing Chairs and Deans	x
3/18 – 3/20	vSim and Docucare Training	Faculty	x
3/18 – 3/20	Lippincott Community Clinical experience Training	Faculty	x
3/25-3/27	Training on clinical and Lab products	Students	x
3/28	LanSchool Air training	Faculty	x
3/30	Evolve Training	Faculty	
3/30	Launch to Virtual classes, clinical, and lab		
3/31-4/1	ATI Remote Proctoring Training		
4/5	OB/Peds Training	Faculty	
4/6	Campus all staff Technical Discussion	Faculty	
4/7	Community vSIM Training	Faculty	
4/7- 4/15	vSIM Training	Faculty	
4/8- 4/9	Additional training on clinical and Lab products	Students	
4/10	Resources: 1. FAQ Nursing Faculty Roles and Responsibilities for Instructional Continuity 2. On-Line Teaching Tips	Faculty	
4/10	Zoom Training	Faculty	
4/10	ATI Proctor U training	Students	
4/13	Remote Proctor Cheat-sheet- resource		
4/21	HESI Test with LanSchool meeting	Faculty	
4/23	HESI Proctoring Training	Faculty	
Week of 5/17/20 (Phase I)	All Lab skills from Spring completed on-campus and grades given.	Students	

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

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Kimberly Wood, Program Assistant Supervisor Adv. on behalf of Joan Gage – Program Manager		2) Date When Request Submitted: 9/1/2020 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: BON			
4) Meeting Date: 9/10/2020	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Lakeland University – Faculty Staffing Report – 2020 Quarter 4	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed: Kerry Hamm, MSN, RN			
11) Authorization			
Signature of person making this request		9/1/2020 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.			



September 1, 2020

Board of Nursing
Department of Safety and Professional Services
PO Box 8366
Madison, WI 53708-8366
dspsexaminationoffice@wisconsin.gov

Attn: Board of Nursing

Lakeland University and the RN to BSN Completion Program are submitting this letter and supporting documents as evidence of employment of a sufficient number of faculty (meeting § N 1.08 (3) standards) to teach the courses offered four months from September 1, 2020. In March 2019, the BON unanimously granted Lakeland University authorization to admit students to the RN to BSN Completion Program.

The following information is included with this Request for Authorization to Admit:

- A. Educational administrator qualifications
- B. Evidence of faculty
- C. Staff plan

If you desire additional information, please do not hesitate to contact us.

Respectfully,

Kerry Hamm

Kerry Hamm, MSN, RN.
Director of Nursing Program - Lakeland University
W3718 South Drive
Plymouth, WI 53073-4878
HammKL@lakeland.edu



LAKELAND
UNIVERSITY

Appendix A

Director of Nursing Program Documents

Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366 1400 E. Washington Avenue **Madison, WI 53708-8366**
 Madison, WI 53703 FAX #: (608) 266-2602 E-Mail: dsps@wisconsin.gov
Phone #: (608) 266-2112 Website: dsps.wisconsin.gov

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

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

Faculty/EA Name (*Last, First*): **Hamm, Kerry** WI RN License #: **137771-30**

School of Nursing Employed By: **Lakeland University**

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

Position: Educational Administrator _____ Faculty

Appointment Effective Date: **September 1, 2018**

=====

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

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

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
University of the Columbians	Williamsburg/KY		enrolled	Ph.D. in Leadership Studies	
Bellin College	Green Bay/WI	May 2008	Masters of Science in Nursing	Nursing – Nurse Educator	
Ohio University	Athens/OH	March 2001	Bachelors of Science in Nursing	Nursing	Business Administration
Ohio University – Chillicothe	Chillicothe/OH	June 1996	Associate Degree in Applied Science (AAS)	Nursing	

B. NURSING INSTRUCTION EXPERIENCE*

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

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

Kerry Hamm MSN, RN
Educational Administrator

Signature

(920) 565-1000 ext. 2903
Telephone Number

Director of Nursing Program
Title

June 2, 2020
Date

HammKL@lakeland.edu
Email Address

Kerry L. Hamm, MSN, RN

1410 Whitewater Drive

Manitowoc, WI 54220

kerryhamm@gmail.com

920-323-4181

LICENSURE/CERTIFICATIONS

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

EDUCATION

University of the Cumberlands – Williamsburg, Kentucky

Ph.D. in Leadership Studies

Commence enrollment May 2020

Bellin College – Green Bay, Wisconsin

Master of Science in Nursing – *summa cum laude*

May 2008

Leadership Integration Project: Utilizing Simulation as a Teaching Tool to Develop Leadership, Demonstrate Decision Making, and Cultivate Critical Thinking

Ohio University – Athens, Ohio

Bachelor of Science in Nursing – *cum laude*

Business Administration minor

March 2001

Ohio University – Chillicothe, Ohio

Associate Degree in Applied Science Nursing

June 1996

HONORS and AWARDS

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

PRESENTATIONS

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

NURSING DEPARTMENT and UNIVERSITY/COLLEGE COMMITTEE MEMBERSHIP

2019	Program Development Committee, Member
2019	Academic Structure Task Force, Member
2019	Search Committee Chair, Program Director Master of Arts in Counseling
2019	Shared Governance Ad Hoc Committee, Member
2018 - 2019	Institutional Review Board Committee, Member

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

PROFESSIONAL MEMBERSHIPS

2019 – Present	Program/Quality Improvement Committee, Lakeshore Community Health Care member
2018 – Present	Lakeshore Health Care Alliance member
2018 – Present	Administrators of Nursing Education of Wisconsin member
2017 - Present	American Nurses Association/Wisconsin Nurses Association member
2008 - Present	Sigma Theta Tau International: Honor Society of Nursing member
2007 - Present	National League of Nursing member
2003 - 2005	Preventative Cardiovascular Nurses Association member
1997 - 1999	American Nurses Association/Ohio Nurses Association member

PROFESSIONAL/INSTRUCTIONAL EXPERIENCE

Lakeland University – Plymouth, Wisconsin

Director of Nursing Program (September, 2018 – Present)

Teaching History

2019	Course coordinator and lecturer for Professional Nursing Practice
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Lakeshore Technical College – Cleveland, Wisconsin

Instructor – Associate Degree Nursing (August, 2007 – August, 2018)

Teaching History

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

Adjunct Instructor – Nursing Assistant (2002 – 2003)

PROFESSIONAL ACTIVITIES (partial listing)

2020	Culturally Competent Nursing Care: A Cornerstone of Caring, US Department of HHS
2019	Tier 1 Training
2019	BUS – 310 Management Information Systems, Lakeland University
2019	MAT – 220 Probability and Statistics, Lakeland University
2019	Academic-Community-Public Health Partnerships to Improve Population Health: Webinar AACN

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

VOLUNTEER ACTIVITIES

2020 Career Expo, Manitowoc County Chamber of Commerce, volunteer
 2018 - 2019 Middle School Math Meet, volunteer
 2018 College Preview Night, Nursing Program Representative
 2017 Health Division Open House, Nursing Program Representative
 2014 – 2016 American Cancer Society Road to Recovery, Volunteer Driver
 2011 – 2012 Meals on Wheels of Sheboygan County, Volunteer Route Driver
 2011 American Cancer Society Relay for Life, Team Co-Captain

Appendix B
Nursing Faculty Program Documents

TAMMY M. SPOERL, MSN, RN

325 Euclid Ave. Sheboygan, WI 53083

Email: tammy.spoerl@gmail.com

Mobile: (920) 627-2946

PROFESSIONAL SUMMARY

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

EDUCATIONAL SUMMARY

Concordia University of Wisconsin

May 2013

- ❖ Masters of Science in Nursing Education

Coursework Completed: Evaluation and Testing In Evaluation, Curriculum Development, Human Learning and Motivation, Advanced Nurse Educator Practicum I, II, & III, Scholarly Project, Global Perspectives, Advanced Health Assessment, Bioethics for HealthCare, Nursing Research, Pathophysiology, Nursing Theory, Health Care in Context, and Statistics

Practicum Experience:

- ❖ Medical Surgical Unit focusing on clinical instruction of students caring for patient with joint replacement, stroke and various medical conditions
- ❖ Women's Health Unit care focused on women (ante partum, intra partum postpartum, recovery, newborns and premature infants)
- ❖ Children's Hospital of Wisconsin focusing on institutional education, which included new employee orientation/ education, opportunity to assist in safe sleep data collection and campaign.

Marian College

December 1998

- ❖ Bachelors of Science in Nursing: *Cum Laude*

TEACHING EXPERIENCE

Lakeland University

January 2020-Present

Lakeshore Technical College

May 2013- Present

Faculty: January 2015 – June 2019

- ❖ Clinical care across the lifespan; Nursing Health Promotion; and Simulations

Academic Specialist: August 2013- December 2014

- ❖ Supplemental Instruction, student retention as well as instructing Medical terminology and Introduction to Nursing Clinical

Adjunct Instructor:

- ❖ Medical Terminology summer of 2013

TEACHING EXPERIENCE- Con'td

Concordia University of Wisconsin

October 2010 - May 2011 & August- October 2013

Adjunct Clinical Instructor for BSN students

- ❖ Adjunct Clinical Instructor for Alterations in Wellness I: clinical instructor for eight students at Pine Haven Nursing Home and Sharon S. Richardson Hospice Care.
- ❖ Adjunct Clinical Instructor Health Promotions: clinical instructor t Columbia St. Mary's Milwaukee.

WORK EXPERIENCE

Aurora Sheboygan Memorial Medical Center

April 1998- February 2014 & July 2019-Present

Women's Health Services (WHS)

- ❖ *Lactation and Newborn Nurse (July 2019-present):* As a Certified Breast Specialist assist mothers and infants with feeding.
- ❖ *Staff Nurse (1998- February 2014):* Use of nursing process to care for the following patient population: women of childbearing age (L&D), Newborns; age 0-10 days, and women requiring other gynecological surgeries.
- ❖ *Transitional Leadership Team Member (August –December 2010):* Interim management team member until a unit manager was hired.
- ❖ *Lead Nurse (August 2009- April 2011):* Duties: managing shift staffing, patient assignments, assigning tasks to ancillary staff.
- ❖ *Preceptor (2005-2011):* Assisted in orientation (12-16 weeks) of new employees. (Labor & Delivery, Post-Partum, and Newborn Nursery).
- ❖ *Case Manager (2000-2003 & April 2011-12):* Managing the insurance verification/ clinical review process for WHS patients. Care planning and coordination of expected L&D patients, providing information for community services. Collaborated with community interpreters, adoption agencies, and worked closely with the social work department for at risk populations.

Kohler Company; Medical Department

February 2000 - October 2001

Occupational Health Nurse/ Emergency Medical Technician:

- ❖ Primary Duties included: pre-hire physicals, workers compensation and OSHA required data. Assessment of factory/work related injuries. Collaborating with facility First Responders, Orange Cross EMT's and Paramedics. Co-Pioneered the first offering of Freedom from Smoking Program at Kohler Co.

ACADEMIC QUALIFICATIONS,CERTIFICATIONS & AFFILIATIONS

- ❖ Inpatient Obstetric Nurse Certification (National Certification Corp- NCC)
- ❖ Basic Life Support for Professionals
- ❖ Neonatal Resuscitation Program Certification
- ❖ Certified Breast Specialist (preparing for the International Board Certification of Lactation Specialists)

PROFESSIONAL REFERENCES

- ❖ Megan Shvartsman
Manager of Women's Health Services
Advocate Aurora Sheboygan Memorial Medical Center
- ❖ Kathleen Lengyel, MSN, RN
Concordia University
- ❖ Donna Mayer, NP, RN
Aurora Health Care

VANNE, JILL

6670 Viceroy Road, Two Rivers, WI | 920-973-3139 | jillv920@gmail.com

EDUCATION

Jacksonville University

Master of Science Nursing, Clinical Education

2012-2014

Chamberlain College of Nursing

Bachelor Science of Nursing

2009-2011

Lakeshore Technical College

Associate Degree Nursing

2003-2005

AWARDS

Nurse Excellence Award, Aurora Medical Center Manitowoc County

2013

Nurse Excellence Award, Aurora Medical Center Manitowoc County

2012

TEACHING EXPERIENCE

Lakeshore Technical College, Associate Degree Nursing Program:

Course/Clinical Instructor Intermediate and Advanced Clinical Practice

2015-present

Course Coordinator for Intermediate Clinical

2018-present

Course Coordinator/Lecturer Advanced Nursing Skills

2018-

present

Course Coordinator/lecturer Nursing Pharmacology

2015-

2019

Course/Clinical Instructor Nursing Transitions

2015-

2019

Course/Clinical Instructor Mental Health

2015-

2019

Course Clinical/Lecturer Complex Health Alterations I, Substitute

2017-

present

PROFESSIONAL HISTORY

Lakeshore Technical College (LTC)

2015-

Present

1290 North Avenue, Cleveland, WI 53015

Nursing Instructor ADN Program

Aurora Medical Center Manitowoc County (AMCMC)

5000 Memorial Drive, Two Rivers, WI 54241

Staff RN

2003-

2014

Casual

2015-

Present

COMMITTEES AND MEMBERSHIPS/PARTICIPATION

LTC

2019-Present	Job Description Committee
2015-Present	Adaptive Testing Committee
2015-Present	ACEN Accreditation Committee, Standard 4
2015-Present	Nursing Advisory Committee
2015-Present	National League of Nursing (NLN)
2016-Present	Simulation Committee
Present	Oncology Nursing Society (ONS)
2018-2019	WTCS Prior Credit for Learning Committee for Nursing Pharmacology
2015-2018	Lakeshore Chapter of Student Nurses Association (LCSNA Advisor)
2017	“Navigate” Software Pilot

AMCMC

2012-2014	Pain Resource Nursing (PRN) Co-Chair
2012-2016	Member American Society Pain Management Nursing (ASPMN)
2006-2014	Preceptor for new nurses and UW Oshkosh Excel Program
2013-2014	Credentialed EPIC Trainer for RN 100, 200, 300, and Beacon Springboard for the Acute Inpatient
2011	Participated in NDNQI study “Dissemination and Implementation of Evidence-Based Methods to Measure and Improve Pain Outcomes”

LICENSURE AND CERTIFICATION

RN Wisconsin #150696—030
 Basic Life Support (BLS) for the Healthcare Provider, American Heart Association
 ONS Chemo Certification, #368288
 Wisconsin Technical College System, Teaching Certified
 Safe Space Ally Diversity and Inclusion Certification, LTC

SEMINARS ATTENDED

2019	Frontline Leadership: Communication Skills (MRA), WI
2018	WNA Healthy Nurses for Wisconsin Conference, WI
2018	Safe Space, Diversity and Inclusion (LTC)
2015-2018	WTCS State Conferences, WI
2016	WSNA (Wisconsin Student Nurses Assoc) State Conference, WI
2016	Nuts and Bolts of Nursing Education, MN
2016	Greg Hodges Cooperative Learning, WI
2013	ASPMN National Pain Conference, IN
2013	EPIC Credentialed Training, WI
2012	Basic and Advanced Pediatric Nursing Seminar, St. Lukes, WI
2011	PRN Course, Aurora Baycare, WI
2009	Beyond the Nuts and Bolts of Nursing, St. Lukes, WI
2008	Promoting Excellence in End of Life Care, St. Lukes, WI
2008	ONS Chemo Administration, Aurora Baycare, WI
2007	Preceptor Training, St. Lukes, WI
2006-2007	Planetree Retreats, St. Lukes, WI

COMMUNITY SERVICE

College Preview Night, ADN Program Representative
 Health Division Open House, AND Program Representative

LTC New Student Orientation Tour Guide

Aurora Healthcare TR 10-Mile Volunteer

Optimist/Jr. Optimist Club of Two Rivers (Service Club)

Relay for Life, Manitowoc County

Two Rivers School District Band Boosters/Track and Cross Country Boosters

Appendix C
RN to BSN Completion Program Staffing Plan
Fall 2020

Faculty Staffing Plan Fall 2020

Course	NUR 301 – Professional Nursing Practice	NUR 303 – Research and Evidence-Based Practice in Nursing	NUR 403 – Informatics and Patient Care Technologies in Healthcare	NUR 490 – Independent Study in Nursing (1-3 credits)
Type	Didactic (3 hrs/week) and BlendEd Live 7W1 - Tuesday	Didactic (3 hrs/week) and BlendEd Live 7W1 - Monday	Didactic (3 hrs/week) and BlendEd Live 7W2 - Monday	Independent Study 12Week
Sections	1 section (30 students)	1 section (25 students)	1 section (25 students)	1 section (2 students - one credit each)
Faculty	Adjunct Faculty: Tammy Spoerl MSN, RN	Director of the Nursing Program: Kerry Hamm MSN, RN	Adjunct Faculty: Jill Vanne MSN, RN	Director of the Nursing Program: Kerry Hamm MSN, RN
Contingency Plan	Director of the Nursing Program: Kerry Hamm MSN, RN	Adjunct Faculty: Jill Vanne MSN, RN	Adjunct Faculty: Tammy Spoerl MSN, RN	Adjunct Faculty: Tammy Spoerl MSN, RN

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

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Joan Gage – Program Manager		2) Date When Request Submitted: 8/11/2020 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: BON			
4) Meeting Date: 9/10/2020	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Mount Mary University - Authorization to Admit Student	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed: Kara Groom, PhD, RN Chief Nurse Administrator			
11) Authorization			
Joan Gage		9/1/2020	
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

Wisconsin Department of Safety and Professional Services

Mail To: P.O. Box 8366
Madison, WI 53708-8366

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

1400 E. Washington Avenue
Madison, WI 53703

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

BOARD OF NURSING

REQUEST FOR AUTHORIZATION TO ADMIT STUDENTS TO A NURSING SCHOOL

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

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

- (7) Verification of students' ability to acquire clinical skills by providing all of the following:
- Letter of intent or contracts from clinical facilities securing clinical opportunities and documentation of the facility type, size, number of beds, and type of patients.
 - Documentation of simulation equipment and experiences.

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

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

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

- (1) Form #1114 for each faculty member and for the program educational administrator
- (2) A written proposal addressing items three (3), four (4), five (5) and six (6) above.
- (3) Form #1004 for each clinical facility

Institution applying for authorization to admit students:

Name of School: Mount Mary University

Address: 2900 North Menomonee River Pkwy

Milwaukee, WI 53222

Nursing Program(s) (ADN, BSN, Other): BSN Pre-licensure

Kara Groom, RN, PhD
Nursing Educational Administrator

Kara Groom
Signature

414-930-3391
Telephone Number

Chief Nurse Administrator
Title

8/10/20
Date

groomk@mtmary.edu
Email Address



WISCONSIN BOARD OF NURSING:

Authorization to Admit Students: BSN Pre-Licensure

SUBMITTED BY:

Mount Mary University (MMU)

August 11, 2020

Table of Contents

1. Verification of employment of an educational administrator meeting requirements
2. Evidence of employment of sufficient number of faculty to teach the courses offered for the first six months
3. School of Nursing's philosophy and objectives
4. Overview of the curriculum:
 - a. Content
 - b. Course sequence
 - c. Course description
 - d. Course syllabi
5. Documentation of a school evaluation plan
6. Verification of the establishment of student policies for admission, progression, retention, and graduation
7. Documentation of a plan for student or prospective student access to student policies
8. Verification of the students' ability to acquire clinical skills
 - a. Written agreements from clinical facilities
9. Updated Timeline for implementing program

1. Verification of employment of an educational administrator meeting requirements

MMU employs a qualified educational administrator. The current Chief Nurse Administrator, Kara K. Groom, PhD, RN began July 27, 2018. Dr. Groom's curriculum vitae is provided below.
Dr Groom:

- Has a current, active registered nurse license in Wisconsin that is not encumbered
- Possess a Masters and PhD degree in Nursing
- Has had coursework in learning principles for adult education, including nursing curriculum development, administration and evaluation
- Has 12 years of experience as a nursing instructor (2008-2020)
- Possess current knowledge of nursing practice

Dr. Groom has over 12 years of experience in nursing education. She has taught at the baccalaureate and associate degree levels. She has experience in online delivery, simulation, clinical, and didactic settings. Advanced coursework in nursing education includes: Educational Research, Policy and Leadership, Advanced Applied Statistics, Teaching Diverse Learners, Evaluation and Assessment, and Educational Diversity & Curriculum Development.

Dr. Groom has leadership experience and training. She served as an Assistant Dean of Health Sciences at Milwaukee Area Technical College. She has also had advanced coursework in conflict management and Nursing Faculty Leadership Training through the Center for Leadership Excellence.

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BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

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

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

Faculty/EA Name (*Last, First*): Groom, Kara WI RN License #: 149582-30

School of Nursing Employed By: Mount Mary University

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

Position: Educational Administrator Faculty

Appointment Effective Date: 7/27/2018

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

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

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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


A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Marquette University	Milwaukee, WI	1/8/2019	PhD Nursing	Nursing	
Marquette University	Milwaukee, WI	5/18/2008	MS in Nursing	Advanced Practice Nursing	Nursing: Adults
UW Milwaukee	Milwaukee, WI	12/19/2004	BS Nursing	Nursing	

B. NURSING INSTRUCTION EXPERIENCE

From Month/Year	To Month/Year	Part-time or Full-Time	Employer/School	Location City/State	Position/Job Title
7/27/2018	Present	FT	Mount Mary University	Milwaukee, WI	Chief Nurse Administrator
8/2011	7/2018	FT	Waukesha County Technical College	Pewaukee, WI	Nursing Instructor
8/2008	7/2011	FT	Carroll University	Waukesha, WI	Clinical Assistant Prof of Nursing

Kara Groom, PhD, RN
Educational Administrator


Signature

414-930-3391
Telephone Number

Chief Nurse Administrator and Department Chair
Title

8/10/20
Date

groomk@mtmary.edu
Email Address

KARA K. GROOM, PHD, RN

CHIEF NURSE ADMINISTRATOR, MOUNT MARY UNIVERSITY
GROOMK@MTMARY.EDU 414-930-3391

ACADEMIC PREPARATION:

Doctor of Philosophy in Nursing, Marquette University, Milwaukee, WI

Dissertation focus: Interprofessional education

- Graduation December, 2018, GPA 3.87
- Emphasis includes Educational Research, Policy, and Leadership, Vulnerable Populations, Dispute Resolution in Health Care, & Advanced Applied Statistics
- International grant award recipient
- Presentation at Midwest Nursing Research Society

Master of Science in Nursing, Marquette University, Milwaukee, WI

Graduated May, 2008

- Coursework Emphasis: Teaching Diverse Learners, Research Design Methodology, Health and Wellness of Adults

Bachelor of Science in Nursing, University of Wisconsin, Milwaukee

Graduated Cum Laude, December, 2004

- Coursework Emphasis: Nursing Care of Aggregates

Bachelor of Science in Business Economics, Marquette University, Milwaukee

Graduated Summa Cum Laude, May, 2001

- Coursework Emphasis: Principles of Managerial Accounting, Behavior and Organizations, Introduction to Financial Management

PROFESSIONAL EXPERIENCE:

Chief Nurse Administrator and Nursing Department Chair, Mount Mary University

July 2018 – Present

Responsibilities

- Chair, Mount Mary University Nursing Advisory Board
- Led expansion of Nursing 1-2-1 Program to additional technical college partners
- Department Chair
- Supervise faculty and administrative staff for department
- Lead accreditation activities

Assistant Dean, School of Health Sciences, Milwaukee Area Technical College
December, 20017- July 2018

Responsibilities

- Coordination of petition process for all School of Health Science programs
- Monitoring of criminal background check and student health requirements
- Special projects for the School of Health Sciences
- Member Provost council
- FMLA Training

Nursing Instructor, Waukesha County Technical College, Waukesha, WI
August, 2011- July 2018

Teaching Responsibilities

- Introduction to Clinical Care Management
- Health Alterations
- Simulation Instructor

Program and College Activities

- College Wellness Committee Member
 - Health Fair, Wellness Champion, and Be Active 150 Committees
- Program Coordinator, Nursing Peer Mentor Program
- iPad User Group
- Lifelong Learning Book Club

Leadership

- Semester 2 Curriculum Level Leader
- Introduction to Clinical Care Management Course Coordinator
- Health Alterations Course Coordinator
- Policy and Procedure Committee, Committee Champion
- Nursing Education Graduate Student Mentor

Clinical Assistant Professor of Nursing, Carroll University, Waukesha, WI
August, 2008- August, 2011

Teaching Responsibilities

- Introduction to, and Advanced Adult and Pediatric Nursing Care Practicum
- Introduction to, and Advanced Adult and Pediatric Nursing Care Laboratory
- Healthcare Policy and Administration

University Service Activities

- Hispanic Health and Human Services Program Advisor, Nursing Workforce Diversity HRSA Funded Grant
- Nursing Program Leadership Team
- Chair, Nursing Program Faculty Review Committee
- Member, University Faculty and Staff Concerns Committee
- Member, Nursing Program Simulation Committee

Registered Nurse, Post-Anesthesia Care Unit, West Allis Memorial Hospital

November 2006-August, 2008

- Plan and implement comprehensive nursing care for diverse post-surgical patients
- Focus on providing multi-modal pain management and relaxation interventions

Registered Nurse, Intensive Care Unit, Aurora Sinai Medical Center

December 2004-December 2006

- Coordinate specialized nursing care to acutely ill medical and cardiac patients
- Serve as preceptor to Nurse Interns, Graduate Nurses and Registered Nurses new to ICU

Planning Analyst, Kimberly-Clark Corporation

July 2001-December 2002

- Managed raw material and finished good inventories to support Family Care business line
- Led production team to decrease annual storage costs by more than \$500,000

Marketing Services Assistant, University of Wisconsin, Milwaukee

January 2003-January 2004

- Direct marketing assistance to student groups to promote vibrant student life

PROFESSIONAL and SCHOLARLY ACTIVITIES:

Oral Presentations

Helping students meet learning outcomes in quality improvement, oral presentation, 22nd Annual Nurse Educators Conference, July 2011

Quality and safety in nursing education (QSEN) competencies in program assessment, Co-author for oral presentation, Charting the Course: 2011 QSEN National Forum, May 2011

Poster Presentations

Interprofessional Socialization in mixed discipline and nursing student only cohorts, poster presentation, International Death, Grief & Bereavement Conference, June 2019

Interprofessional Socialization in mixed discipline and nursing student only cohorts, poster presentation, Building Bridges to Clinical Practice Research Conference, May 2019

Interprofessional Socialization in mixed discipline and nursing student only cohorts, poster presentation, Midwest Nursing Research Society Conference, March 2019

Comparing interprofessional socialization in mixed discipline and nursing student only cohorts, poster presentation, Celebration of PhD progress, May 2018

Comparing interprofessional socialization in mixed discipline and nursing student only cohorts, poster presentation, Celebration of PhD progress, May 2017

Comparing interprofessional socialization in mixed discipline and nursing student only cohorts, poster presentation, Celebration of PhD progress, April, 2016

Interprofessional socialization: A concept analysis, poster presentation, Celebration of PhD progress, April, 2015

Clearing Summer Cobwebs: A Student-led Refresher Workshop, poster presentation, 2014 QSEN National forum

Speaking Engagements

Innovative solutions to Wisconsin's nursing shortage, Womens Court and Civic Conference, invited speaker, November 2019

Milwaukee area colleges offer 1-2-1 program to help get nursing students into the field faster, Lake Effect, WUWM Milwaukee's NPR, April, 2019

Awards

Best Research Poster Award, Building Bridges to Clinical Practice Research Conference, Milwaukee, WI, May 2019

Sigma Theta Tau International Small Grant Award 2015, Primary Investigator, "Comparing interprofessional socialization in mixed discipline and nursing student only cohorts"

Great Catch of the Year, Patient safety award winner, Aurora Healthcare, 2010

Professional Service

Administrators of Nursing Education of Wisconsin (ANEW) Member

Southeast Wisconsin Nursing Alliance (SEWNA) Member

Moraine Park Technical College Advisory Board Member

Nursing Dual Enrollment Pathways Member

Committee Member, Wisconsin League for Nursing Scholarship Committee

Member, National League for Nursing

Member, Wisconsin League for Nursing

Mentor, nursing education graduate student

CONTINUING EDUCATION:

Wisconsin Technical College System

- Evaluation and Assessment, Educational Diversity & Curriculum Development

Center for Leadership Excellence

- Nursing Faculty Leadership Training

Quality and Safety in Nursing Education (QSEN)

- Faculty Development Institute

Documented Annual Continuing Education Units (CEUs)

CERTIFICATIONS:

Basic Life Support (BLS)

Registered Nurse, State of Wisconsin

Wisconsin Technical College System, 5 year teaching certificate

VOLUNTEER WORK:

Wisconsin Emergency Assistance Volunteer
Village of Wauwatosa Public Health Department
Wauwatosa School District

2. Evidence of employment of sufficient number of faculty to teach the courses offered for the first six months

Mount Mary’s BSN pre-licensure program will offer 3 courses in the first six months: 1 in the fall semester and 2 in the spring semester as outlined in the table below. Nursing courses are taught by Dr. Groom and Dr. Jennifer Dahlman, Assistant Professor of Nursing. Dr. Dahlman’s curriculum vitae is provided below. Dr. Groom’s qualifications are provided in response to #1 above. Dr. Dahlman:

- Has a current, active registered nurse license in Wisconsin that is not encumbered
- Possesses a Masters degree in Nursing and a PhD in Nursing.

	Fall 2021	Spring 2022
BSN Pre-Licensure Nursing Courses Offered	NUR 100: Introduction to Nursing Concepts	NUR 260: Pathophysiology NUR 200: Health Assessment, Promotion, & Nutrition

Dr. Dahlman currently teaches two RN to BSN courses and one non-nursing course (SYM 110: Leadership for Social Justice) each semester as her full-time teaching assignment. Beginning in Fall 2021, Dr. Dahlman will no longer teach her one section of SYM 110 and will instead teach NUR 100 in the Fall & NUR 260 & 200 in the Spring. An adjunct instructor will be hired to teach in the RN to BSN program in Spring 2022.

A hiring plan has been established to continue to grow the nursing faculty as the BSN pre-licensure program grows. The hiring plan is provided below.

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BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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

Faculty/EA Name (*Last, First*): Dahlman, Jennifer WI RN License #: 145560

School of Nursing Employed By: Mount Mary University

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

Position: Educational Administrator Faculty

Appointment Effective Date: 8/19/2019

FACULTY APPOINTMENTS (complete Section A below).

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

A. EDUCATIONAL PREPARATION

Name of Institution	Location City/State	Graduation Date	Degree Earned or # of Credits	Major	Minor
Marquette University	Milwaukee, WI	In progress	51 credits	PhD Nursing	
Regis University	Denver, CO	8/2013	Post-Master's Certificate, Health Care Education		
Regis University	Denver, CO	5/2009	MSN	Nursing	
UW Oshkosh	Oshkosh, WI	5/2003	BSN	Nursing	

Wisconsin Department of Safety and Professional Services

EDUCATIONAL ADMINISTRATOR APPOINTMENTS

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

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

A. EDUCATIONAL PREPARATION

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

B. NURSING INSTRUCTION EXPERIENCE

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

Kara Groom, PhD, RN
Educational Administrator

Kara Groom
Signature

414-930-3391
Telephone Number

Chief Nurse Administrator and Department Chair
Title

8/10/20
Date

groomk@mtmary.edu
Email Address

Jennifer Dahlman, RN, MSN, PhD(c)
1190 Sterling Heights Drive, Menasha, WI, 54952
Cell phone (240) 863-8160
Jennifer.dahlman@marquette.edu

CURRICULUM VITA

EDUCATION

Degree	Year	Institution	Major Area of Study
PhD-candidate	2019	Marquette University, WI	Nursing
Post-Master's Certificate	2013	Regis University, CO	Health Care Education; Practicum at Georgetown University, Washington, DC
MSN	2009	Regis University, CO	Management and Leadership in Nursing; Practicum at Spring Valley Hospital, Las Vegas, NV
BSN	2003	University of Wisconsin Oshkosh	Nursing

PROFESSIONAL EXPERIENCE

2018-current	Mentor Specialist, Project BEYOND-2, <i>Marquette University, Milwaukee, WI</i>
2015-current	Hospital Coordinator, <i>St. Elizabeth Hospital, Appleton, WI</i>
2017-2018	Research Assistant, <i>Marquette University, Milwaukee, WI</i>
2015-2016	Assistant Professor, <i>Bellin College of Nursing, Green Bay, WI</i>
2014-2015	Assistant Dean of Nursing, <i>School of Nursing and Health Professions, Trinity Washington University, Washington, D.C.</i>
2010-2015	Assistant Professor, <i>School of Nursing and Health Professions, Trinity Washington University, Washington, D.C.</i>
2014	Health Educator, <i>Inova Health System, Fairfax, VA</i>
2010-2013	Staff Nurse (Postpartum), <i>Inova Alexandria Hospital, Alexandria, VA</i>
2006-2010	Staff Nurse (Pediatric ER), <i>Children's Hospital of Nevada (formerly University Medical Center), Las Vegas, NV</i>
2005-2006	Staff Nurse (Pediatrics), <i>Inova Alexandria Hospital, Alexandria, VA</i>
2002-2005	Staff Nurse and Practice Assistant (Pediatrics and Urgent Care), <i>St. Elizabeth Hospital, Appleton, WI; Mercy Medical Center, Oshkosh, WI; and formerly Affinity Medical Group (various locations in the Fox Cities, WI)</i>
2002-2003	Unit Secretary (Rehab), <i>Theda Clark Medical Center, Neenah, WI</i>
2000-2002	Certified Nursing Assistant, <i>Parkview Medical Center, Oshkosh, WI</i>

CERTIFICATIONS

2003-present Registered Nurse Licensure (multi-state)
2003-present Basic Life Support for Healthcare Providers by American Heart Association
2006-2010 Emergency Nurse Pediatric Course Certified (ENPC)
2006-2010 Trauma Nurse Core Course Certified (TNCC)

TEACHING RESPONSIBILITIES

Previous Course #	Title	Credits	Theory	Clinical
N425	Adult Medical Surgical	5		X
N366	Fundamentals	3	X	
N205	Pharmacology	3	X	
N492	NCLEX Prep (Course Lead)	3	X	
N461	Pediatric Nursing (Course Lead)	5	X	X
N460	Emergency Nursing (RN-BSN)	3	X	
N220/320	Health Care Policy, Politics & Health Promotion (BSN and RN-BSN)	3	X	
N215	Pharmacology	3	X	

SCHOLARSHIP

Grants

- 2019 *Understanding the Process of Mentoring in the Online Environment Using Grounded Theory*, Nursing Education Research Grant submitted to the National League of Nursing
- 2018 *Understanding the Process of Mentoring in the Online Environment Using Grounded Theory*, Foundation Scholarship Award submitted to the National League of Nursing
- 2017 *Successful Components of Online Mentoring: A Pilot Study*, grant submitted to the Nurses Foundation of Wisconsin

Honors and Awards

- 2018 Nominated for K. Patricia Cross Future Leaders Award, Association of American Colleges and Universities
- 2016-2018 Graduate Student in Areas of National Need (GAAN) Fellow
- 2017 Recipient of Wisconsin Counties Association Group Health Trust Scholarship
- 2003 Commencement Speaker for Spring 2003 Ceremony
- 1999-2003 Recipient of Dixalene Bahleda and Theda Clark Auxillary Scholarships

Publications

2018 Jerofke-Owen, T. & Dahlman, J. (2018). Patients' perspectives on engaging in their healthcare while hospitalized. *Journal of Clinical Nursing*. doi: 10.1111/jocn.14639

Manuscripts in Progress

Dahlman, J. First-generation nursing students: A scoping review.

Dahlman, J. The development of an online mentoring program for first-generation college students in programs of nursing.

Dahlman, J. Successful components of an online mentoring program: A pilot study.

Dahlman, J. Understanding the process of mentoring in an online environment using grounded theory.

Dahlman, J. Program evaluation: An online mentoring program for first-generation college students in programs of nursing.

Presentations

2019 Dahlman, J. & Johnson, A. *Podium*. Strategies to create a safe space to promote diverse BSN student success. Cultural Inclusion Institute Annual Conference, San Antonio, TX.

2019 Dahlman, J. & Johnson, A. *Poster*. Assessing learning strategies among underrepresented populations of baccalaureate nursing students within a federally funded project. Cultural Inclusion Institute Annual Conference, San Antonio, TX.

2019 Dahlman, J. & Johnson, A. *Podium*. Strategies to create a safe space to promote diverse BSN student success. Symposium on Diversity, Inclusion, and Social Justice, Marquette University, Milwaukee, WI.

2019 Dahlman, J. *Poster*. Successful components on an online mentoring program. Midwest Nursing Research Society (MNRS) Annual Conference, Kansas City, MO.

2014 Dahlman, J. & Artis, D. *Podium*. High-risk student assessment in higher education. Myths & Movements: Reimagining Higher Education Assessment, Drexel University Regional Conference on Assessment, Philadelphia, PA.

Professional Development

Conferences Attended

2019 Cultural Inclusion Institute Annual Conference, San Antonio, TX.

2019 Symposium on Diversity, Inclusion, and Social Justice, Marquette University, Milwaukee, WI.

2019 Midwest Nursing Research Society (MNRS) Annual Conference, Kansas City, MO.

2015 American Assembly for Men in Nursing. 40th Annual Conference: Interprofessional education and practice, Minneapolis, MN.

- 2014 Myths & Movements: Reimagining Higher Education Assessment, Drexel University Regional Conference on Assessment, Philadelphia, PA.
- 2014 Pediatric Nursing Conference, National Harbor, MD.
- 2014 American Nurses Association Lobby Day, Washington, D.C.
- 2013 Robert Wood Johnson Foundation. Commission to Build a Healthier America, Washington, DC.

Continuing Education

- 2016 Test Development and Item Writing Course. National Council of State Boards of Nursing.
- 2015 Teaching Effectively Online. Bellin College, Green Bay, WI.
- 2014 Certified Pediatric Nurse Review. Pediatric Nursing Conference, National Harbor, MD.

SERVICE

Institutional and Extraintitutional

- 2018-current Mentor for American Nurses Association
- 2016-current Mentor for MentorNet.com
- 2016-current Reviewer for *Nursing Education Perspectives*
- 2015-2018 Mentor for Project BEYOND-2 Program, Marquette University, College of Nursing
- 2015-2017 Graduate student representative on the Inclusion Committee, Marquette University, College of Nursing
- 2016-2017 Graduate student representative on the University Library Board, Marquette University
- 2010-2014 Member of the university's Academic Honesty Review Board, Trinity Washington University
- 2010-2014 Member of the university's Professional Development Committee, Trinity Washington University
- 2010-2012 Faculty advisor for the Trinity Student Nurses' Association and for the Committee on Students, Trinity Washington University

Community

- 2011-2014 Volunteer and active member of Medical Reserve Corp., Alexandria, VA
- 2009-2010 Mission delivery chair, Las Vegas Relay for Life, American Cancer Society, NV
- 2002 Co-founder of the Women's Satellite Clinic, Waushara County Health Department, WI

Professional Nursing Affiliations

2018-current American Nurses Association

2018-current Midwest Nursing Research Society

2017-current Wisconsin Nurses Association

2017-current National League of Nursing

2005-current Sigma Theta Tau International

Mount Mary University

Pre-Licensure BSN Enrollment and Faculty FTE Projections

	AY Retention	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027	Fall 2027	Spring 2028
First semester		24	6	32	0	32	0	48	0	48	0	48	0	48	0
Second semester	85%		20	5	27	0	27	0	41	0	41	0	41	0	41
Third semester	90%			18	5	24	0	24	0	37	0	37	0	37	0
Fourth semester	95%				17	4	23	0	23	0	35	0	35	0	35
Fifth semester	95%					17	4	22	0	22	0	33	0	33	0
Sixth semester	95%						16	4	21	0	21	0	31	0	31
Seventh semester	95%							15	4	20	0	20	0	30	0
Eighth semester	95%								14	4	19	0	19	0	28
Number of students per semester		24	26.4	55	49	77	70	113	103	130	116	138	126	148	136
Number of students per AY			50		105		148		216		246		264		283
Faculty and Staff by Academic Year (AY) Faculty															
FTE/Year			0.16		1.52		4.60		8.13		9.60		10.31		11.19
Fulltime Faculty FTE as of Spring 2020			2		2		2		2		2		2		2
New fulltime Faculty FTE Calc					0.00		0.30		2.06		2.80		3.16		3.59
New Faculty FTE Round to Whole					0.00		0.00		2.00		3.00		3.00		4.00
New adjunct Faculty FTE			0.00		0.00		2.60		4.13		4.60		5.31		5.19
Support Staff															
Administrative Personnel (0.5 currently in-place)			0.5		0.5		0.5		1		1		1		1
Nursing Skills Laboratory Manager					1		1		1		1		1		1
Nursing Simulation Instructor/Coordinator					1		1		1		1		1		1

3. School of Nursing's philosophy and objectives

University History

For more than one hundred years, MMU has educated women to transform the world. The School Sisters of Notre Dame founded MMU in 1913 to mitigate educational inequity (gender, income, race) for immigrant women. MMU has intentionally broadened that mitigation to include other underrepresented groups. MMU is an urban Catholic University for women at the undergraduate level, and women and men in the RN to BSN Completion Program and at all graduate level degree programs. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

MMU was chartered in 1913 at Prairie du Chien, Wisconsin as St. Mary's College. It is Wisconsin's oldest independent University for lay women. MMU has been authorized by the State of Wisconsin to grant baccalaureate degrees since its charter. Accreditation by the North Central Association of Colleges and Schools Higher Learning Commission (HLC) has been held since 1926. The most recent reaccreditation by the HLC of the North Central Association of Colleges and Schools occurred in 2012. The college, with its charter, students, faculty, curriculum, and accreditation moved to its present Milwaukee location in 1929. At this time the name was changed to Mount Mary College. In 2013, Mount Mary College became Mount Mary University.

Educational Philosophy

The educational philosophy of MMU provides an environment and an approach to teaching and learning that emphasizes development of the whole person. Holistic education fosters intellectual, spiritual and emotional growth in both one's personal and professional life. In an educational environment that is fully dedicated to the student's total development, a holistic approach promotes interaction between the student and all members of the University community in such a way that learning is not limited by the boundaries of the classroom.

A holistic education places value on students' past experiences and integrates that experience into the academic and co-curricular activities of University life. This approach also encourages the student to connect theory to practice through the process of personal reflection, through the application of their skills and knowledge in the broader community, and through experiential learning.

The mission, goals, and expected program outcomes of the Nursing Program are congruent with the parent institution as shown in the table below.

Congruence of MMU & Nursing Program Mission, Vision, & Values

	MMU	MMU Nursing Program
Mission	MMU, an urban Catholic University for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from sensitivity to moral values and Christian principles. MMU commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.	The Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.
Vision	MMU is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.	Mount Mary University is recognized as a diverse learning community that prepares nurses to practice with individuals, families, communities, and global populations in diverse health care environments to transform patient care.
Values	A MMU education reflects a core group of values and is distinguished by the following four characteristics: <ul style="list-style-type: none"> • Competence: a commitment to excellence that is reflected in the classroom experience and in the resulting knowledge base and skill set demonstrated by graduates • Community: a shared sense of purpose within the Mount Mary environment to work in the spirit of the School Sisters of Notre Dame by creating a better world through education • Compassion: an overt expression of concern and purposeful action that fosters human development and unity • Commitment: a deliberate approach to advancing the universality of human dignity by encouraging leadership in the areas of personal development and global change. 	The Nursing Program will develop nurse leaders whose competence, community, compassion and commitment to excellence lead to delivering high quality and safe patient care.

MMU Nursing Program Conceptual Framework

The MMU Nursing Program Conceptual Framework includes the Program Mission, Vision, and Values presented in the table above as well as Program Goals and Student Outcomes. The MMU Nursing Program Outcomes include Student Outcomes and Faculty Outcomes.

The MMU Nursing Program uses the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008). Program Goals and Student Outcomes are aligned to the Essentials of Baccalaureate Education for Professional Nursing Practice as presented in the tables below:

BSN Pre-Licensure Nursing Program Goals

Program Goals		
	Description	Alignment with Nursing Essentials
1	Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings	V, IX
2	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.	III, IV
3	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.	I, II, VI
4	Commit to lifelong learning and advancing practice in nursing.	VII, VIII, IX

BSN Pre-Licensure Nursing Program Student Outcomes

Student Outcomes		
	MMU BSN graduates are prepared to:	Alignment with Nursing Essentials
1	Integrate professional values in nursing practice	VIII
2	Make clinical decisions based on evidence of nursing practice.	III, IX
3	Utilize information resources and systems to improve patient care.	IV, V
4	Collaborate with inter-professional teams toward quality and safe patient care.	II, VI
5	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.	I, VII

There are seven MMU student learning outcomes. Congruence of MMU Student Learning Outcomes with Nursing Program Goals and/or Student Outcomes is demonstrated in the table below.

Congruence of the MMU Student Learning Outcomes and Nursing Program Student Learning Outcomes

MMU Student Learning Outcomes	Congruent Nursing Program Goal and/or Student Outcome
Question and investigate the human meaning of life through intellectual and/or religious traditions, especially the Christian tradition.	Commit to lifelong learning and potentially advanced education in nursing.
Critically analyze and evaluate ideas, develop an informed interpretation and effectively communicate conclusions or a point of view in writing.	<ul style="list-style-type: none"> • Utilize information resources and systems to improve patient care. • Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
Develop an analytical frame of mind that can make critical judgment of texts, situations, and/or products (<i>e.g.</i> courses in the major).	<ul style="list-style-type: none"> • Make clinical decisions based on evidence of nursing practice. • Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.
Develop an aesthetic awareness of the environment and/or develop creative self-expression for personal growth and enjoyment that can be shared with others.	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
Respect cultural differences and recognize the interrelatedness of global domains (<i>e.g.</i> economic, technological, political, sociocultural, environmental, and esthetic).	Collaborate with inter-professional teams toward quality and safe patient care.
Act on issues of social justice within the contexts of personal values and shared leadership.	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.
Identify and solve problems (<i>i.e.</i> scientific or quantitative reasoning) using relevant information and strategies.	<ul style="list-style-type: none"> • Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings • Integrate professional values in nursing practice

4. Overview of curriculum including: Content, course sequence, course descriptions, course syllabi

Content

The MMU BSN Pre-Licensure Program curriculum has been developed to reflect relevant professional nursing standards and guidelines. The standards and guidelines are evident within the curriculum and within the expected student outcomes. The Essentials of Baccalaureate Education for Professional Nursing Practice are the professional nursing standards that guide the curriculum content. The curriculum map displays the linked Essential(s) for each course. The curriculum map also includes the linkages between MMU Nursing Program mission, program goals & outcomes, and course learning objectives. The MMU Curriculum Map is included below.

Curriculum Development and Congruence with Program's Mission, Goals, & Roles

The Nursing Program's Conceptual Framework highlights an emphasis on developing students for the role of nurse leaders. For example, the Nursing Program Mission states that the Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.

An example of the nursing leadership emphasis with a deep sense of social justice involves the inclusion of SYM 110: Leadership for Social Justice Seminar (LSJ). The MMU BSN Pre-Licensure Nursing Program Curriculum Map, below, demonstrates the linkages between LSJ course objectives, The Essentials of Baccalaureate Education and Nursing Program Goals and Student Outcomes.

Course Sequence

The program is offered primarily in person with 5 online courses. Courses are offered in 16-week sessions each fall and spring semester. Courses are sequenced as shown in the attached four-year plan. Course sequencing is ensured through course pre-requisites and co-requisites, outlined in the Course Descriptions below.

Course Descriptions

Five existing nursing courses in the RN to BSN curriculum will be included in the BSN Pre-Licensure Nursing Program.

NUR 356 Technology and Interprofessional Communication 3cr

Exploration of the principles of electronic/verbal/written patient communication and its value in the delivery of both individual and population health. The course will include an assessment of current available electronic medical record (EMR) systems and their effectiveness in care delivery with special emphasis on their value in interdisciplinary communication and information sharing. Documentation gaps, barriers, and legal requirements will be studied to understand the challenges of communicating in complex environments. Nursing students will assess their own communication styles and those of others to increase awareness of human diversity and the need to modify styles to increase personal effectiveness in teams and with patients/families.

NUR 401 Healthcare Economics and Regulation

3cr

Reading and discussion of the evolution of healthcare as an industry and its overall impact on the economy of the United States and the world in the context of changing demographics. The study of modern day attempts to reign in healthcare costs, including available nursing research on maintaining or improving quality outcomes while encouraging clinical advancements. Additional focus on the impact of regulation and the legal system on clinical decision-making and patient satisfaction.

NUR 310 Evidenced Based Practice

3cr

The study of basic research and quality improvement principles and their application in the practice of nursing and healthcare. Using various statistical and quality methods and metrics, current research and patient care improvement techniques will be evaluated for applicability in the clinical setting. Critique of current nursing research and case studies will enhance understanding of available information and how it impacts the current delivery of nursing and healthcare.

Pre-requisite MAT 208/216 or PSY 310.

NUR 420 Nursing Leadership I

3cr

The role of a leader is explored in a health care team environment. Leadership styles as well as the power of authority and influence are explored with appreciation of various patient care situations. Strategies such as patient care simulation, role-play, and clinical case study critique will be utilized to enable the student to explore their personal comfort in a role as a nursing leader. Various nursing leadership roles within the healthcare setting will be examined for their respective challenges and contributions to quality patient care and healthy work environments.

NUR 402 Nursing Care in the Community

3cr

This course will enable the student's acquisition of knowledge and experience of the nursing process in home and community settings. Topics will include concepts of infectious disease, epidemiology, and disease surveillance and control. The impacts of cultural diversity, social and physical environments and policy will be included in a community needs assessment based on National Health Care Objectives. Students will demonstrate skills of communication, critical thinking and decision making in non-traditional healthcare settings.

In addition to the above existing courses, the following new nursing major courses will be offered:

NUR 100 & 100L: Introduction to Nursing Concepts

3 credits

Students learn about factors to promote and create a culture of safety and caring. The course will acquaint the student with the broad areas that encompass the professional nursing role. Focuses on professional nursing attributes and interactions essential to professional competence. Students study concepts that allow them to provide care unique to an individual, family, community, and systems, and to the context in which they live. Concepts related to the health care system are included to provide a foundation for beginning nursing practice. The process of nursing is introduced.

Course Pre-requisites: B/C or higher in Bio 211 & 212, Course Pre OR Co-requisite: CHE 113

NUR 260: Pathophysiology

3 credits

This course focuses on the alterations in cell, tissue and system mechanisms that manifest as health problems throughout the life span and prevent or limit individuals from making adaptive responses. Provide a basic understanding of the causes, pathophysiology, pathology and clinical manifestations of disease states. Focuses on etiology, risk factors, manifestations, and pathogenesis.

Course Pre-requisites: B/C or higher in NUR 100 & BIO 325

NUR 200 & 200L: Health Assessment, Promotion & Nutrition

3 credits

The foundational concepts, scientific basis and theoretical constructs of effective therapeutic communication, interviewing, health history, and physical assessment across the life span are presented. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches. Concepts for health promotion including nutrition are included.

Course Pre-requisites: B/C or higher in NUR 100 & BIO 325

Course Fee: CastleBranch

NUR 250 & 250L: Foundations & Applications of Nursing Practice

3 credits

This course is an introduction to the scientific foundations of professional nursing practice. A physiological approach is incorporated with nursing process to prepare students to provide a foundational level of care. Foundational nursing psychomotor skills are developed. Clinical reasoning and critical thinking are introduced.

Course Pre-requisites: B/C or higher in NUR 260 & 200, Co-Requisites: NUR 251C & NUR 240

NUR 251C: Nursing Clinical Foundations

3 credits

This course focuses on the application and integration of the nursing process to promote physical wellness and respond to health problems through direct client care. On campus and off campus clinical experiences provide an opportunity for student development and practice in the roles of professional nursing. Students practice a foundational understanding of therapeutic interventions, skills, and clinical judgement.

Course Pre-requisites: B/C or higher in NUR 260 & 200, Co-Requisites: NUR 250 & NUR 240

NUR 240: Pharmacology

3 credits

Basic principles of pharmacology and pharmacotherapeutics as applied to patients across the life span. Includes nursing implications for administration, patient teaching, and evaluation of safety and effectiveness.

Course Pre-requisites: B/C or higher in NUR 260 & 200

NUR 360: Nursing Across the Lifespan

3 credits

Focuses on health and illness concepts emphasizing holistic care to individuals and families across the lifespan. Emphasis on providing patient-centered and culturally competent nursing care. Lifespan care of vulnerable populations such as mental health, maternal child well-being, and older adults emphasized.

Course Pre-requisites: B/C or higher in NUR 250, 251 & 240

NUR 350 & 350L: Nursing Care for Chronic Conditions 3 credits
Comprehensive patient-centered, nursing care of adults or children with chronic conditions across the care continuum. Emphasis is on health promotion, health maintenance and palliation. Nursing psychomotor skills development continued.
Course Pre-requisites: B/C or higher in NUR 250, 251 & 240

NUR 351C: Nursing Clinical Chronic Conditions 3 credits
This course focuses on the provision of comprehensive patient-centered, nursing care of adults or children with chronic conditions across the care continuum through direct client care. On campus and off campus clinical experiences provide an opportunity for student practice in the roles of professional nursing. Students develop further develop therapeutic interventions, skills, and clinical judgement.
Course Pre-requisites: B/C or higher in NUR 250, 251 & 240

NUR 370 & 370L: Nursing Care for Acute Conditions 3 credits
Comprehensive, patient-centered, and holistic nursing care of adults or children with acute conditions across the care continuum. The course emphasizes the nurse's role in management of complex health alterations within the health system, the community, and for transitions to home. Builds on psychomotor skills necessary to provide safe nursing care in acute settings.
Course Pre-requisites: B/C or higher in NUR 360, 350, 351

NUR 371C: Nursing Clinical Acute Conditions 3 credits
This course focuses on the provision of comprehensive patient-centered, nursing care of adults or children with acute through direct client care. On campus and off campus clinical experiences provide an opportunity for student practice in the roles of professional nursing. Students demonstrate therapeutic interventions, skills, and clinical judgement, building on concurrent and previous coursework.
Course Pre-requisites: B/C or higher in NUR 360, 350, 351

NUR 490: Nursing Transitions 2 credits
Integration of learning acquired throughout the nursing program. Comprehensive patient centered nursing care of adults or children with application of leadership and management principles. Emphasis is on the transition to a beginning baccalaureate nurse. Opportunities for students to identify strengths and areas for improvement in their professional nursing practice.
Course Pre-requisites: B/C or higher in NUR 420, NUR 401, 370 & 371, Co-requisites: NUR 310 & 491

NUR 491C: Nursing Clinical Transitions 3 credits
This course focuses on the provision of comprehensive patient-centered, nursing care of adults or children with application of leadership and management principles through direct client care. On campus and off campus clinical experiences provide an opportunity for students to demonstrate competence in the roles of professional nursing. Students demonstrate therapeutic interventions, skills, and clinical judgement, synthesizing concurrent and previous coursework.
Course Pre-requisites: B/C or higher in NUR 420, NUR 401, 370 & 371, Co-requisites: NUR 310 & 490

Course Syllabi

Course syllabi are included below.



**BSN Pre-Licensure Nursing Program
Curriculum Map**

Program Mission				
The Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.				
Program Goals				
<ol style="list-style-type: none"> Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information. Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety. Commit to lifelong learning and advancing practice in nursing. 				
Program Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change
MMU Core Curriculum Exemplar: SYM 110 Leadership for Social Justice Seminar Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice Program Goal #3: Integrate liberal arts & advocate for quality improvement & safety				
Course Objectives				
Mission				
<ol style="list-style-type: none"> To develop awareness for the nature and challenges of college discourse. To offer a context in the liberal arts and the leadership model for students to see their subsequent education at Mount Mary and beyond. To increase awareness of how Leadership, Social Justice, and Creativity are connected. To further develop reading, writing, and oral communication skills. 				
		X		

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change

<p>Course Objectives</p> <p>Leadership</p> <p>5. To increase knowledge leading to an understanding and increase in personal leadership skills, including the Mount Mary leadership model: competence, compassion, commitment, and community.</p> <p>6. To become conscious of personal assumptions and to grow in self-assessment.</p> <p>7. To improve listening skills.</p> <p>8. To increase appreciation of different perspectives.</p> <p>9. To increase ability to work within teams, build consensus, and resolve conflicts.</p> <p>10. To improve professional behavior.</p> <p>11. To increase confidence in ability to act and lead</p>				
			X	
<p>Course Objectives</p> <p>Social Justice</p> <p>12. To explore issues related to race, gender, and class.</p> <p>13. To become aware of power structures that disadvantage groups of people.</p> <p>14. To increase awareness of the differences between charity and social justice.</p> <p>15. To increase critical thinking and expand knowledge of local and global social justice issues.</p> <p>16. To increase ability to act based on knowledge of local and global social justice issues.</p>				
				X
<p>Course Objectives</p> <p>Creativity</p> <p>17. To increase recognition of existing personal creative skills and talents, including the Mount Mary model of creativity: agility, experimentation, imagination, open-mindedness, and the ability to navigate complexity.</p> <p>18. To increase knowledge of and confidence in applying human-centered design process and tools.</p> <p>19. To improve networks within and outside of class.</p> <p>20. To increase creativity to bring about social change.</p>				
			X	
<p>Course Objectives</p> <p>Service Learning through Human-Centered Design/Design Thinking</p> <p>21. To experience service learning as a means of growing in leadership, self-understanding, and knowledge of social issues.</p> <p>22. To integrate experiential knowledge with conceptual understanding.</p> <p>23. To improve leadership skills in problem-solving, dealing with conflict, risk-taking, collaboration, etc.</p> <p>24. To increase ability to develop a plan of action and carry it out.</p>				
			X	

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change

NUR 100 & NUR 100L: Introduction to Nursing Concepts Essential VIII: Professionalism and Professional Values Program Goal #1: Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings				
Course Objectives				
1. Discuss the history of and contemporary issues in nursing and their impact on nursing practice				
X				
2. Demonstrate an awareness of health care delivery systems				
X				
3. Describe the relationship among nursing theory, the nursing process, and patient needs				
X				
4. Explain how nursing research improves nursing practice				
X				
5. Understand and apply concepts of health and wellness across the lifespan				
X				
6. Describe the significance of caring as part of the nurses' personal philosophy of nursing and how it impacts the nurse-patient relationship				
X				
7. Explain how the many facets of culture affect a health care provider's ability to provide culturally congruent care				
X				
8. Understand the nursing process and how it guides clinical decision making				
X				
9. Demonstrate the professional standards of moral, ethical, and legal conduct in nursing practice				
X				
NUR 200 & NUR 200L: Health Assessment, Promotion, & Nutrition Essential VII: Clinical Prevention and Population Health Essential IX: Baccalaureate Generalist Nursing Practice Program Goal #2: Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.				
Course Objective				
1. Describe the components of a comprehensive health assessment including developmental, cultural, spiritual, social, economic, physical and psychological elements				
		X		
2. Explain select concepts that relate to the assessment and technologies used in the care of patients				
		X		
3. Demonstrate the competent performance of focused patient assessments and nursing technologies related to select nursing concepts				

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change
		X		
4. Accurately document pertinent history assessment findings		X		
5. Communicate effectively with patients in an ethical, therapeutic, and culturally competent manner.				
X				
6. Describe health promotion, wellness, and illness prevention activities		X		
7. Discuss the current dietary guidelines and methods of nutritional assessment across the lifespan		X		
8. Apply nursing care to the nutritional needs of patients with various illness states	X			
NUR 240: Pharmacology Essential IX: Baccalaureate Generalist Nursing Practice Program Goal #2: Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information				
Course Objective				
1. Apply the basic principles of pharmacology to patient care across the lifespan	X			
2. Analyze the pharmacokinetics and pharmacodynamics of drug therapy within specific body systems	X			
3. Describe the role of the nurse in patient care and education related to drug interactions and individual variation in patient responses	X			
4. Understand drug regulation and the nurse's role in preventing medication errors and adverse drug reactions				
X				
5. Demonstrate competency in medication administration and medication calculations	X			
NUR 250 & NUR 250L: Foundations & Applications of Nursing Practice Essential IX: Baccalaureate Generalist Nursing Practice Program Goal #1: Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings				
Course Objective				
1. Analyze assessment data and use critical thinking to guide decision making within the nursing process	X			
2. Identify nursing diagnoses from a nursing assessment	X			
3. Develop and prioritize a nursing plan of care for a variety of patients and conditions				

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change
	X			
4. Select appropriate interventions for a variety of patients and conditions				
	X			
5. Explain the relationship among goals of care, expected outcomes, and evaluative measures when evaluating nursing care				
	X			
6. Apply critical thinking skills used in clinical decision making and nursing practice				
	X			
7. Discuss nursing roles and responsibilities in safe medication administration				
			X	
8. Apply the nursing process to maintain physiological functioning for patients across the lifespan including: activity & exercise, hygiene, oxygenation, fluid, electrolyte, acid base, sleep, pain, urinary elimination, bowel elimination, skin integrity & wound care, and sensory alterations				
	X			
NUR 251C: Nursing Clinical Foundations Essential IX: Baccalaureate Generalist Nursing Practice Program Goal #1: Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings				
Course Objective				
1. Demonstrate nursing professional values including personal conduct, therapeutic communication, and patient advocacy.				
X				
2. Collect and document accurate assessment data				
	X			
3. Identify and use critical thinking to prioritize nursing diagnoses from a nursing assessment				
	X			
4. Develop and implement a nursing plan of care for clients in predictable care environments				
	X			
5. Select and implement appropriate interventions for clients in predictable care environments				
	X			
6. Develop goals of care, expected outcomes, and evaluative measures for clients in predictable care environments				
	X			
7. Apply critical thinking skills to clinical decision making for clients in predictable care environments				
	X			
8. Collaborate with interprofessional teams to ensure patient safety				
			X	
9. Demonstrate safety in nursing psychomotor skills including medication administration				
			X	
NUR 260: Pathophysiology				

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change

Essential IX: Baccalaureate Generalist Nursing Practice
Program Goal #2: Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.

Course Objective				
1. Apply the basic principles of pathogenesis to complex physiological systems	X			
2. Analyze signs and symptoms as manifested in complex diseases	X			
3. Describe diagnostic and treatment modalities in complex diseases	X			
4. Identify the epidemiology of complex pathologies incorporating social, cultural, and economic factors	X			

NUR 310: EBP
Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
Essential III: Scholarship for Evidence Based Practice
Program Goal #2: Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.

Course Objective				
1. Analyze the nurse's role in evidence based practice for the nursing profession and healthcare	X			
2. Develop relevant and meaningful research questions and research hypotheses within a given nursing context				X
3. Utilize the steps of the research process to investigate clinical problems related to nursing leadership in practice	X			
4. Analyze quantitative research and qualitative research as it relates to nursing practice	X			
5. Demonstrate skill in conducting a literature search using professional databases to increase understanding of the current level of evidence related to a specific identified clinical nursing problem		X		
6. Critique research studies related to clinical nursing problems	X			X
7. Explain research credibility as it relates to nursing practice				X
8. Describe data collection strategies in research studies as related to nursing practice				X
9. Evaluate findings in research studies as they relate to nursing				X

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change
				X
10. Describe ethical concerns within research including use of institutional research requirements				
			X	
11. Create a plan to implement an evidence-based change within nursing practice				
	X			
12. Identify priorities for future nursing research				
				X
13. Appreciate the rigors of the nurse researcher				
X				
NUR 350 & 350L: Nursing Care for Chronic Conditions Essential IX: Baccalaureate Generalist Nursing Practice Program Goal #1: Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings.				
Course Objective				
1. Demonstrate safety in nursing psychomotor skills for clients with chronic conditions				
	X			
2. Examine the interactions of biobehavioral factors which impact the development and management of clients with chronic conditions.				
	X			
3. Construct a personalized nursing plan of care in the long-term treatment and management of chronic conditions				
	X			
4. Facilitate patients' functional abilities and independence by educating patients and caregivers about symptom management and access to available resources.				
		X		
5. Apply core professional nursing values and legal/ethical principles when providing care to clients with chronic conditions.				
X				
6. Utilize interprofessional collaboration and evidence-based approaches within teams to improve healthcare outcomes for patients with chronic conditions				
			X	
7. Evaluate healthcare outcomes and quality of life for clients with patients with chronic conditions.				
				X
8. Demonstrate care coordination and chronic disease management for patients with a variety of chronic conditions				
			X	
NUR 351C: Nursing Clinical Chronic Conditions Essential IX: Baccalaureate Generalist Nursing Practice Program Goal #1: Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings.				
Course Objective				
1. Demonstrate nursing professional values including personal conduct, therapeutic communication, and patient advocacy.				

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change
X				
2. Collect and document accurate assessment data for clients with chronic conditions				
	X			
3. Identify and use critical thinking to prioritize nursing diagnoses from a nursing assessment for clients with chronic conditions				
	X			
4. Develop and implement a nursing plan of care for clients with chronic conditions				
	X			
5. Select and implement appropriate interventions for clients with chronic conditions				
	X			
6. Develop goals of care, expected outcomes, and evaluative measures for clients with chronic conditions				
	X			
7. Apply critical thinking skills to clinical decision making for clients with chronic conditions				
	X			
8. Collaborate with interprofessional teams to ensure patient safety				
			X	
9. Demonstrate safety in nursing psychomotor skills including medication administration				
			X	
NUR 356: Technology & Communication Essential IV: Information Management and Application of Patient Care Technology Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes Program Goal #2: Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.				
Course Objective				
1. Compare and contrast current available electronic medical record systems based on multiple criteria including ease of use, patient privacy, and applicability for research				
		X		
2. Understand the implications of legal requirements on nursing documentation				
		X		
3. Critique various communication methods for their effectiveness in complex patient care settings				
			X	
4. Compare diverse styles of communication and complete an assessment of personal communication style with strengths and weaknesses				
			X	
5. Practice various communication styles and evaluate their effectiveness in interdisciplinary and patient/family interactions				
			X	
NUR 360: Nursing Across the Lifespan				

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change

Essential VII: Clinical Prevention and Population Health				
Program Goal #2: Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.				
Course Objective				
1. Describe health concerns and issues that may have an impact on the health and well-being of various cultural groups.				
				X
2. Develop strategies to promote therapeutic relationships with diverse populations across clinical settings, contexts and nursing roles and use these strategies effectively to promote health.				
			X	
3. Discuss the nursing process as it relates to identifying functional health patterns at the individual, family and community levels.				
				X
4. Describe the importance of growth and development theory as a framework for assessing and promoting health across the lifespan, including nursing care of specific special populations such as maternal child, pediatric, mental health, palliative, and end of life care.				
		X		
NUR 370 & 370L: Nursing Care for Acute Conditions				
Essential IX: Baccalaureate Generalist Nursing Practice				
Program Goal #1: Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings				
Course Objective				
1. Demonstrate safety in nursing psychomotor skills for clients with acute conditions				
	X			
2. Integrate pathophysiology to prioritize nursing interventions in the management of clients with acute conditions.				
	X			
3. Construct a personalized nursing plan of care for the treatment and management of acute conditions				
	X			
4. Facilitate patients' functional abilities and independence by educating patients and caregivers in the management of acute conditions				
		X		
5. Apply core professional nursing values and legal/ethical principles when providing care to clients with acute conditions.				
X				
6. Utilize interprofessional collaboration and evidence-based approaches within teams to improve healthcare outcomes for patients with acute conditions				
			X	
7. Evaluate healthcare outcomes and quality of life for clients with patients with acute conditions.				
				X
NUR 371C: Nursing Clinical Acute				
Essential IX: Baccalaureate Generalist Nursing Practice				
Program Goal #1: Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings				
Course Objective				

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change

1. Demonstrate nursing professional values including personal conduct, therapeutic communication, and patient advocacy.				
X				
2. Collect and document accurate assessment data for clients with acute conditions				
	X			
3. Identify and use critical thinking to prioritize nursing diagnoses from a nursing assessment for clients with acute conditions				
	X			
4. Develop and implement a nursing plan of care for clients with acute conditions				
	X			
5. Prioritize and implement appropriate interventions for clients with acute conditions				
	X			
6. Develop goals of care, expected outcomes, and evaluative measures for clients with acute conditions				
	X			
7. Apply critical thinking skills to clinical decision making for clients with acute conditions				
	X			
8. Collaborate with interprofessional teams to ensure patient safety				
			X	
9. Demonstrate safety in nursing psychomotor skills including medication administration				
			X	

NUR 401: Healthcare Economics and Regulation Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety Essential V: Health Care Policy, Finance, and Regulatory Environments Program Goal #3: Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.				
Course Objective				
1. Understand the different roles of the health care workforce members in the US healthcare system				
Course Outcome				
Students will be able to differentiate the roles of the health care workforce members in the US healthcare system				
Assessment				
Students will achieve a 79% or higher on their online quiz				
Students will achieve a 79% or 15.8/20 points on their online discussion posting				
			X	
2. Understand the evolution & funding of the US healthcare system				
Course Outcome				
Student will be able to analyze the evolution & funding of the US healthcare system including unintended consequences of economic policy				
Assessment				
Students will achieve a 79% or higher on their online quiz				

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change
Students will achieve a 79% or 15.8/20 points on their online discussion posting				
Students will achieve a 79% or 79/100 points on their paper discussing unintended consequences of economic policy				
				X
3. Understand the role ethics plays in the delivery of healthcare services				
Course Outcome				
Student will be able to analyze the role ethics plays in the delivery of healthcare services				
Assessment				
Students will achieve a 79% or higher on their online quiz				
Students will achieve a 79% or 15.8/20 points on their online discussion posting reflecting on their response to a current healthcare ethical dilemma in news media.				
Students will achieve a 79% or 79/100 points on their paper applying a model of ethical decision making.				
				X
4. Analyze the role of government in regulating healthcare				
Course Outcome				
Student will be able to describe the role of advocacy in government to regulate healthcare				
Assessment				
Students will achieve a 79% or higher on their online quiz				
Students will achieve a 79% or 15.8/20 points on their online discussion on advocacy and active participation in their role in shaping healthcare regulations				
Students will achieve a 79% or 79/100 points on their paper reflecting on impact of regulation to their clinical practice or personal healthcare				
				X
5. Differentiate between the US system and other countries' healthcare delivery systems				
Course Outcome				
Student will be able to compare and contrast the US system and other countries' healthcare delivery systems				
Assessment				
Students will achieve a 79% or higher on their online quiz				
Students will achieve a 79% or 15.8/20 points on their online discussion investigating WHO data to reflect on definitions of health and cost in various countries				
Students will achieve a 79% or 79/100 points on their paper critiquing different countries healthcare systems				
				X
6. Analyze the role of informatics in healthcare				
Course Outcome				
Student will be able to explain the relationship between detailed nursing documentation, the electronic health record and using informatics to improve patient outcomes.				
Assessment				
Students will achieve a 79% or higher on their online quiz				

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change

Students will achieve a 79% or 15.8/20 points on their online discussion on the nurses' role in assisting/teaching patients to evaluate sources of health information.
 Students will achieve a 79% or 79/100 points on their paper researching how data is collected and aggregated to make data driven decisions in healthcare.

		X		
<p>7. Describe the ideal role of healthcare consumer in the healthcare delivery system</p> <p>Course Outcome Student will be able to explain the relationship between detailed nursing documentation, the electronic health record and using informatics to improve patient outcomes.</p> <p>Assessment Students will achieve a 79% or higher on their online quiz Students will achieve a 79% or 15.8/20 points on their online discussion researching and recognizing the difference between patient and health care consumer. Students will achieve a 79% or 79/100 points on their paper reflecting on types of healthcare consumer styles and discussing strategies for the nurse to advocate for patients being active participants in the healthcare team.</p>				
			X	

<p>8. Recommend a model of healthcare delivery system</p> <p>Course Outcome Student will be able to explain the components of an ideal healthcare delivery system and the role of distribution of healthcare in that healthcare delivery system.</p> <p>Assessment Students will achieve a 79% or higher on their online quiz Students will achieve a 79% or 15.8/20 points on their online discussion reflecting on how the students' perspective has changed in the course and creating a revised definition of health from course learning. Students will achieve a 79% or 79/100 points on their paper using text and supplemental readings to summarize components of the model healthcare delivery system and making recommendations on a model healthcare delivery system.</p>				
		X		

NUR 402: Nursing Care in the Community
 Essential VII: Clinical Prevention and Population Health
 Program Goal #4: Commit to lifelong learning and advancing practice in nursing.

Course Objective				
1. Differentiate between population and community-based nursing				
				X
2. Analyze the nurse's role in political advocacy and care management in population-based health				
				X
3. Analyze global aspects of population-based nursing				
				X
4. Determine the health needs of special populations and vulnerable populations in the US				

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change
				X
5. Determine nursing intervention for disaster-based populations				
	X			
6. Analyze determinants and disparities associated with public health				
				X
7. Observe and assess nurse manager leaders in a community health setting				
			X	
NUR 420: Nursing Leadership I Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes Essential VIII: Professionalism and Professional Values Program Goal #3: Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.				
Course Objective				
1. Understand the concepts of power, influence, authority, and leadership				
X				
2. Compare and contrast several leadership theories and styles and their applicability in various healthcare settings and situations				
X				
3. Examine fundamental nursing leadership competencies and describe how these competencies are exhibited in clinical settings				
X				
4. Identify the challenges and contributions of a nursing leader and critique the effectiveness of their leadership style in achieving stated job expectations and patient outcomes				
X				
NUR 490: Nursing Transitions Essential IX: Baccalaureate Generalist Nursing Practice Program Goals #4: Commit to lifelong learning and advancing practice in nursing.				
Course Objective				
1. Apply the steps of the nursing process to the components of the NCLEX-RN test plan to demonstrate competency in patient-centered care across diverse clinical settings and integration of baccalaureate nursing education				
	X			
2. Identify the role of the National Council of the State Boards of Nursing (NCSBN) and mastering the application of computer adaptive-testing (CAT) on the NCLEX-RN examination				
X				
3. Identify the role of the Wisconsin Board of Nursing (BON), state nurse practice acts, and compact licensure with a focus on leadership and management principles				
			X	
4. Create a comprehensive, personalized study plan and remediation for the NCLEX-RN examination which highlights strengths and areas of improvement in professional nursing practice				

Student Outcomes				
1. Integrate professional values in nursing practice	2. Make clinical decisions on evidence	3. Utilize information resources & systems to improve care	4. Collaborate with interprofessional teams toward quality and safety	5. Analyze and interpret nursing research, identify disparities, advocate for change
X				
5. Successfully complete an NCLEX-RN readiness program and predictor exam to enhance transition in the baccalaureate nurse role				
X				
NUR 491C: Nursing Clinical Transitions Essential IX: Baccalaureate Generalist Nursing Practice Program Goal #4: Commit to lifelong learning and advancing practice in nursing.				
Course Objective				
1. Demonstrate nursing leadership including patient advocacy, delegation, and team management.				
X				
2. Develop, implement, and revise nursing care plans for a group of patients.				
	X			
3. Apply critical thinking skills to clinical decision making for a group of patients				
	X			
4. Lead interprofessional teams to ensure patient safety				
			X	
5. Demonstrate safety in nursing psychomotor skills including medication administration				
			X	

NURSING BSN

Four-year Plan Preliminary Draft

Total Credits 120

Major Credits 84

Core Credits 36

*Note some Major Credits also count for MMU Core

Freshman Year

Fall		Spring	
Course	Credits	Course	Credits
Introduction to Cell & Molec	4	Anatomy	4
Math for Health Professions	3	Physiology	4
Leadership for Social Justice	3	Chemistry	4
ENG 110 or 120 (depending on placemen	3	Literature	3
Oral Communication	2	ENG 120 if needed	0-3
Total	15	Total	15

Sophomore Year

Fall		Spring	
Course	Credits	Course	Credits
NUR 100 +L: Introduction to Nursing Con	3	Psychology	4
Microbiology	4	NUR 260: Pathophysiology	3
Fine Art	3	NUR 200 +L: Health Assessment, Promoti	3
Search for Meaning	4	World Language	3
Total	14	History	3
		Total	16

Junior Year

Fall		Spring	
Course	Credits	Course	Credits
NUR 250 +L: Foundations & Applications	3	NUR 360: Nursing Across the Lifespan	3
NUR 251C: Nursing Clinical Foundations	3	NUR 350 +L: Nursing Care for Chronic Co	3
NUR 240: Pharmacology	3	NUR 351C: Nursing Clinical Chronic	3
NUR 402: Nursing Care in the Community	3	NUR 356: Technology & Communication	3
Experiential Nursing Math	1	Statistics (MAT 208, 216 or PSY 310)	3
Hum core	3	Total	15
Total	16		

Senior Year

Fall		Spring	
Course	Credits	Course	Credits
NUR 420: Nursing Leadership I	3	NUR 310: Evidence Based Practice	3
NUR 401: Healthcare Economics and Reg	3	NUR 490: Nursing Transitions	2
NUR 370 +L: Nursing Care for Acute Cond	3	NUR 491C: Nursing Clinical Transitions	3
NUR 371C: Nursing Clinical Acute	3	Theology	3
Philosophy	3	Literature/Fine Art	3
Total	15	Total	14



NURSING DEPARTMENT
NUR 100 & 100L: Introduction to Nursing Concepts, 3 CREDITS
Fall, 2021

Course Dates:

INSTRUCTOR
E-MAIL
TELEPHONE

OFFICE HOURS

CORRESPONDENCE

Please only use your mtmary.edu email address in your communication.

COURSE DESCRIPTION

Students learn about factors to promote and create a culture of safety and caring. The course will acquaint the student with the broad areas that encompass the professional nursing role. Focuses on professional nursing attributes and interactions essential to professional competence. Students study concepts that allow them to provide care unique to an individual, family, community, and systems, and to the context in which they live. Concepts related to the health care system are included to provide a foundation for beginning nursing practice. The process of nursing is introduced.

Course Pre-requisites: B/C or higher in Bio 211 & 212, Course Pre OR Co-requisite: CHE 113

COURSE FORMAT

This course includes in-person didactic theory in a classroom setting as well as in-person laboratory hours in the Nursing Skills Lab. The instructor is the learning facilitator, guide, and resource as the students work with the course content, classmates and assignments.

Mount Mary University Mission

Mount Mary University, an urban Catholic university for women, sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Vision

Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

MOUNT MARY UNIVERSITY NURSING PROGRAM

Program Mission: The Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.

Program Vision: Mount Mary University is recognized as a diverse learning community that prepares nurses to practice with individuals, families, communities, and global populations in diverse health care environments to transform patient care.

Program Values: The Nursing Program will develop nurse leaders whose competence, community, compassion and commitment to excellence lead to delivering high quality and safe patient care.

Nursing Program Goals and Outcomes:

The MMU Nursing Program is committed to developing nursing leaders to fulfill the mission of the University and the Mission of the Nursing Profession, which ultimately serves the health and well-being of our society. The Nursing Program goals are aligned with professional nursing standards as set forth in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).

MMU BSN Pre-Licensure Program Goals	
	Description
1	Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings
2	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.
3	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
4	Commit to lifelong learning and advancing practice in nursing.

MMU BSN Pre-Licensure Program Outcomes	
	MMU BSN Pre-Licensure graduates are prepared to:
1	Integrate professional values in nursing practice
2	Make clinical decisions based on evidence
3	Utilize information resources and systems to improve patient care.
4	Collaborate with inter-professional teams toward quality and safe patient care.
5	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.

COURSE ALIGNMENT

NUR 100 & 100L: Introduction to Nursing Concepts is aligned with Essential VIII: Professionalism and Professional Values

NUR 100 & 100L: Introduction to Nursing Concepts helps the student meet Program Goal #1: Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings and Student Outcome #1: Integrate Professional Values in Nursing Practice.

COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Discuss the history of and contemporary issues in nursing and their impact on nursing practice
2. Demonstrate an awareness of health care delivery systems
3. Describe the relationship among nursing theory, the nursing process, and patient needs
4. Explain how nursing research improves nursing practice
5. Understand and apply concepts of health and wellness across the lifespan
6. Describe the significance of caring as part of the nurses' personal philosophy of nursing and how it impacts the nurse-patient relationship
7. Explain how the many facets of culture affect a health care provider's ability to provide culturally congruent care
8. Understand the nursing process and how it guides clinical decision making
9. Demonstrate the professional standards of moral, ethical, and legal conduct in nursing practice

NURSING PROGRAM DIVERSITY AND INCLUSION STATEMENT

The MMU Nursing Program values a diverse and inclusive environment in our program and in the broader healthcare environment. However, we recognize that much of science including nursing science is subjective and is historically built on a small subset of privileged voices. We also recognize health inequities and disparities in healthcare delivery.

In this class, we will make an effort to read papers from a diverse group of nurse scientists and leaders, but limits still exist on this diversity. We acknowledge that it is possible that there may

be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of nursing science. We would like to discuss issues of diversity in nursing and healthcare as part of the course.

We value inclusive excellence - the guiding principle for access, student success and high-quality learning through the integration of diversity, equity and educational quality efforts into the mission and institutional operations. As part of this goal, we seek to build an environment that invites advocacy and critique.

INSTRUCTOR STATEMENT

Please contact me or submit anonymous feedback if you have any suggestions to improve the quality of the course experience. Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this: If you have a name and/or set of pronouns that differ from those that appear in your official college records, please let me know. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to provide a safe learning environment and be a resource for you.

COURSE MATERIALS:

Required Text:

Potter, P. A., Perry, A. G., Hall, A., & Stockert, P. A. (2017). *Fundamentals of nursing*. Ninth edition. St. Louis, Mo.: Mosby Elsevier.

Learning Management System (LMS): Canvas

COURSE EXPECTATIONS

Accessibility Statement

Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the University will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see the Director of Accessibility Services so that such accommodations may be arranged:

Sara Sharpe
Director of Accessibility Services
mmu-access@mtmary.edu
414-930-3173

Academic Honesty and Integrity Statement

Mount Mary University is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present

another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

Copies of the full Academic Honesty and Integrity Policy and Procedures are available through the office of the Dean for Academic Affairs. The policy and procedures are included in the Mount Mary University Undergraduate and Graduate Bulletins online.

GRADING CRITERIA

Graded Course Assessments

Grading rubrics for Discussion Postings, Written Assignments, and Presentation Assignments are included in the syllabus, below.

All assignments are weighted based on their point value.

Grades are calculated by taking the number of total points earned and dividing by the total possible points. This will be multiplied by 100 to yield a percentage achieved out of 100%.

The instructor will determine letter grades at the end of the term based on the Mount Mary University student grading scale found in the Undergraduate Bulletin and below:

MMU Grade and Quality Points

Grade Equivalent	Quality Points		Numerical Equivalent
A	Superior	4.00	95-100
AB	Between A and B	3.50	91-94
B	Above Average	3.00	87-90
BC	Between B and C	2.50	83-86
C	Average	2.00	79-82
CD	Below Average	1.50	75-78
D	Unsatisfactory, but Passing	1.00	70-74
F	Failing	0	69 or below
P	Pass		70 or above
I	Incomplete		
AU	Audit		
W	Withdrawn		
NR	Not Recorded		

Nursing Course Progression Policy

Students must achieve a grade of BC or better in all NUR coded courses. Courses below a BC need to be repeated per the Nursing Course Progression Policy. Additionally, for NUR coded courses, a student can repeat each NUR coded course once and a student can repeat a maximum of 3 times for NUR coded courses over the entire program.

Nursing Success Strategies

The nursing program uses several strategies to promote student success in courses. Early Alerts and a Nursing Success Plan will be implemented by course faculty when faculty are concerned about a students' academic progress.

Nursing Program Dismissal

The following academic situations will result in dismissal from the nursing program:

1. Earning less than a "BC" in three required nursing courses (this includes all NUR courses).
2. Earning less than a "BC" in the same NUR course twice.
3. Withdrawal from the same NUR course more than two times for poor academic performance will be considered as one less than "BC" grade.

Appeal: See Undergraduate Bulletin

Late Assignments

Late Assignments are not accepted. If there are extenuating circumstances, the student must contact the instructor before the assignment due date to request an extension. Late assignments/papers may be downgraded 5% for each day late.

Attendance

Students are expected to actively attend and engage in each scheduled course session (lecture and lab). Missing class may jeopardize the student's ability to meet course objectives. Instructors may submit an Early Alert for each absence, if a student misses three (3) or more class sessions a remediation plan needs to be put in place. Please notify the instructor in advance via email if you are not able to attend a scheduled class session.

Course Calendar

	Associated Course Objective(s)	Weekly Lesson Objectives	Learning Activities	Assignments & Assessments
Week 1 Dates Introduction to Nursing	1. Discuss the history of and contemporary issues in nursing and their impact on nursing practice	<ul style="list-style-type: none"> • Discuss the development of professional nursing roles. • Describe educational programs available for professional registered nurse (RN) education. • Describe the roles and career opportunities for nurses. • Discuss the influence of social, historical, political, and economic changes on nursing practices. 	Class Meetings Lab Readings: Chapter 1: Nursing Today	
Week 2 Dates The Healthcare Delivery System	2. Demonstrate an awareness of health care delivery systems	<ul style="list-style-type: none"> • Explain the structure of the United States health system. • Compare the various methods for financing health care. • Discuss the types of settings that provide various health care services. • Discuss the role of nurses in different health care delivery settings. • Explain the impact of quality and safety initiatives on delivery of health care. • Discuss the implications that changes in the health care system have on nursing. • Discuss opportunities for nursing within the changing health care delivery system. 	Class Meetings Lab Readings: Chapter 2: The Healthcare Delivery System	

		<ul style="list-style-type: none"> • Explain the relationship between evidence-based practice and performance improvement. • Describe the components of a quality improvement program. 		
Week 3 Dates Nursing Theory	3. Describe the relationship among nursing theory, the nursing process, and patient needs	<ul style="list-style-type: none"> • Explain the influence of nursing theory on a nurse's approach to practice. • Describe types of nursing theories. • Describe the relationship among nursing theory, the nursing process, and patient needs. • Review selected nursing theories. • Review selected shared theories from other disciplines. • Describe theory-based nursing practice. 	Class Meetings Lab Readings: Chapter 4: Theoretical Foundations of Nursing Practice	
Week 4 Dates Intro to EBP	4. Explain how nursing research improves nursing practice	<ul style="list-style-type: none"> • Discuss the benefits of evidence-based practice. • Describe the steps of evidence-based practice. • Develop a PICOT question. • Explain the levels of evidence available in the literature. • Discuss ways to apply evidence in practice. • Explain how nursing research improves nursing practice. • Discuss the steps of the research process. • Discuss priorities for nursing research. • Explain the relationship between evidence-based 	Class Meetings Lab Readings: Chapter 5: Evidence Based Practice	

		practice and performance improvement.		
Week 5 Dates Health and Wellness Across the Lifespan	5. Understand and apply concepts of health and wellness across the lifespan	<ul style="list-style-type: none"> • List the four general Healthy People 2020 public health goals for Americans. • Discuss the definition of health. • Discuss the health belief, health promotion, basic human needs, and holistic health models to understand the relationship between patients' attitudes toward health and health practices. • Describe variables influencing health beliefs and practices. • Describe health promotion, wellness, and illness prevention activities. • Discuss the three levels of preventive care. • Describe four types of risk factors affecting health. • Discuss risk-factor modification and changing health behaviors. • Describe variables influencing illness behavior. • Describe the effect of illness on patients and families. • Discuss a nurse's role in health and illness. 	Class Meetings Lab Readings: Chapter 6: Health & Wellness	

<p>Week 6 Dates Caring</p>	<p>6. Describe the significance of caring as part of the nurses' personal philosophy of nursing and how it impacts the nurse-patient relationship</p>	<ul style="list-style-type: none"> • Describe the population of interest for a proposed research question • Distinguish between target and accessible populations • Evaluate sampling techniques that create a meaningful study cohort • Describe probability and nonprobability sampling • Describe the sampling methods in qualitative research • Describe data collection strategies used in quantitative research • Describe data collection strategies used in qualitative research • Describe strategies to gain trust with research participants • Describe data collection instruments in quantitative research • Describe data collection procedures in qualitative research 	<p>Class Meetings</p> <p>Lab</p> <p>Readings: Chapter 7: Caring in Nursing Practice</p>	
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<p>Week 7 Dates Cultural Competency, Diversity, Awareness</p>	<p>7. Explain how the many facets of culture affect a health care provider's ability to provide culturally congruent care</p>	<ul style="list-style-type: none"> • Describe cultural influences on health and illness. • Explain how the many facets of culture affect a health care provider's ability to provide culturally congruent care. • Describe health disparities and social determinants of health. • Describe steps toward developing cultural competence. • Describe the relationship between cultural competence and patient-centered care. • Use cultural assessment to plan culturally competent care. • Discuss research findings applicable to culturally competent care. • Discuss research finding applicable to equity-focused quality improvement. 	<p>Class Meetings</p> <p>Lab</p> <p>Readings: Chapter 9: Cultural Awareness</p>	
<p>Week 8 Dates Midterm Assessment</p>		<ul style="list-style-type: none"> • 		
<p>Week 9 Dates Introduction to the Nursing Process: Critical Thinking</p>	<p>8. Understand the nursing process and how it guides clinical decision making</p>	<ul style="list-style-type: none"> • Discuss a nurse's responsibility in making clinical decisions. • Discuss how reflection improves a nurse's capacity for making future clinical decisions. • Describe the components of a critical thinking model for clinical decision making. • Discuss critical thinking skills used in nursing practice. 	<p>Class Meetings</p> <p>Lab</p> <p>Readings:</p>	

		<ul style="list-style-type: none"> • Explain the relationship between clinical experience and critical thinking. • Discuss the critical thinking attitudes used in clinical decision making. • Explain how professional standards influence a nurse's clinical decisions. • Discuss the importance of managing stress when making clinical decisions. • Discuss the relationship of the nursing process to critical thinking. 	Chapter 15: Critical Thinking in Nursing Practice	
Week 10 Dates Introduction to the Nursing Process: Assessment	8. Understand the nursing process and how it guides clinical decision making	<ul style="list-style-type: none"> • Discuss the relationship between critical thinking and nursing assessment. • Describe how developing relationships with patients fosters the assessment process. • Describe how courtesy, comfort, connection, and confirmation establish a foundation for patient assessment. • Differentiate between subjective and objective data. • Explain ways to make an assessment patient centered. • Describe the methods of data collection. • Discuss how to conduct a patient-centered interview. • Describe the components of a nursing history. 	Class Meetings Lab Readings: Chapter 16: Nursing Assessment	

		<ul style="list-style-type: none"> • Explain the relationship between data interpretation and validation. • Conduct a nursing assessment. 		
Week 11 Dates Introduction to the Nursing Process: Diagnosis	8. Understand the nursing process and how it guides clinical decision making	<ul style="list-style-type: none"> • Discuss how a nursing diagnosis guides nursing practice. • Differentiate among a nursing diagnosis, medical diagnosis, and collaborative problem. • Discuss the relationship of critical thinking to the nursing diagnostic process. • Describe the steps of the nursing diagnostic process. • Explain how defining characteristics and the etiological factor individualize a nursing diagnosis. • Describe the differences among health promotion, problem-focused, and risk nursing diagnoses. • Describe sources of diagnostic errors. • Identify nursing diagnoses from a nursing assessment. 	Class Meetings Lab Readings: Chapter 17: Nursing Diagnosis	
Week 12 Dates Introduction to the Nursing Process: Planning	8. Understand the nursing process and how it guides clinical decision making	<ul style="list-style-type: none"> • Explain the relationship of planning to assessment and nursing diagnosis. • Describe how use of a PICOT question can influence a patient's plan of care. • Discuss criteria used in priority setting. 	Class Meetings Lab Readings:	

		<ul style="list-style-type: none"> • Explain the benefits of using the nursing outcomes classification. • Discuss the difference between a goal and an expected outcome. • Explain the SMART approach to writing goal and outcome statements. • Correctly write an outcome for a goal of care. • Develop a plan of care from a nursing assessment. • Discuss the differences among independent, dependent, and collaborative nursing interventions. • Discuss the process of selecting nursing interventions during planning. • Describe the role that communication plays in planning patient-centered care. • Describe the consultation process. 	Chapter 18: Planning Nursing Care	
Week 13 Dates Introduction to the Nursing Process: Implementation	8. Understand the nursing process and how it guides clinical decision making	<ul style="list-style-type: none"> • Explain the relationship of implementation to the nursing diagnostic process. • Describe the association between critical thinking and selecting nursing interventions. • Discuss the differences between protocols and standing orders. • Discuss the influence of organizational culture on interdisciplinary collaboration. 	Class Meetings Lab Readings: Chapter 19: Implementing Nursing Care	

		<ul style="list-style-type: none"> • Discuss the value of the Nursing Interventions Classification system in documenting nursing care. • Discuss the steps for revising a plan of care before performing implementation. • Define the three implementation skills. • Describe and compare direct and indirect nursing interventions. • Select appropriate interventions for a patient. 		
Week 14 Dates Introduction to the Nursing Process: Evaluation	8. Understand the nursing process and how it guides clinical decision making	<ul style="list-style-type: none"> • Discuss the relationship between critical thinking and evaluation. • Describe the indicators of a nurse's ability to evaluate nursing care. • Explain the relationship among goals of care, expected outcomes, and evaluative measures when evaluating nursing care. • Explain the importance of using accurate evaluation measures. • Explain the process of evaluating the outcomes of care for a patient. • Describe how evaluation leads to discontinuation, revision, or modification of a plan of care. 	Class Meetings Lab Readings: Chapter 20: Evaluation	
Week 15 Dates	9. Demonstrate the professional standards of moral,	<ul style="list-style-type: none"> • Discuss the role of ethics & values in professional nursing. 	Class Meetings	

Professional Standards	ethical, and legal conduct in nursing practice	<ul style="list-style-type: none"> • Understand basic philosophies of health care ethics. • Explain a nursing perspective in ethics. • Discuss contemporary ethical issues. • Describe the legal obligations and role of the nurse regarding federal and state laws that affect health care. • List sources of standards of care for nurses. • Analyze legal aspects of nurse-patient, nurse–health care provider, nurse-nurse, and nurse-employer relationships. • Analyze nursing actions most often associated in a breach of nursing practice. • Identify ways to apply critical thinking to the communication process. • Incorporate features of a helping relationship when interacting with patients. • Identify a nurse's communication approaches within the four phases of a nurse-patient helping relationship. • Identify desired outcomes of nurse–health care team member relationships. • Demonstrate qualities, behaviors, and communication techniques of professional 	<p>Lab</p> <p>Readings:</p> <p>Chapter 22 Ethics & Values, 23 Legal, 24 Communication</p>	
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		<p>communication while interacting with patients.</p> <ul style="list-style-type: none"> • Identify opportunities to improve communication with patients while giving care. 		
<p>Week 16 Dates Final Assessment & NCLEX Readiness Assessment</p>				

Appendix A: Discussion Board and Reflection Grading Rubric

Points allotted	20	15	10	5
Category				
Critical Thinking	<ul style="list-style-type: none"> rich in content full of thought, insight, and analysis 	<ul style="list-style-type: none"> substantial information thought, insight, and analysis has taken place 	<ul style="list-style-type: none"> generally competent information is thin and commonplace 	<ul style="list-style-type: none"> rudimentary and superficial no analysis or insight is displayed
Connections	Clear connections <ul style="list-style-type: none"> to previous or current experiences to real-life situations 	<ul style="list-style-type: none"> superficial connections lack relevance 	<ul style="list-style-type: none"> limited, if any connections vague generalities 	<ul style="list-style-type: none"> no connections are made off topic
Uniqueness	<ul style="list-style-type: none"> new ideas or new connections made with depth and detail 	<ul style="list-style-type: none"> new ideas or connections lack depth and/or detail 	<ul style="list-style-type: none"> few, if any new ideas or connections rehash or summarize other postings 	<ul style="list-style-type: none"> no new ideas “I agree with...” statement
Stylistics	<ul style="list-style-type: none"> Few grammatical or stylistic errors 	<ul style="list-style-type: none"> Several grammatical or stylistic errors 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Errors interfere with content 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Makes understanding impossible
Contribution to the Learning Community	<ul style="list-style-type: none"> Aware of needs of community. Respectful Frequently attempts to motivate the group discussion Presents creative approaches to topic Posts answered by 11:55 PM 	<ul style="list-style-type: none"> Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group Interacts freely 	<ul style="list-style-type: none"> Occasionally makes meaningful reflection on group’s efforts Marginal effort to become involved with group 	<ul style="list-style-type: none"> Does not make effort to participate in learning community as it develops Seems indifferent Did not post

Appendix B: Grading Rubric for Writing Assignments

Writing Assignments 100 possible APApoints	Exceptional	Meets Expectations	Elements Missing	Below Expectations	Insufficient
Content 50 points	<p>Main idea is clearly stated. Writes in clear language throughout the paper</p> <p>Information is accurate and based on readings</p> <p>Sufficient and accurate supporting information (references used - a minimal of 3) (50 points)</p>	<p>Main idea is stated. Writes in clear language throughout the paper</p> <p>Information is accurate and fairly thorough based on readings</p> <p>Sufficient and accurate supporting information (references used 2 - 3) (40 points)</p>	<p>Main idea is not clearly stated. Writes in a throughout the paper</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Supporting information is insufficient but mostly accurate (references used 1-2) (30 points)</p>	<p>Missing main idea/purpose of paper. There are many issues with language usage</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Writing is not easily followed by the reader</p> <p>Supporting information is insufficient or inaccurate (no citations) (20 points)</p>	<p>Component Missing (0 points)</p>
APA Format, Grammar and Spelling 30 points	<p>Responses demonstrate proper APA format that are grammatically and structurally correct sentences with no misspelled words. (30 points)</p>	<p>Responses contain slight APA format errors and/or infrequent misspelled words. (24 points)</p>	<p>Responses contain frequent APA format errors and/or sentences with grammatical and/or structural errors. (18 points)</p>	<p>Responses contain 6 or more APA format errors, or sentences with grammatical and/or structural errors. (12 points)</p>	<p>Missing APA format (0 points)</p>
Citing of text(s) and articles 20 points	<p>>1 High quality references beyond textbook/course materials cited using APA format (20 points)</p>	<p>At least 1 quality references beyond textbook/course materials cited using APA format (16 points)</p>	<p>Textbook/course materials referenced & cited using APA format (12 points)</p>	<p>References missing or not professionally appropriate (8 points)</p>	<p>No references (0 points)</p>

Appendix C: Grading Rubric for Presentation Assignments

100 possible points	Exceptional	Meets Expectations	Does not Meet Expectations	Missing
Content 40 points	Discussion in clear language throughout Information is accurate and based on readings Sufficient and accurate supporting information (40 points)	Discussion in clear language throughout the paper Information is accurate and fairly thorough based on readings Sufficient and accurate supporting information (32 points)	Main idea is not clearly stated. Discussion disorganized Information is inaccurate or not thorough based on readings Supporting information is insufficient but mostly accurate (24 points)	Component Missing (0 points)
Analysis & Creativity 40 points	Presentation is scholarly in nature Presenter engages audience Presentation demonstrates synthesis of information and reflects insight and analysis of topic (40 points)	Presentation is professional in nature Information is presented in a logical and cohesive manner Presentation demonstrates understanding of topic (32 points)	Presentation is unprofessional or informal Information is not presented in a cohesive logical manner Presentation contains gaps or inaccurate information (24 points)	Component Missing (0 points)
References 20 points	3 or more high quality references beyond textbook/course materials cited using APA format (20 points)	At least 2 quality references beyond textbook/course materials cited using APA format (16 points)	Textbook/course materials referenced & cited using APA format (12 points)	No references (0 points)



**NURSING DEPARTMENT-BSN Pre-Licensure Program
NUR 260 PATHOPHYSIOLOGY, 3 CREDITS
SECTION, SEMESTER**

Course Dates

**INSTRUCTOR
E-MAIL
TELEPHONE
OFFICE**

OFFICE HOURS

Please email or call me to schedule an appointment.

CORRESPONDENCE

Please only use your mtmary.edu email address in your communication.

COURSE DESCRIPTION

This course focuses on the alterations in cell, tissue and system mechanisms that manifest as health problems throughout the life span and prevent or limit individuals from making adaptive responses. Provide a basic understanding of the causes, pathophysiology, pathology and clinical manifestations of disease states. Focuses on etiology, risk factors, manifestations, and pathogenesis.

Prerequisites: B/C or higher in NUR 100 and BIO 325

COURSE FORMAT

This course utilizes in-person didactic theory in a classroom setting as well as support from a learning management system. Assignments, textbook and article readings places the impetus on the student to learn and apply the material. The instructor is the learning facilitator, guide, and resource as the students work with the course content, classmates and assignments.

Mount Mary University Mission

Mount Mary University, an urban Catholic university for women, sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Vision

Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

MOUNT MARY UNIVERSITY NURSING PROGRAM

Program Mission: The Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.

Program Vision: Mount Mary University is recognized as a diverse learning community that prepares nurses to practice with individuals, families, communities, and global populations in diverse health care environments to transform patient care.

Program Values: The Nursing Program will develop nurse leaders whose competence, community, compassion and commitment to excellence lead to delivering high quality and safe patient care.

Nursing Program Goals and Outcomes:

The MMU Nursing Program is committed to developing nursing leaders to fulfill the mission of the University and the Mission of the Nursing Profession, which ultimately serves the health and well-being of our society. The Nursing Program goals are aligned with professional nursing standards as set forth in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

MMU BSN Pre-Licensure Program Goals	
	Description
1	Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings.
2	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.
3	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
4	Commit to lifelong learning and advancing practice in nursing.

MMU BSN Pre-Licensure Program Outcomes	
	MMU BSN Pre-licensure graduates are prepared to:
1	Integrate professional values in nursing practice.
2	Make clinical decisions based on evidence.
3	Utilize information resources and systems to improve patient care.
4	Collaborate with inter-professional teams toward quality and safe patient care.
5	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.

NURSING PROGRAM DIVERSITY AND INCLUSION STATEMENT

The MMU Nursing Program values a diverse and inclusive environment in our program and in the broader healthcare environment. However, we recognize that much of science including nursing science is subjective and is historically built on a small subset of privileged voices. We also recognize health inequities and disparities in healthcare delivery.

In this class, we will make an effort to read papers from a diverse group of nurse scientists and leaders, but limits still exist on this diversity. We acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of nursing science. We would like to discuss issues of diversity in nursing and healthcare as part of the course.

We value inclusive excellence - the guiding principle for access, student success and high-quality learning through the integration of diversity, equity and educational quality efforts into the mission and institutional operations. As part of this goal, we seek to build an environment that invites advocacy and critique.

Please contact me or submit anonymous feedback if you have any suggestions to improve the quality of the course experience. Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this: If you have a name and/or set of pronouns that differ from those that appear in your official college records, please let me know. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to provide a safe learning environment and be a resource for you.

COURSE ALIGNMENT

NUR 260: Pathophysiology is aligned with Essential IX: Baccalaureate Generalist Nursing Practice.

NUR 260: Pathophysiology helps the program meet Program Goal #2: Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.

NURS 260: Pathophysiology helps the student meet Student Outcome #2: Make clinical decisions based on evidence.

COURSE OBJECTIVES

During each week of this course, students should be able to:

1. Apply the basic principles of pathogenesis to complex physiological systems.
2. Analyze signs and symptoms as manifested in complex diseases.
3. Describe diagnostic and treatment modalities in complex diseases.
4. Identify the epidemiology of complex pathologies incorporating social, cultural, and economic factors.

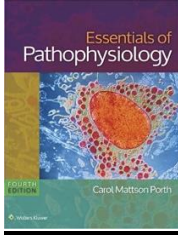
ATTENDANCE & MEETING TIME:

Early alert for each absence, if a student misses 3 or more classes, a remediation plan needs to be made with the professor and shared with the advisor.

The course calendar below lists the assigned activities for each week. Expectations for completion of course work is as follows:

1. Read the assigned chapters and articles for the week. Note important points, relevance to personal work experience, questions for clarification, and implications for patient care.
2. View/listen to PowerPoints and videos posted (when applicable).
3. New week/lessons begin each Monday.

COURSE MATERIALS:



Title: *Essentials of Pathophysiology: Concepts of Altered States*
Edition: 4th ed.
Author: Porth
ISBN: 9781451190809

Other articles and/or readings and PowerPoints as assigned.

The course is supplemented through Mount Mary University's Canvas learning management system.

Accessibility Statement

Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the University will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see Sara Sharpe, Director, Accessibility Services so that such accommodations may be arranged. She can be reached at 414-930-3173. Her email is sharpes@mtmary.edu. The Accessibility Services Coordinator's office is located in the Student Success Center on the first floor of Haggerty Library, room 124.

Academic Honesty and Integrity Statement

Mount Mary University is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall

be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

Copies of the full Academic Honesty and Integrity Policy and Procedures are available through the office of the Dean for Academic Affairs. The policy and procedures are included in the Mount Mary University Undergraduate and Graduate Bulletins online.

GRADING CRITERIA

Graded Course Assessments

Grading rubrics for assignments are included in the syllabus below.

All assignments are weighted based on their point value. See Course Calendar below for more details.

The instructor will determine letter grades at the end of the term based on the Mount Mary University student grading scale found in the Undergraduate Bulletin and below:

MMU Grade and Quality Points

Grade Equivalent	Quality Points		Numerical Equivalent
A	Superior	4.00	95-100
AB	Between A and B	3.50	91-94
B	Above Average	3.00	87-90
BC	Between B and C	2.50	83-86
C	Average	2.00	79-82
CD	Below Average	1.50	75-78
D	Unsatisfactory, but Passing	1.00	70-74
F	Failing	0	69 or below
P	Pass		70 or above
I	Incomplete		
AU	Audit		
W	Withdrawn		
NR	Not Recorded		

Nursing Course Progression Policy

Students must achieve a grade of BC or better in all NUR coded courses. Courses below a BC need to be repeated per the Nursing Course Progression Policy. Additionally, for NUR coded courses, a student can repeat each NUR coded course once and a student can repeat a maximum of 3 times for NUR coded courses over the entire program.

Nursing Success Strategies

The nursing program uses several strategies to promote student success in courses. Early Alerts and a Nursing Success Plan will be implemented by course faculty when faculty are concerned about a students' academic progress.

Nursing Program Dismissal

The following academic situations will result in dismissal from the nursing program:

1. Earning less than a "BC" in three required nursing courses (this includes all NUR courses).
2. Earning less than a "BC" in the same NUR course twice.

3. Withdrawal from the same NUR course more than two times for poor academic performance will be considered as one less than “BC” grade.

Appeal: See Undergraduate Bulletin

Late Assignments

Late Assignments are not accepted. If there are extenuating circumstances, the student must contact the instructor before the assignment due date to request an extension. Late assignments/papers may be downgraded 5% for each day late.

Resubmitted Assignments

In the event that the student completes the assignment incorrectly and received a failing grade, the student may be given the opportunity to make corrections and resubmit the assignment within one week of receiving feedback from the instructor. Resubmission will not be accepted after one week. It is the responsibility of the student to email the instructor and request to resubmit the assignment. A failed assignment can only be resubmitted once for re-grading. The maximum possible grade for a resubmitted assignment is 88%. A student may not resubmit an assignment unless directed by the instructor.

Attendance

Students are expected to actively attend and engage in each scheduled course session (lecture and lab). Missing class may jeopardize the student’s ability to meet course objectives. Instructors may submit an Early Alert for each absence, if a student misses three (3) or more class sessions a remediation plan needs to be put in place. Please notify the instructor in advance via email if you are not able to attend a scheduled class session.

Course Calendar

	Associated Course Objective(s)	Weekly Lesson Objectives	Learning Activities	Assignments & Assessments
Week 1 Dates Introduction to class and pathophysiology concepts Review: Cell biology & tissue injury and adaptation	1. Apply the basic principles of pathogenesis to complex physiological systems. 4. Identify the epidemiology of complex pathologies incorporating social, cultural, and economic factors.	<ul style="list-style-type: none"> • Understand the concepts of pathophysiology including disease and perspectives and patterns of disease. • Describe the function of cells and tissues, including cell metabolism and energy storage. • Describe cellular responses to patient stress, including cell injury, death and senescence. 	Class Meetings Readings: Textbook introduction p. xviii-xxii Chapters 1 & 2 for class	
Week 2 Dates Fluids & Electrolytes	1. Apply the basic principles of pathogenesis to complex physiological systems. 2. Analyze signs and symptoms as manifested in complex diseases. 3. Describe diagnostic and treatment modalities in complex diseases. 4. Identify the epidemiology of complex pathologies incorporating social, cultural, and economic factors.	<ul style="list-style-type: none"> • Explain the composition and compartmental distribution of body fluids. • Differentiate between the balance of electrolytes, including water, sodium, potassium, calcium, phosphorus and magnesium, and the impact on cell and tissue function. • Describe how acid-base balance is maintained at the cellular level and the impact this balance has on cell and tissue function. 	Class Meetings Readings: Chapter 8: Fluids & electrolytes for quiz & class	DUE: Quiz 1 (Chapter 8 Fluids & electrolytes) Open from – to

<p>Week 3 Dates Stress and disease Inflammation & Immunity Hypersensitivity & Alterations in Immune Response</p>	<p>1. Apply the basic principles of pathogenesis to complex physiological systems.</p> <p>2. Analyze signs and symptoms as manifested in complex diseases.</p> <p>3. Describe diagnostic and treatment modalities in complex diseases.</p> <p>4. Identify the epidemiology of complex pathologies incorporating social, cultural, and economic factors.</p>	<ul style="list-style-type: none"> • Describe the general features of inflammation. • Differentiate between acute and chronic inflammation, including manifestations of each. • Explain the stress response. • Describe the outcomes of adaptation versus disorders as a result of the stress response. • Describe the immune response of the cells and tissues in the body. • Differentiate between innate and adaptive immunity. • Differentiate between the various disorders of the immune response including hypersensitivity, transplant, autoimmune and immunodeficiency. 	<p>Class Meetings</p> <p>Readings: Chapters 3, 15, 16 for quiz Chapter 9 for class</p>	<p>DUE: Quiz 2 (Chapters 3, 15, 16 Inflammatory & immune responses) Open from – to</p>
<p>Week 4 Dates Wound healing Mechanisms of infectious disease</p>	<p>1. Apply the basic principles of pathogenesis to complex physiological systems.</p> <p>2. Analyze signs and symptoms as manifested in complex diseases.</p>	<ul style="list-style-type: none"> • Describe the process of cell proliferation and tissue regeneration. • Explain the epidemiology of infectious diseases. • Differentiate between the diagnosis and treatment of various infectious diseases. 	<p>Class Meetings</p> <p>Readings: Chapters 4 & 14 for class</p>	

	<p>3. Describe diagnostic and treatment modalities in complex diseases.</p> <p>4. Identify the epidemiology of complex pathologies incorporating social, cultural, and economic factors.</p>	<ul style="list-style-type: none"> Recognize new and emergent infectious diseases. 		
Exam I				
<p>Week 5</p> <p>Dates</p> <p>Cardiovascular structure & function</p> <p>Disorders of Blood flow & pressure</p> <p>Disorders of cardiac function</p>	<p>1. Apply the basic principles of pathogenesis to complex physiological systems.</p> <p>2. Analyze signs and symptoms as manifested in complex diseases.</p> <p>3. Describe diagnostic and treatment modalities in complex diseases.</p> <p>4. Identify the epidemiology of complex pathologies incorporating social, cultural, and economic factors.</p>	<ul style="list-style-type: none"> Describe the organization of the circulatory system and principles of blood flow. Explain the role of the heart as a pump. Describe the process of systemic circulation and control of blood flow. Review blood vessel structure and function. Differentiate between disorders of arterial and venous circulation. Explain the pathogenesis, diagnosis and treatment of coronary artery disease. Differentiate between endocardial, valvular and pericardium disorders. 	<p>Class Meetings</p> <p><u>Before class:</u></p> <p>View voiceover PowerPoint on <i>Cardiovascular structure & function</i></p> <p>Readings:</p> <p>Chapter 17 for quiz</p> <p>Chapters 18 & 19 for class</p>	<p>DUE: Quiz 3 (Chapter 17 Cardiovascular function)</p> <p>Open from - to</p>

		<ul style="list-style-type: none"> • Explain the pathogenesis, diagnosis and treatment of cardiomyopathies. 		
Week 6 Dates Congenital heart disease & dysrhythmias Heart failure & shock	<ol style="list-style-type: none"> 1. Apply the basic principles of pathogenesis to complex physiological systems. 2. Analyze signs and symptoms as manifested in complex diseases. 3. Describe diagnostic and treatment modalities in complex diseases. 4. Identify the epidemiology of complex pathologies incorporating social, cultural, and economic factors. 	<ul style="list-style-type: none"> • Explain the pathogenesis, diagnosis and treatment of congenital heart disease. • Differentiate between the various heart defects and diseases recognized in infants and children. • Explain the pathogenesis, diagnosis and treatment of heart failure and shock. 	Class Meetings Readings: Chapters 19 & 20 for class	
Exam II				
Week 7 Dates Pulmonary structure & function Pulmonary disorders: Infection	<ol style="list-style-type: none"> 1. Apply the basic principles of pathogenesis to complex physiological systems. 2. Analyze signs and symptoms as manifested in complex diseases. 3. Describe diagnostic and treatment modalities in complex diseases. 4. Identify the 	<ul style="list-style-type: none"> • Describe the structural organization of the respiratory system. • Differentiate the exchange of gases between the atmosphere and the lungs, as well as within the lungs. • Explain oxygen and carbon dioxide transport. • Explain the pathogenesis, diagnosis and treatment for 	Class meetings <u>Before class:</u> View voiceover PowerPoint on <i>Pulmonary structure & function</i> Readings: Chapter 21 for quiz Chapter 21 & 22 for class	DUE: Quiz 4 (Chapter 21 Respiratory function) Open from – to

	epidemiology of complex pathologies incorporating social, cultural, and economic factors.	<p>alterations in the control of breathing.</p> <ul style="list-style-type: none"> • Explain the pathogenesis, diagnosis and treatment for respiratory tract infections. • Explain the pathogenesis, diagnosis and treatment for respiratory disorders in children. 		
<p>Week 8 Dates Impaired ventilation & gas exchange Respiratory failure</p>	<ol style="list-style-type: none"> 1. Apply the basic principles of pathogenesis to complex physiological systems. 2. Analyze signs and symptoms as manifested in complex diseases. 3. Describe diagnostic and treatment modalities in complex diseases. 4. Identify the epidemiology of complex pathologies incorporating social, cultural, and economic factors. 	<ul style="list-style-type: none"> • Describe the physiologic effects of ventilation and diffusion disorders. • Explain the pathogenesis, diagnosis and treatment for disorders of lung inflation, including obstructive airway disorders and interstitial lung diseases. • Explain the pathogenesis, diagnosis and treatment for disorders of the pulmonary circulation. • Explain the pathogenesis, diagnosis and treatment for acute respiratory disorders. 	<p>Class meetings Readings: Chapter 23 for class</p>	
<p>Week 9 Dates Cancer (intro) Hematology: Disorders of RBCs, WBCs & platelets</p>	<ol style="list-style-type: none"> 1. Apply the basic principles of pathogenesis to complex physiological systems. 2. Analyze signs and symptoms as manifested in complex diseases. 	<ul style="list-style-type: none"> • Review normal and abnormal cell growth. • Explain the pathogenesis, diagnosis and treatment for basic level abnormalities caused by neoplasia, 	<p>Class meetings <u>Before class:</u> View voiceover PowerPoint on <i>Cancer</i> Readings:</p>	

	<p>3. Describe diagnostic and treatment modalities in complex diseases.</p> <p>4. Identify the epidemiology of complex pathologies incorporating social, cultural, and economic factors.</p>	<p>including classification schemes.</p> <ul style="list-style-type: none"> • Explain the pathogenesis, diagnosis and treatment for disorders of WBCs and lymphoid tissues. • Describe the processes of hemostasis and blood coagulation. • Explain the pathogenesis, diagnosis and treatment for hypercoagulability states. • Explain the pathogenesis, diagnosis and treatment for bleeding disorders. • Explain the pathogenesis, diagnosis and treatment for disorders of red blood cells including anemia, polycythemia and age-related changes. 	<p>Chapter 7</p> <p>Chapters 11-13 for class</p>	
<p>Week 10</p> <p>Dates</p> <p>Endocrine & Diabetes Mellitus</p>	<p>1. Apply the basic principles of pathogenesis to complex physiological systems.</p> <p>2. Analyze signs and symptoms as manifested in complex diseases.</p> <p>3. Describe diagnostic and treatment modalities in complex diseases.</p>	<ul style="list-style-type: none"> • Describe the mechanisms for endocrine control in the body. • Explain the pathogenesis, diagnosis and treatment for disorders of endocrine control of growth and metabolism. • Differentiate between anterior pituitary, growth, 	<p>Class meetings</p> <p>Readings:</p> <p>Chapter 31 for quiz</p> <p>Chapters 31-33 for class</p>	<p>DUE: Quiz 5 (Chapter 31 Endocrine function)</p> <p>Open from – to</p>

	4. Identify the epidemiology of complex pathologies incorporating social, cultural, and economic factors.	<p>thyroid and adrenal cortical hormone disorders.</p> <ul style="list-style-type: none"> • Explain the pathogenesis, diagnosis and treatment for diabetes mellitus. 		
Exam III				
<p>Week 11</p> <p>Dates</p> <p>Renal structure & function</p> <p>Disorders of renal function</p>	<p>1. Apply the basic principles of pathogenesis to complex physiological systems.</p> <p>2. Analyze signs and symptoms as manifested in complex diseases.</p> <p>3. Describe diagnostic and treatment modalities in complex diseases.</p> <p>4. Identify the epidemiology of complex pathologies incorporating social, cultural, and economic factors.</p>	<ul style="list-style-type: none"> • Review the structure and function of the kidney. • Explain the pathogenesis, diagnosis and treatment for disorders of renal function. 	<p>Class meetings</p> <p><u>Before class:</u></p> <p>View voiceover PowerPoint on <i>Renal structure & function</i></p> <p>Readings:</p> <p>Chapter 24 for quiz</p> <p>Chapters 24 & 25 for class</p>	<p>DUE: Quiz 6 (Chapter 24 Renal and genitourinary function)</p> <p>Open from – to</p>
<p>Week 12</p> <p>Dates</p> <p>Renal failure</p> <p>Acid-base abnormalities</p>	<p>1. Apply the basic principles of pathogenesis to complex physiological systems.</p> <p>2. Analyze signs and symptoms as manifested in complex diseases.</p>	<ul style="list-style-type: none"> • Differentiate between acute kidney disease and chronic kidney disease. • Describe the process of renal failure including compensated and uncompensated states and multiple body system involvement. 	<p>Class meetings</p> <p>Readings:</p> <p>Chapter 8 & 26 for class</p>	

	<p>3. Describe diagnostic and treatment modalities in complex diseases.</p> <p>4. Identify the epidemiology of complex pathologies incorporating social, cultural, and economic factors.</p>	<ul style="list-style-type: none"> Review the role of renal function in acid-base balance. 		
<p>Week 13</p> <p>Dates</p> <p>Reproductive disorders</p> <p>Disorders of urinary elimination</p>	<p>1. Apply the basic principles of pathogenesis to complex physiological systems.</p> <p>2. Analyze signs and symptoms as manifested in complex diseases.</p> <p>3. Describe diagnostic and treatment modalities in complex diseases.</p> <p>4. Identify the epidemiology of complex pathologies incorporating social, cultural, and economic factors.</p>	<ul style="list-style-type: none"> Explain the pathogenesis, diagnosis and treatment for disorders of the bladder and lower urinary tract. Explain the pathogenesis, diagnosis and treatment for disorders of the male genitourinary system. Explain the pathogenesis, diagnosis and treatment for disorders of the female genitourinary system. 	<p>Class meetings</p> <p><u>Before class:</u></p> <p>View voiceover PowerPoint on <i>Reproductive disorders</i></p> <p>Readings:</p> <p>Chapters 27, 39 & 40 for class</p>	
Exam IV				
<p>Week 14</p> <p>Dates</p> <p>GI structure & function</p> <p>GI disorders</p>	<p>1. Apply the basic principles of pathogenesis to complex physiological systems.</p>	<ul style="list-style-type: none"> Review the structure and function of the gastrointestinal (GI) system. 	<p>Class meetings</p> <p><u>Before class:</u></p> <p>View voiceover PowerPoint on <i>GI structure & function</i></p>	<p>DUE: Quiz 6 (Chapter 28 GI function)</p> <p>Open from – to</p>

<p>Disorders of the liver, pancreas, gallbladder Jaundice</p>	<p>2. Analyze signs and symptoms as manifested in complex diseases.</p> <p>3. Describe diagnostic and treatment modalities in complex diseases.</p> <p>4. Identify the epidemiology of complex pathologies incorporating social, cultural, and economic factors.</p>	<ul style="list-style-type: none"> • Explain the pathogenesis, diagnosis and treatment for disorders of GI function. • Explain the pathogenesis, diagnosis and treatment for disorders of hepatobiliary and exocrine pancreas function. 	<p>Readings: Chapter 28 for quiz Chapters 28-30 for class</p>	
<p>Week 15 Dates Neurologic structure & function Neurologic & sensory disorders including pain management</p>	<p>1. Apply the basic principles of pathogenesis to complex physiological systems.</p> <p>2. Analyze signs and symptoms as manifested in complex diseases.</p> <p>3. Describe diagnostic and treatment modalities in complex diseases.</p> <p>4. Identify the epidemiology of complex pathologies incorporating social, cultural, and economic factors.</p>	<ul style="list-style-type: none"> • Review the organization and control of neural function, including motor and somatosensory function. • Describe the autonomic nervous system (ANS) and its role in body function. • Explain the pathogenesis, diagnosis and treatment for disorders of neuromuscular function. • Describe pain sensation mechanisms, alterations in pain sensitivity and special types of pain. • Explain the pathogenesis, diagnosis and treatment for disorders of brain function. 	<p>Class meetings <u>Before class:</u> View voiceover PowerPoint on <i>Neurologic structure & function</i> Readings: Chapter 34 for quiz Chapters 34, 35, 36 (pages 889-896 and 899-913), 37 & 38 for class</p>	<p>DUE: Quiz 7 (Chapter 34 Neurologic function) Open from – to</p>

		<ul style="list-style-type: none"> • Explain the pathogenesis, diagnosis and treatment for disorders of vision and auditory function, including the vestibular system and equilibrium. 		
Week 16 Dates Musculoskeletal structure & function Musculoskeletal disorders	1. Apply the basic principles of pathogenesis to complex physiological systems. 2. Analyze signs and symptoms as manifested in complex diseases. 3. Describe diagnostic and treatment modalities in complex diseases. 4. Identify the epidemiology of complex pathologies incorporating social, cultural, and economic factors.	<ul style="list-style-type: none"> • Review the structure and function of the musculoskeletal system. • Explain the pathogenesis, diagnosis and treatment for disorders of skeletal system, including injury/trauma and bone infections. • Explain the pathogenesis, diagnosis and treatment for rheumatic disorders and metabolic bone disease. 	Class meetings <u>Before class:</u> View voiceover PowerPoint on <i>Musculoskeletal structure & function</i> Readings: Chapter 42 for quiz Chapters 42, 43 (pages 1084-1104 and 1106-1107), & 44 for class	DUE: Quiz 8 (Chapter 42 Musculoskeletal function) Open from – to
Final Exam				

Please note: Genetics (Chapters 5&6) STDs (Chapter 41) and sleep management are not covered in this course.

Note: Chapter 22 includes content on cancer of the lung (p. 552)

Note: Chapter 10 (Nutrition) has been added to the textbook tracker for the nutrition course content

Appendix A: Discussion Board and Reflection Grading Rubric

Points allotted	20	15	10	5
Category				
Critical Thinking	<ul style="list-style-type: none"> rich in content full of thought, insight, and analysis 	<ul style="list-style-type: none"> substantial information thought, insight, and analysis has taken place 	<ul style="list-style-type: none"> generally competent information is thin and commonplace 	<ul style="list-style-type: none"> rudimentary and superficial no analysis or insight is displayed
Connections	Clear connections <ul style="list-style-type: none"> to previous or current experiences to real-life situations 	<ul style="list-style-type: none"> superficial connections lack relevance 	<ul style="list-style-type: none"> limited, if any connections vague generalities 	<ul style="list-style-type: none"> no connections are made off topic
Uniqueness	<ul style="list-style-type: none"> new ideas or new connections made with depth and detail 	<ul style="list-style-type: none"> new ideas or connections lack depth and/or detail 	<ul style="list-style-type: none"> few, if any new ideas or connections rehash or summarize other postings 	<ul style="list-style-type: none"> no new ideas “I agree with...” statement
Stylistics	<ul style="list-style-type: none"> Few grammatical or stylistic errors 	<ul style="list-style-type: none"> Several grammatical or stylistic errors 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Errors interfere with content 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Makes understanding impossible
Contribution to the Learning Community	<ul style="list-style-type: none"> Aware of needs of community. Respectful Frequently attempts to motivate the group discussion Presents creative approaches to topic Posts answered by 11:55 PM 	<ul style="list-style-type: none"> Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group Interacts freely 	<ul style="list-style-type: none"> Occasionally makes meaningful reflection on group’s efforts Marginal effort to become involved with group 	<ul style="list-style-type: none"> Does not make effort to participate in learning community as it develops Seems indifferent Did not post

Appendix B: Grading Rubric for Writing Assignments

Writing Assignments 100 possible APApoints	Exceptional	Meets Expectations	Elements Missing	Below Expectations	Insufficient
Content 50 points	<p>Main idea is clearly stated. Writes in clear language throughout the paper</p> <p>Information is accurate and based on readings</p> <p>Sufficient and accurate supporting information (references used - a minimal of 3) (50 points)</p>	<p>Main idea is stated. Writes in clear language throughout the paper</p> <p>Information is accurate and fairly thorough based on readings</p> <p>Sufficient and accurate supporting information (references used 2 - 3) (40 points)</p>	<p>Main idea is not clearly stated. Writes in a throughout the paper</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Supporting information is insufficient but mostly accurate (references used 1-2) (30 points)</p>	<p>Missing main idea/purpose of paper. There are many issues with language usage</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Writing is not easily followed by the reader</p> <p>Supporting information is insufficient or inaccurate (no citations) (20 points)</p>	<p>Component Missing (0 points)</p>
APA Format, Grammar and Spelling 30 points	<p>Responses demonstrate proper APA format that are grammatically and structurally correct sentences with no misspelled words. (30 points)</p>	<p>Responses contain slight APA format errors and/or infrequent misspelled words. (24 points)</p>	<p>Responses contain frequent APA format errors and/or sentences with grammatical and/or structural errors. (18 points)</p>	<p>Responses contain 6 or more APA format errors, or sentences with grammatical and/or structural errors. (12 points)</p>	<p>Missing APA format (0 points)</p>
Citing of text(s) and articles 20 points	<p>>1 High quality references beyond textbook/course materials cited using APA format (20 points)</p>	<p>At least 1 quality references beyond textbook/course materials cited using APA format (16 points)</p>	<p>Textbook/course materials referenced & cited using APA format (12 points)</p>	<p>References missing or not professionally appropriate (8 points)</p>	<p>No references (0 points)</p>



**NURSING DEPARTMENT: UNDERGRADUATE PROGRAM
NUR 200 & 200L: HEALTH ASSESSMENT, PROMOTION, AND NUTRITION
3 CREDITS
[Section and Semester Stated Here]**

[Dates the course runs]

**INSTRUCTOR
E-MAIL
TELEPHONE**

OFFICE HOURS

[Insert office days and times here.]

Please email or call me to schedule an appointment.

CORRESPONDENCE

Please only use your mtmary.edu email address in your communication.

COURSE DESCRIPTION

The foundational concepts, scientific basis and theoretical constructs of effective therapeutic communication, interviewing, health history, and physical assessment across the life span are presented. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches. Concepts for health promotion including nutrition are included.

Course Pre-requisites: B/C or higher in NUR 100 & BIO 325

Course Fee: CastleBranch

COURSE FORMAT

This course includes in-person didactic theory in a classroom setting as well as in-person laboratory hours in the Nursing Skills Lab. The instructor is the learning facilitator, guide, and resource as the students work with the course content, classmates and assignments.

Mount Mary University Mission

Mount Mary University, an urban Catholic university for women, sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Vision

Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

MOUNT MARY UNIVERSITY NURSING PROGRAM

Program Mission: The Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.

Program Vision: Mount Mary University is recognized as a diverse learning community that prepares nurses to practice with individuals, families, communities, and global populations in diverse health care environments to transform patient care.

Program Values: The Nursing Program will develop nurse leaders whose competence, community, compassion and commitment to excellence lead to delivering high quality and safe patient care.

NURSING PROGRAM DIVERSITY AND INCLUSION STATEMENT:

The MMU Nursing Program values a diverse and inclusive environment in our program and in the broader healthcare environment. However, we recognize that much of science including nursing science is subjective and is historically built on a small subset of privileged voices. We also recognize health inequities and disparities in healthcare delivery.

In this class, we will make an effort to read papers from a diverse group of nurse scientists and leaders, but limits still exist on this diversity. We acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of nursing science. We would like to discuss issues of diversity in nursing and healthcare as part of the course.

We value inclusive excellence - the guiding principle for access, student success and high-quality learning through the integration of diversity, equity and educational quality efforts into the mission and institutional operations. As part of this goal, we seek to build an environment that invites advocacy and critique.

[You may add a personal diversity and inclusion statement here.]

Nursing Program Goals and Outcomes:

The MMU Nursing Program is committed to developing nursing leaders to fulfill the mission of the University and the Mission of the Nursing Profession, which ultimately serves the health and well-being of our society. The Nursing Program goals are aligned with professional nursing standards as set forth in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

MMU BSN Pre-Licensure Program Goals	
	Description
1	Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings.
2	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.
3	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
4	Commit to lifelong learning and advancing practice in nursing.

MMU BSN Pre-Licensure Program Outcomes	
	MMU BSN Pre-Licensure graduates are prepared to:
1	Integrate professional values in nursing practice
2	Make clinical decisions based on evidence.
3	Utilize information resources and systems to improve patient care.
4	Collaborate with inter-professional teams toward quality and safe patient care.
5	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.

COURSE ALIGNMENT

NUR 200 & 200L: Health Assessment, Promotion and Nutrition is in alignment with Essential VII: Clinical Prevention and Population Health and Essential IX: Baccalaureate Generalist Nursing Practice.

NUR 200 & 200L: Health Assessment, Promotion and Nutrition is in alignment with Program Goal #2: Think critically and creatively in the application of evidence-based practice across the life span, analysis and utilization of technologies in the delivery of quality nursing care and the management of patient information.

COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Describe the components of a comprehensive health assessment including developmental, cultural, spiritual, social, economic, physical and psychological elements.
2. Explain select concepts that relate to the assessment and technologies used in the care of patients.
3. Demonstrate the competent performance of focused patient assessments and nursing technologies related to select nursing concepts.
4. Accurately document pertinent history assessment findings.
5. Communicate effectively with patients in an ethical, therapeutic, and culturally competent manner.
6. Describe health promotion, wellness, and illness prevention activities.
7. Discuss the current dietary guidelines and methods of nutritional assessment across the lifespan.
8. Apply nursing care to the nutritional needs of patients with various illness states.

ATTENDANCE & MEETING TIME:

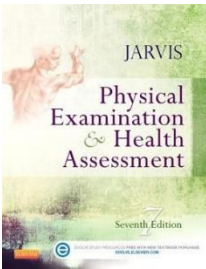
Early alert for each absence, if a student misses 3 or more classes, an action plan needs to

be made with the professor and shared with the advisor.

The course calendar below lists the assigned activities for each week. Expectations for completion of course work is as follows:

1. Read the assigned chapters and articles for the week. Note important points, relevance to personal work experience, questions for clarification, and implications for patient care.
2. View/listen to PowerPoints and videos posted (when applicable).
3. Attend all lecture, lab and online course sessions.
4. New week/lessons begin each Monday.

COURSE MATERIALS:



Title: *Physical Examination & Health Assessment*
Edition: 7th ed.
Author: Jarvis, Carolyn
ISBN: 9781455728107

Porth (4th ed.). Chapter 10: Disorders of Nutritional Status

Potter & Perry (9th ed.). Chapter 6: Health & Wellness and Chapter 45: Nutrition

The course is supplemented online through Mount Mary University's Canvas learning management system.

Other videos, readings and practice sessions as assigned.

Accessibility Statement

Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the University will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see Sara Sharpe, Director, Accessibility Services so that such accommodations may be arranged. She can be reached at 414-930-3173. Her email is sharpes@mtmary.edu. [The Accessibility Services Coordinator's office is located in the Student Success Center on the first floor of Haggerty Library, room 124.](#)

Academic Honesty and Integrity Statement

Mount Mary University is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

Copies of the full Academic Honesty and Integrity Policy and Procedures are available through the office of the Dean for Academic Affairs. The policy and procedures are included in the Mount Mary University Undergraduate and Graduate Bulletins online.

GRADING CRITERIA

Graded Course Assessments

Grading rubrics for assignments are included in the syllabus below.

All assignments are weighted based on their point value. See Course Calendar below for more details.

The instructor will determine letter grades at the end of the term based on the Mount Mary University student grading scale found in the Undergraduate Bulletin and below:

MMU Grade and Quality Points

Grade Equivalent	Quality Points		Numerical Equivalent
A	Superior	4.00	95-100
AB	Between A and B	3.50	91-94
B	Above Average	3.00	87-90
BC	Between B and C	2.50	83-86
C	Average	2.00	79-82
CD	Below Average	1.50	75-78
D	Unsatisfactory, but Passing	1.00	70-74
F	Failing	0	69 or below
P	Pass		70 or above
I	Incomplete		
AU	Audit		
W	Withdrawn		
NR	Not Recorded		

Nursing Course Progression Policy

Students must achieve a grade of BC or better in all NUR coded courses. Courses below a BC need to be repeated per the Nursing Course Progression Policy. Additionally, for NUR coded courses, a student can repeat each NUR coded course once and a student can repeat a maximum of 3 times for NUR coded courses over the entire program.

Nursing Success Strategies

The nursing program uses several strategies to promote student success in courses. Early Alerts and a Nursing Success Plan will be implemented by course faculty when faculty are concerned about a students' academic progress.

Nursing Program Dismissal

The following academic situations will result in dismissal from the nursing program:

1. Earning less than a "BC" in three required nursing courses (this includes all NUR courses).
2. Earning less than a "BC" in the same NUR course twice.
3. Withdrawal from the same NUR course more than two times for poor academic performance will be considered as one less than "BC" grade.

Appeal: See Undergraduate Bulletin

Attendance

Students are expected to actively attend and engage in each scheduled course session (lecture and lab). Missing class may jeopardize the student's ability to meet course objectives. Instructors may submit an Early Alert for each absence, if a student misses three (3) or more class sessions a remediation plan needs to be put in place. Please notify the instructor in advance via email if you are not able to attend a scheduled class session.

Late Assignments

Late Assignments are not accepted. If there are extenuating circumstances, the student must contact the instructor before the assignment due date to request an extension. Late assignments/papers may be downgraded 5% for each day late.

Course Calendar

	Course Objective	Weekly Lesson Objectives	Learning Activities	Assignments & Assessments
<p>Week 1 Dates Introduction to Health Assessment Course and health promotion and nutrition concepts</p> <p>Definitions of health & illness based on culture</p> <p>Cultural competence</p>	<p>1. Describe the components of a comprehensive health assessment including developmental, cultural, spiritual, social, economic, physical and psychological elements.</p> <p>5. Communicate effectively with patients in an ethical, therapeutic, and culturally competent manner.</p> <p>6. Describe health promotion, wellness, and illness prevention activities.</p>	<ul style="list-style-type: none"> ● Explore personal definitions of health and illness addressing how implicit bias plays a role in nursing care. ● Explain the effects of culture and genetics on health assessment, promotion and nutrition. ● Describe methods in which nurses can develop cultural competence and apply these methods to nursing assessment. 	<p>Class meetings Associated lab Readings:</p> <p>Chapter 1: Evidence-Based Assessment</p> <p>Chapter 2: Cultural Competence</p>	<p>Quiz Assignment due</p>
<p>Week 2 Dates Therapeutic communication</p> <p>Interviewing</p>	<p>1. Describe the components of a comprehensive health assessment including developmental, cultural, spiritual, social, economic, physical and psychological elements.</p> <p>2. Explain select concepts that relate to the assessment and technologies used in the care of patients.</p> <p>3. Demonstrate the competent performance of focused patient assessments and nursing technologies related to select nursing concepts.</p> <p>5. Communicate effectively with patients in an ethical, therapeutic, and culturally competent manner.</p>	<ul style="list-style-type: none"> ● Differentiate between subjective and objective data in the interview process. ● Explain the verbal and nonverbal components of the interviewing process. ● Understand developmental competence, including health literacy, and the variations of the interview based on client age and other special considerations. ● Demonstrate understanding of the process of communication and techniques of communication by performing a successful interview. 	<p>Class meetings Associated lab</p> <p>Readings:</p> <p>Chapter 3: The Interview</p>	<p>Quiz Assignment due</p>

	6. Describe health promotion, wellness, and illness prevention activities.			
Week 3 Dates Health History	<p>1. Describe the components of a comprehensive health assessment including developmental, cultural, spiritual, social, economic, physical and psychological elements.</p> <p>2. Explain select concepts that relate to the assessment and technologies used in the care of patients.</p> <p>3. Demonstrate the competent performance of focused patient assessments and nursing technologies related to select nursing concepts.</p> <p>4. Accurately document pertinent history assessment findings.</p> <p>5. Communicate effectively with patients in an ethical, therapeutic, and culturally competent manner.</p> <p>6. Describe health promotion, wellness, and illness prevention activities.</p>	<ul style="list-style-type: none"> • Describe how the health history sequence and source of history plays a role on the subjective and objective data collected. • Differentiate between the present health status, history of the present illness, past health and family history collected during the complete health history. • Demonstrate a review of systems (ROS) and seek opportunities for health promotion during to ROS. • Understand the functional assessment (activities of daily living) as a component of the complete health history. 	<p>Class meetings Associated lab Readings:</p> <p>Chapter 4: The Complete Health History</p>	EXAM I
Week 4 Dates Physical Assessment	<p>1. Describe the components of a comprehensive health assessment including developmental, cultural, spiritual, social, economic, physical and psychological elements.</p> <p>2. Explain select concepts that relate to the assessment and technologies used in the care of</p>	<ul style="list-style-type: none"> • Demonstrate and verbalize the techniques of inspection, palpation, percussion and auscultation to complete a client assessment. • Explain how the setting, equipment and standard precautions provide a safer environment for the client assessment. 	<p>Class meetings Associated lab Jarvis videos</p> <p>Readings:</p> <p>Unit 2: Chapter 8: Assessment Techniques and Safety in the Clinical Setting</p>	Quiz Assignment due

	<p>patients.</p> <p>3. Demonstrate the competent performance of focused patient assessments and nursing technologies related to select nursing concepts.</p> <p>5. Communicate effectively with patients in an ethical, therapeutic, and culturally competent manner.</p>	<ul style="list-style-type: none"> • Explain variations in position, preparation and sequence for successful health assessments in the clinical setting. • Demonstrate and verbalize the normal and abnormal range of findings during the general survey (physical appearance) of the client during assessment and document findings appropriately. • Demonstrate and verbalize the normal and abnormal range of findings from vital signs during assessment of the client and document findings appropriately. • Describe the structure and function of pain during various illness states and how these manifestations look subjectively and objectively. • Demonstrate and verbalize methods for assessing pain in clients with various cognitive and illness states and document findings appropriately. 	<p>Chapter 9: General Survey, Measurement, Vital Signs</p> <p>Chapter 10: Pain Assessment</p>	
<p>Week 5 Dates Physical Assessment continued... “From the Neck Up”</p>	<p>1. Describe the components of a comprehensive health assessment including developmental, cultural, spiritual, social, economic, physical and psychological elements.</p> <p>2. Explain select concepts that relate to the assessment and technologies used in the care of patients.</p> <p>3. Demonstrate the competent performance of focused patient assessments and nursing</p>	<ul style="list-style-type: none"> • Demonstrate and verbalize the normal and abnormal range of findings during assessment of skin, hair, and nails, and document findings appropriately. • Demonstrate and verbalize the normal and abnormal range of findings during assessment of head, face, and neck, and document findings appropriately. 	<p>Class meetings Associated lab Jarvis videos</p> <p>Readings:</p> <p>Unit 3: Chapters 12-16</p>	<p>Quiz Assignment due</p>

	<p>technologies related to select nursing concepts.</p> <p>4. Communicate effectively with patients in an ethical, therapeutic, and culturally competent manner.</p>	<ul style="list-style-type: none"> • Demonstrate and verbalize the normal and abnormal range of findings during assessment of eyes, ears, nose, mouth and throat, and document findings appropriately. 		
<p>Week 6 Dates Physical Assessment continued... “Torso Region”</p>	<p>1. Describe the components of a comprehensive health assessment including developmental, cultural, spiritual, social, economic, physical and psychological elements.</p> <p>2. Explain select concepts that relate to the assessment and technologies used in the care of patients.</p> <p>3. Demonstrate the competent performance of focused patient assessments and nursing technologies related to select nursing concepts.</p> <p>4. Communicate effectively with patients in an ethical, therapeutic, and culturally competent manner.</p>	<ul style="list-style-type: none"> • Demonstrate and verbalize the normal and abnormal range of findings during assessment of breast, lungs and the lymph system, and document findings appropriately. • Demonstrate and verbalize the normal and abnormal range of findings during assessment of heart and document findings appropriately. • Demonstrate and verbalize the normal and abnormal range of findings during assessment of abdomen and document findings appropriately. 	<p>Class meetings Associated lab Jarvis videos</p> <p>Readings: Chapters 17-21</p>	<p>Quiz Assignment due</p>
<p>Week 7 Dates Physical Assessment continued Neuro/Musculoskeletal</p>	<p>1. Describe the components of a comprehensive health assessment including developmental, cultural, spiritual, social, economic, physical and psychological elements.</p> <p>2. Explain select concepts that relate to the assessment and technologies used in the care of patients.</p> <p>3. Demonstrate the competent performance of focused patient assessments and nursing technologies related to select</p>	<ul style="list-style-type: none"> • Demonstrate and verbalize the normal and abnormal range of findings during assessment of the musculoskeletal system and document findings appropriately. • Demonstrate and verbalize the normal and abnormal range of findings during assessment of neurological function and document findings appropriately. 	<p>Class meetings Associated lab Jarvis videos</p> <p>Readings: Chapters 22-23</p>	<p>Quiz Assignment due</p>

	nursing concepts. 4. Communicate effectively with patients in an ethical, therapeutic, and culturally competent manner.			
Week 8 Dates Variations of the physical assessment: comprehensive versus focused. Behavioral/psychological assessment	1. Describe the components of a comprehensive health assessment including developmental, cultural, spiritual, social, economic, physical and psychological elements. 2. Explain select concepts that relate to the assessment and technologies used in the care of patients. 3. Demonstrate the competent performance of focused patient assessments and nursing technologies related to select nursing concepts. 4. Accurately document pertinent history assessment findings. 5. Communicate effectively with patients in an ethical, therapeutic, and culturally competent manner. 6. Describe health promotion, wellness, and illness prevention activities. 8. Apply nursing care to the nutritional needs of patients with various illness states.	<ul style="list-style-type: none"> • Demonstrate and verbalize the components of the mental status examination (MSE) and document findings appropriately. • Demonstrate and verbalize the components of an anxiety and depression screening and document findings appropriately. • Differentiate between pathologic, cognitive and developmental variations during comprehensive health assessment. • Demonstrate and verbalize the components of a substance use assessment and document findings appropriately. • Identify the nutrition needs of clients diagnosed with various mental health and/or substance abuse illnesses. • Identify resources for substance abuse support. 	Class meetings Associated lab Jarvis videos Readings: Chapter 5: Mental Status Assessment Chapter 6: Substance Use Assessment	Exam II
Week 9 Dates	1. Describe the components of a comprehensive health assessment including developmental, cultural, spiritual, social, economic, physical	<ul style="list-style-type: none"> • Demonstrate and verbalize the components of a domestic and/or family violence assessment and document findings appropriately. 	Class meetings Associated lab Jarvis videos	Group Presentations

<p>Holistic approaches to the physical assessment: spiritual, socioeconomic and environmental components.</p> <p>Specific Populations: Men, Women, & Children</p> <p>Pregnant Women and Older Adults</p>	<p>and psychological elements.</p> <p>2. Explain select concepts that relate to the assessment and technologies used in the care of patients.</p> <p>3. Demonstrate the competent performance of focused patient assessments and nursing technologies related to select nursing concepts.</p> <p>4. Accurately document pertinent history assessment findings.</p> <p>5. Communicate effectively with patients in an ethical, therapeutic, and culturally competent manner.</p> <p>6. Describe health promotion, wellness, and illness prevention activities.</p>	<ul style="list-style-type: none"> • Identify resources for the support of domestic and violence survivors. • Demonstrate and verbalize the normal and abnormal range of findings during assessment of the male genitourinary system and document findings appropriately. • Demonstrate and verbalize the normal and abnormal range of findings during assessment of the female genitourinary system and document findings appropriately. • Demonstrate and verbalize the variations of the complete physical assessment for pregnant and older adult populations. • Explain the relationship between the physical assessment and identification of health promotion opportunities. 	<p>Readings:</p> <p>Chapter 7: Domestic and Family Violence Assessments</p> <p>Chapter 24: Male Genitourinary System</p> <p>Chapter 25: Anus, Rectum, and Prostate</p> <p>Chapter 26: Female Genitourinary System</p> <p>Chapter 30: The Pregnant Woman</p> <p>Chapter 31: The Older Adult</p>	
<p>Week 10</p> <p>Dates</p> <p>Health Promotion and Healthy People concepts</p>	<p>5. Communicate effectively with patients in an ethical, therapeutic, and culturally competent manner.</p> <p>6. Describe health promotion, wellness, and illness prevention activities.</p>	<ul style="list-style-type: none"> • 	<p>Class meetings</p> <p>Associated lab</p> <p>Readings:</p> <p>Healthy People 2020 & 2030</p> <p>Potter & Perry Chapter 6: Health & Wellness</p>	<p>Quiz Assignment due</p>
<p>Week 11</p> <p>Dates</p> <p>Health promotion and assessing for risk – Life span implications</p>	<p>5. Communicate effectively with patients in an ethical, therapeutic, and culturally competent manner.</p> <p>6. Describe health promotion, wellness, and illness prevention activities.</p>	<ul style="list-style-type: none"> • 	<p>Class meetings</p> <p>Associated lab</p> <p>Readings:</p> <p>Healthy People 2020 & 2030</p>	<p>Quiz Assignment due</p>

			Potter & Perry Chapter 6: Health & Wellness	
Week 12 Dates Components of Nutritional Value	7. Discuss the current dietary guidelines and methods of nutritional assessment across the lifespan. 8. Apply nursing care to the nutritional needs of patients with various illness states.	<ul style="list-style-type: none"> • Explain the process of energy metabolism. • Differentiate the components that contribute to a clients' nutritional status, including proteins, fats, carbohydrates, vitamins and minerals. 	Class meetings Associated lab Jarvis videos Readings: Porth Chapter 10, p. 223-229 Potter & Perry Chapter 45: Nutrition Case Studies	Exam III
Week 13 Dates Nutritional Assessment	7. Discuss the current dietary guidelines and methods of nutritional assessment across the lifespan. 8. Apply nursing care to the nutritional needs of patients with various illness states.	<ul style="list-style-type: none"> • Demonstrate and verbalize the normal and abnormal range of findings during a nutritional assessment and document findings appropriately. 	Class meetings Associated lab Readings: Chapter 11: Nutritional Assessment	Quiz Assignment due
Week 14 Dates Disorders of Nutritional Status	6. Describe health promotion, wellness, and illness prevention activities. 7. Discuss the current dietary guidelines and methods of nutritional assessment across the lifespan. 8. Apply nursing care to the nutritional needs of patients with various illness states.	<ul style="list-style-type: none"> • Demonstrate and verbalize the normal and abnormal range of findings during assessment of overweight and obesity and document findings appropriately. • Demonstrate and verbalize the normal and abnormal range of findings during assessment of undernutrition and eating disorders, and document findings appropriately. 	Class meetings Associated lab Readings: Porth Chapter 10: Disorders of Nutritional Assessment, p. 230-237	Quiz Assignment due
Week 15 Dates	1. Describe the components of a comprehensive health assessment including developmental, cultural, spiritual, social, economic, physical and psychological elements.	<ul style="list-style-type: none"> • Demonstrate and verbalize the normal and abnormal range of findings during a complete health 	Class meetings Associated lab Readings:	Final Exam

<p>Pulling it all together – Health Assessment, Promotion and Nutrition</p>	<p>2. Explain select concepts that relate to the assessment and technologies used in the care of patients.</p> <p>3. Demonstrate the competent performance of focused patient assessments and nursing technologies related to select nursing concepts.</p> <p>4. Accurately document pertinent history assessment findings.</p> <p>5. Communicate effectively with patients in an ethical, therapeutic, and culturally competent manner.</p> <p>6. Describe health promotion, wellness, and illness prevention activities.</p> <p>7. Discuss the current dietary guidelines and methods of nutritional assessment across the lifespan.</p> <p>8. Apply nursing care to the nutritional needs of patients with various illness states.</p>	<p>assessment and document findings appropriately.</p> <ul style="list-style-type: none"> • Demonstrate and verbalize the normal and abnormal range of findings during a complete physical assessment and document findings appropriately. • Demonstrate and verbalize the normal and abnormal range of findings during a nutritional assessment and document findings appropriately. • Incorporate health promotion recommendations to the health, physical and nutritional assessments. 	<p>Chapter 1 p. 1-7</p> <p>Chapter 27: The Complete Health Assessment</p> <p>Chapter 28: The Complete Physical Assessment</p>	
<p>Week 16 Dates Health Assessment, Promotion and Nutrition Presentations</p>	<p>1. Describe the components of a comprehensive health assessment including developmental, cultural, spiritual, social, economic, physical and psychological elements.</p> <p>2. Explain select concepts that relate to the assessment and technologies used in the care of</p>	<ul style="list-style-type: none"> • Demonstrate and verbalize the normal and abnormal range of findings during a complete physical assessment and document findings appropriately. • Demonstrate and verbalize the normal and abnormal range of 	<p>Class meetings: Associated lab</p>	<p>Lab Final Assessment DUE Patient teaching presentation DUE</p>

	<p>patients.</p> <p>3. Demonstrate the competent performance of focused patient assessments and nursing technologies related to select nursing concepts.</p> <p>4. Accurately document pertinent history assessment findings.</p> <p>5. Communicate effectively with patients in an ethical, therapeutic, and culturally competent manner.</p> <p>6. Describe health promotion, wellness, and illness prevention activities.</p> <p>7. Discuss the current dietary guidelines and methods of nutritional assessment across the lifespan.</p> <p>8. Apply nursing care to the nutritional needs of patients with various illness states.</p>	<p>findings during a nutritional assessment and document findings appropriately.</p> <ul style="list-style-type: none"> • Incorporate health promotion recommendations to the health, physical and nutritional assessments. 		
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Appendix A: Discussion Board and Reflection Grading Rubric

Points allotted	20	15	10	5
Category				
Critical Thinking	<ul style="list-style-type: none"> rich in content full of thought, insight, and analysis 	<ul style="list-style-type: none"> substantial information thought, insight, and analysis has taken place 	<ul style="list-style-type: none"> generally competent information is thin and commonplace 	<ul style="list-style-type: none"> rudimentary and superficial no analysis or insight is displayed
Connections	Clear connections <ul style="list-style-type: none"> to previous or current experiences to real-life situations 	<ul style="list-style-type: none"> superficial connections lack relevance 	<ul style="list-style-type: none"> limited, if any connections vague generalities 	<ul style="list-style-type: none"> no connections are made off topic
Uniqueness	<ul style="list-style-type: none"> new ideas or new connections made with depth and detail 	<ul style="list-style-type: none"> new ideas or connections lack depth and/or detail 	<ul style="list-style-type: none"> few, if any new ideas or connections rehash or summarize other postings 	<ul style="list-style-type: none"> no new ideas “I agree with...” statement
Stylistics	<ul style="list-style-type: none"> Few grammatical or stylistic errors 	<ul style="list-style-type: none"> Several grammatical or stylistic errors 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Errors interfere with content 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Makes understanding impossible
Contribution to the Learning Community	<ul style="list-style-type: none"> Aware of needs of community. Respectful Frequently attempts to motivate the group discussion Presents creative approaches to topic Posts answered by 11:55 PM 	<ul style="list-style-type: none"> Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group Interacts freely 	<ul style="list-style-type: none"> Occasionally makes meaningful reflection on group’s efforts Marginal effort to become involved with group 	<ul style="list-style-type: none"> Does not make effort to participate in learning community as it develops Seems indifferent Did not post

Appendix B: Grading Rubric for Writing Assignments

Writing Assignments 100 possible APAPoints	Exceptional	Meets Expectations	Elements Missing	Below Expectations	Insufficient
Content 50 points	<p>Main idea is clearly stated. Writes in clear language throughout the paper</p> <p>Information is accurate and based on readings</p> <p>Sufficient and accurate supporting information (references used - a minimal of 3) (50 points)</p>	<p>Main idea is stated. Writes in clear language throughout the paper</p> <p>Information is accurate and fairly thorough based on readings</p> <p>Sufficient and accurate supporting information (references used 2 - 3) (40 points)</p>	<p>Main idea is not clearly stated. Writes in a throughout the paper</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Supporting information is insufficient but mostly accurate (references used 1-2) (30 points)</p>	<p>Missing main idea/purpose of paper. There are many issues with language usage</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Writing is not easily followed by the reader</p> <p>Supporting information is insufficient or inaccurate (no citations) (20 points)</p>	<p>Component Missing (0 points)</p>
APA Format, Grammar and Spelling 30 points	<p>Responses demonstrate proper APA format that are grammatically and structurally correct sentences with no misspelled words. (30 points)</p>	<p>Responses contain slight APA format errors and/or infrequent misspelled words. (24 points)</p>	<p>Responses contain frequent APA format errors and/or sentences with grammatical and/or structural errors. (18 points)</p>	<p>Responses contain 6 or more APA format errors, or sentences with grammatical and/or structural errors. (12 points)</p>	<p>Missing APA format (0 points)</p>
Citing of text(s) and articles 20 points	<p>>1 High quality references beyond textbook/course materials cited using APA format</p>	<p>At least 1 quality references beyond textbook/course materials cited using APA format</p>	<p>Textbook/course materials referenced & cited using APA format</p>	<p>References missing or not professionally appropriate (8 points)</p>	<p>No references (0 points)</p>

Writing Assignments 100 possible APAPoints	Exceptional	Meets Expectations	Elements Missing	Below Expectations	Insufficient
	(20 points)	(16 points)	(12 points)		



NURSING DEPARTMENT
NUR 250 & 250L: Foundations and Application of Nursing Practice, 3 CREDITS
Fall, 2021

Course Dates:

INSTRUCTOR
E-MAIL
TELEPHONE

OFFICE HOURS

CORRESPONDENCE

Please only use your mtmary.edu email address in your communication.

COURSE DESCRIPTION

This course is an introduction to the scientific foundations of professional nursing practice. A physiological approach is incorporated with nursing process to prepare students to provide a foundational level of care. Foundational nursing psychomotor skills are developed. Clinical reasoning and critical thinking are introduced.

Course Pre-requisites: B/C or higher in NUR 260 & 200, Co-Requisites: NUR 251C & NUR 240

COURSE FORMAT

This course includes in-person didactic theory in a classroom setting as well as in-person laboratory hours in the Nursing Skills Lab. The instructor is the learning facilitator, guide, and resource as the students work with the course content, classmates and assignments.

Mount Mary University Mission

Mount Mary University, an urban Catholic university for women, sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Vision

Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

MOUNT MARY UNIVERSITY NURSING PROGRAM

Program Mission: The Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.

Program Vision: Mount Mary University is recognized as a diverse learning community that prepares nurses to practice with individuals, families, communities, and global populations in diverse health care environments to transform patient care.

Program Values: The Nursing Program will develop nurse leaders whose competence, community, compassion and commitment to excellence lead to delivering high quality and safe patient care.

Nursing Program Goals and Outcomes:

The MMU Nursing Program is committed to developing nursing leaders to fulfill the mission of the University and the Mission of the Nursing Profession, which ultimately serves the health and well-being of our society. The Nursing Program goals are aligned with professional nursing standards as set forth in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

MMU BSN Pre-Licensure Program Goals	
	Description
1	Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings
2	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.
3	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
4	Commit to lifelong learning and advancing practice in nursing.

MMU BSN Pre-Licensure Program Outcomes	
MMU BSN Pre-Licensure graduates are prepared to:	
1	Integrate professional values in nursing practice
2	Make clinical decisions based on evidence
3	Utilize information resources and systems to improve patient care.
4	Collaborate with inter-professional teams toward quality and safe patient care.
5	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.

COURSE ALIGNMENT

NUR 250 & 250L: Foundations and Application of Nursing Practice is aligned with Essential IX: Baccalaureate Generalist Nursing Practice

NUR 250 & 250L: Foundations and Application of Nursing Practice helps the student meet Program Goal #1: Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings and Student Outcome #2: Make clinical decisions on evidence; & Student Outcome #4: Collaborate with interprofessional teams toward quality and safety

COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Analyze assessment data and use critical thinking to guide decision making within the nursing process
2. Identify nursing diagnoses from a nursing assessment
3. Develop and prioritize a nursing plan of care for a variety of patients and conditions
4. Select appropriate interventions for a variety of patients and conditions
5. Explain the relationship among goals of care, expected outcomes, and evaluative measures when evaluating nursing care
6. Apply critical thinking skills used in clinical decision making and nursing practice
7. Discuss nursing roles and responsibilities in safe medication administration
8. Apply the nursing process to maintain physiological functioning for patients across the lifespan including: activity & exercise, hygiene, oxygenation, fluid, electrolyte, acid base, sleep, pain, urinary elimination, bowel elimination, skin integrity & wound care, and sensory alterations

NURSING PROGRAM DIVERSITY AND INCLUSION STATEMENT

The MMU Nursing Program values a diverse and inclusive environment in our program and in the broader healthcare environment. However, we recognize that much of science including nursing science is subjective and is historically built on a small subset of privileged voices. We also recognize health inequities and disparities in healthcare delivery.

In this class, we will make an effort to read papers from a diverse group of nurse scientists and leaders, but limits still exist on this diversity. We acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of nursing science. We would like to discuss issues of diversity in nursing and healthcare as part of the course.

We value inclusive excellence - the guiding principle for access, student success and high-quality learning through the integration of diversity, equity and educational quality efforts into the mission and institutional operations. As part of this goal, we seek to build an environment that invites advocacy and critique.

INSTRUCTOR STATEMENT

Please contact me or submit anonymous feedback if you have any suggestions to improve the quality of the course experience. Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this: If you have a name and/or set of pronouns that differ from those that appear in your official college records, please let me know. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to provide a safe learning environment and be a resource for you.

COURSE MATERIALS:

Required Text:

Potter, P. A., Perry, A. G., Hall, A., & Stockert, P. A. (2017). *Fundamentals of nursing* (9th ed.). Elsevier.

Perry, A. G., Potter, P. A. & Desmarais, P. L. (2019). *Mosby's pocket guide to nursing skills and procedures* (9th ed.). Elsevier.

MMU Nursing Program iPad with Nursing Central Resource Package

Morris, D. G. (2018). *Calculate with confidence*. Seventh edition. St. Louis, Missouri: Elsevier.

Learning Management System (LMS): Canvas

COURSE EXPECTATIONS

Accessibility Statement

Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the University will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see the Director of Accessibility Services so that such accommodations may be arranged:

Sara Sharpe
Director of Accessibility Services
mmu-access@mtmary.edu
414-930-3173

Academic Honesty and Integrity Statement

Mount Mary University is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the

University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

Copies of the full Academic Honesty and Integrity Policy and Procedures are available through the office of the Dean for Academic Affairs. The policy and procedures are included in the Mount Mary University Undergraduate and Graduate Bulletins online.

GRADING CRITERIA

Graded Course Assessments

All assignments are weighted based on their point value.

Grades are calculated by taking the number of total points earned and dividing by the total possible points. This will be multiplied by 100 to yield a percentage achieved out of 100%.

The instructor will determine letter grades at the end of the term based on the Mount Mary University student grading scale found in the Undergraduate Bulletin and below:

MMU Grade and Quality Points

Grade Equivalent	Quality Points		Numerical Equivalent
A	Superior	4.00	95-100
AB	Between A and B	3.50	91-94
B	Above Average	3.00	87-90
BC	Between B and C	2.50	83-86
C	Average	2.00	79-82
CD	Below Average	1.50	75-78
D	Unsatisfactory, but Passing	1.00	70-74
F	Failing	0	69 or below
P	Pass		70 or above
I	Incomplete		
AU	Audit		
W	Withdrawn		
NR	Not Recorded		

Nursing Course Progression Policy

Students must achieve a grade of BC or better in all NUR coded courses and a grade of Pass in all nursing clinical courses. Courses below a BC need to be repeated per the Nursing Course

Progression Policy. Additionally, for NUR coded courses, a student can repeat each NUR coded course once and a student can repeat a maximum of 3 times for NUR coded courses over the entire program.

Nursing Success Strategies

The nursing program uses several strategies to promote student success in courses. Early Alerts and a Nursing Success Plan will be implemented by course faculty when faculty are concerned about a students' academic progress.

Nursing Program Dismissal

The following academic situations will result in dismissal from the nursing program:

1. Earning less than a "BC" in three required nursing courses (this includes all NUR courses).
2. Earning less than a "BC" in the same NUR course twice.
3. Withdrawal from the same NUR course more than two times for poor academic performance will be considered as one less than "BC" grade.

Appeal: See Undergraduate Bulletin

Late Assignments

Late Assignments are not accepted. If there are extenuating circumstances, the student must contact the instructor before the assignment due date to request an extension. Late assignments/papers may be downgraded 5% for each day late.

Attendance

Students are expected to actively attend and engage in each scheduled course session (lecture and lab). Missing class may jeopardize the student's ability to meet course objectives. Instructors may submit an Early Alert for each absence, if a student misses three (3) or more class sessions a remediation plan needs to be put in place. Please notify the instructor in advance via email if you are not able to attend a scheduled class session.

Course Calendar

	Associated Course Objective(s)	Weekly Lesson Objectives	Learning Activities	Assignments & Assessments
Week 1 Dates Patient Safety & Quality Infection Control	<ul style="list-style-type: none"> • Analyze assessment data and use critical thinking to guide decision making within the nursing process • Identify nursing diagnoses from a nursing assessment • Develop and prioritize a nursing plan of care for a variety of patients and conditions • Select appropriate interventions for a variety of patients and conditions • Explain the relationship among goals of care, expected outcomes, and 	<ul style="list-style-type: none"> • Discuss the importance of consensus standards for public reporting of patient safety events. • Describe environmental hazards that pose risks to a person's safety. • Discuss methods to reduce physical hazards and the transmission of pathogens. • Discuss the specific risks to safety related to developmental age. • Identify the factors to assess when a patient is in restraints. • Describe the four categories of safety risks in a health care agency. • Describe assessment activities designed to identify a patient's physical, 	Class Meetings Lab Readings: Chapter 27: Patient Safety & Quality Chapter 29: Infection Control	Lab: Patient Safety; Infection Control

	<p>evaluative measures when evaluating nursing care</p> <ul style="list-style-type: none"> • Apply critical thinking skills used in clinical decision making and nursing practice 	<p>psychosocial, and cognitive status as it pertains to his or her safety.</p> <ul style="list-style-type: none"> • Identify relevant nursing diagnoses associated with risks to safety. • Develop a nursing care plan for patients whose safety is threatened. • Define the knowledge, skills, and attitudes necessary to promote safety in a health care setting. 		
<p>Week 2 Dates Mobility, Activity, & Exercise</p>	<ul style="list-style-type: none"> • Apply critical thinking skills used in clinical decision making and nursing practice • Apply the nursing process to maintain physiological functioning for patients across the lifespan including: activity & exercise, 	<ul style="list-style-type: none"> • Discuss physiological and pathological influences on mobility. • Identify changes in physiological and psychosocial function associated with immobility. • Assess for correct and impaired body alignment and mobility. • Formulate appropriate nursing diagnoses for 	<p>Class Meetings</p> <p>Lab</p> <p>Readings: Chapter 28: Immobility Chapter 39: Activity & Exercise</p>	<p>Lab: Mobility, Activity, & Exercise</p>

	<p>hygiene, oxygenation, fluid, electrolyte, acid base, sleep, pain, urinary elimination, bowel elimination, skin integrity & wound care, and sensory alterations</p>	<p>patients with impaired mobility.</p> <ul style="list-style-type: none"> • Develop individualized nursing care plans for patients with impaired mobility. • Compare and contrast active and passive range-of-motion exercises. • Describe interventions for improving or maintaining patients' mobility. • Evaluate patient outcomes as a result of a nursing plan for improving or maintaining mobility. 		
<p>Week 3 Dates Medication Administration</p>	<ul style="list-style-type: none"> • Discuss nursing roles and responsibilities in safe medication administration 	<ul style="list-style-type: none"> • Discuss nursing roles and responsibilities in medication administration. • Describe the physiological mechanisms of medication action. • Differentiate among different types of medication actions. 	<p>Class Meetings</p> <p>Lab</p> <p>Readings: Chapter 32: Medication Administration</p>	<p>Assessment: Medication Calculation Competency Exam</p> <p>Lab: Medication Administration</p>

		<ul style="list-style-type: none">• Discuss developmental factors that influence pharmacokinetics.• Discuss factors that influence medication actions.• Discuss methods used to educate patients about prescribed medications.• Compare and contrast the roles of the health care provider, pharmacist, and nurse in medication administration.• Implement nursing actions to prevent medication errors.• Describe factors to consider when choosing routes of medication administration.• Calculate prescribed medication doses correctly.• Discuss factors to include in assessing a patient's needs for and response to medication therapy.• Identify the six rights of medication administration		
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		<p>and apply them in clinical settings.</p> <ul style="list-style-type: none"> • Correctly and safely prepare and administer medications. 		
<p>Week 4 Dates Hygiene & Sleep</p>	<ul style="list-style-type: none"> • Apply critical thinking skills used in clinical decision making and nursing practice • Apply the nursing process to maintain physiological functioning for patients across the lifespan including: activity & exercise, hygiene, oxygenation, fluid, electrolyte, acid base, sleep, pain, urinary elimination, bowel elimination, skin integrity & wound care, and 	<ul style="list-style-type: none"> • Describe factors that influence personal hygiene practices. • Discuss the role that critical thinking plays in providing hygiene. • Conduct a comprehensive assessment of a patient's total hygiene needs. • Discuss conditions that place patients at risk for impaired skin integrity. • Discuss factors that influence the condition of the nails and feet. • Explain the importance of foot care for the patient with diabetes. • Discuss conditions that place patients at risk for impaired oral mucous membranes. 	<p>Class Meetings</p> <p>Lab</p> <p>Readings: Chapter 40: Hygiene Chapter 43: Sleep</p>	<p>Lab: Hygiene & Sleep</p>

	<p>sensory alterations</p>	<ul style="list-style-type: none"> • List common hair and scalp problems and their related interventions. • Describe how hygiene care for the older adult differs from that for the younger patient. • Discuss different approaches used in maintaining a patient's comfort and safety during hygiene care. • Successfully perform hygiene procedures for the care of the skin, perineum, feet and nails, mouth, eyes, ears, and nose. • Adapt hygiene care for a patient who is cognitively impaired. • Adapt hygiene care for the bariatric patient. 		
<p>Week 5 Dates Oxygenation</p>	<ul style="list-style-type: none"> • Apply critical thinking skills used in clinical decision making and nursing practice 	<ul style="list-style-type: none"> • Describe the structure and function of the cardiopulmonary system. • Describe the physiological processes of ventilation, 	<p>Class Meetings</p> <p>Lab</p> <p>Readings:</p>	<p>Lab: Oxygenation</p>

	<ul style="list-style-type: none"> Apply the nursing process to maintain physiological functioning for patients across the lifespan including: activity & exercise, hygiene, oxygenation, fluid, electrolyte, acid base, sleep, pain, urinary elimination, bowel elimination, skin integrity & wound care, and sensory alterations 	<p>perfusion, and exchange of respiratory gases.</p> <ul style="list-style-type: none"> State the process of the neural and chemical regulation of respiration. Differentiate among the physiological processes of cardiac output, myocardial blood flow, and coronary artery circulation. Describe the relationship of cardiac output, preload, afterload, contractility, and heart rate to the process of oxygenation. Identify the clinical outcomes occurring as a result of hyperventilation, hypoventilation, and hypoxemia. Identify the clinical outcomes occurring as a result of disturbances in conduction, altered cardiac output, impaired valvular function, myocardial 	<p>Chapter 41: Oxygenation</p>	
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		<p>ischemia, and impaired tissue perfusion.</p> <ul style="list-style-type: none">• Discuss the effect of a patient's level of health, age, lifestyle, and environment on oxygenation.• Assess for the risk factors affecting a patient's oxygenation.• Assess for the physical manifestations that occur with alterations in oxygenation.• Develop a plan of care for a patient with altered need for oxygenation.• Describe nursing care interventions used to promote oxygenation in the primary care, acute care, and restorative and continuing care settings.• Evaluate a patient's responses to oxygenation therapies.		
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<p>Week 6 Dates Fluid, Electrolyte, & Acid-Base Imbalance</p>	<ul style="list-style-type: none"> • Apply critical thinking skills used in clinical decision making and nursing practice • Apply the nursing process to maintain physiological functioning for patients across the lifespan including: activity & exercise, hygiene, oxygenation, fluid, electrolyte, acid base, sleep, pain, urinary elimination, bowel elimination, skin integrity & wound care, and sensory alterations 	<ul style="list-style-type: none"> • Describe the processes involved in regulating extracellular fluid volume, body fluid osmolality, and fluid distribution. • Describe the processes involved in regulating plasma concentrations of potassium, calcium, magnesium, and phosphate ions. • Describe the processes involved in regulating acid-base balance. • Describe common fluid, electrolyte, and acid-base imbalances. • Identify risk factors for fluid, electrolyte, and acid-base imbalances. • Choose appropriate clinical assessments for specific fluid, electrolyte, and acid-base imbalances. • Interpret basic fluid, electrolyte, and acid-base laboratory values. 	<p>Class Meetings</p> <p>Lab</p> <p>Readings: Chapter 42: Fluid, electrolyte, & Acid-Base Imbalance</p>	<p>Lab: Fluid, Electrolyte, & Acid-Base Imbalance</p>
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		<ul style="list-style-type: none">• Apply the nursing process when caring for patients with fluid, electrolyte, and acid-base imbalances.• Discuss purpose and procedure for initiation and maintenance of intravenous therapy.• Calculate an intravenous flow rate.• Describe how to measure and record fluid intake and output.• Explain how to change intravenous solutions and tubing and discontinue an infusion.• Describe potential complications of intravenous therapy and what to do if they occur.• Discuss the procedure for initiating a blood transfusion and interventions to manage a transfusion reaction.		
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<p>Week 7 Dates Pain Management</p>	<ul style="list-style-type: none"> • Apply critical thinking skills used in clinical decision making and nursing practice • Apply the nursing process to maintain physiological functioning for patients across the lifespan including: activity & exercise, hygiene, oxygenation, fluid, electrolyte, acid base, sleep, pain, urinary elimination, bowel elimination, skin integrity & wound care, and sensory alterations 	<ul style="list-style-type: none"> • Discuss common misconceptions about pain. • Describe the physiology of pain. • Identify components of the pain experience. Explain how the physiology of pain relates to selecting interventions for pain relief. • Assess a patient experiencing pain. • Explain how cultural factors influence the pain experience. • Describe guidelines for selecting and individualizing pain therapies. • Explain various pharmacological approaches to treating pain. • Describe applications for use of nonpharmacological pain interventions. • Discuss nursing implications for administering analgesics. 	<p>Class Meetings</p> <p>Lab</p> <p>Readings: Chapter 44: Pain Management</p>	<p>Lab: Pain Management</p>
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		<ul style="list-style-type: none"> Identify barriers to effective pain management. Evaluate a patient's response to pain interventions. 		
Week 8 Dates Midterm Assessment		<ul style="list-style-type: none"> 		Skill Competency Exam
Week 9 Dates Urinary Elimination	<ul style="list-style-type: none"> Apply critical thinking skills used in clinical decision making and nursing practice Apply the nursing process to maintain physiological functioning for patients across the lifespan including: activity & exercise, hygiene, oxygenation, fluid, electrolyte, acid base, sleep, pain, urinary elimination, bowel elimination, skin integrity & wound 	<ul style="list-style-type: none"> Explain the function and role of urinary system structures in urine formation and elimination. Identify factors that commonly impact urinary elimination. Compare and contrast common alterations associated with urinary elimination. Obtain a nursing history from a patient with an alteration in urinary elimination. Perform a physical assessment focused on urinary elimination. 	Class Meetings Lab Readings: Chapter 46: Urinary Elimination	Lab: Urinary Elimination

	care, and sensory alterations	<ul style="list-style-type: none"> • Describe characteristics of normal and abnormal urine. • Describe nursing implications of common diagnostic tests of the urinary system. • Identify nursing diagnoses associated with alterations in urinary elimination. • Discuss nursing measures to promote normal micturition and improve bladder control. • Discuss nursing measures to reduce risk for urinary tract infections. • Apply an external catheter and insert a urinary catheter. • Perform closed catheter irrigation correctly. • Measure post void residual with a bladder scanner. 		
Week 10 Dates Bowel Elimination	<ul style="list-style-type: none"> • Apply critical thinking skills used in clinical decision making 	<ul style="list-style-type: none"> • Discuss the role of gastrointestinal organs in digestion and elimination. 	Class Meetings Lab	Lab: Bowel Elimination

	<p>and nursing practice</p> <ul style="list-style-type: none"> • Apply the nursing process to maintain physiological functioning for patients across the lifespan including: activity & exercise, hygiene, oxygenation, fluid, electrolyte, acid base, sleep, pain, urinary elimination, bowel elimination, skin integrity & wound care, and sensory alterations 	<ul style="list-style-type: none"> • Explain the physiological aspects of normal defecation. • Discuss psychological and physiological factors that influence the elimination process. • Describe common physiological alterations in elimination. • Assess a patient's elimination pattern. • List nursing diagnoses related to alterations in elimination. • Describe nursing implications for common diagnostic examinations of the gastrointestinal tract. • List nursing interventions that promote normal elimination. • List nursing interventions included in bowel training. • Discuss nursing care measures required for 	<p>Readings: Chapter 47: Bowel Elimination</p>	
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		<p>patients with a bowel diversion.</p> <ul style="list-style-type: none"> • Use critical thinking in providing care to patients with alterations in bowel elimination. 		
<p>Week 11 Dates Skin Integrity & Wound Care</p>	<ul style="list-style-type: none"> • Apply critical thinking skills used in clinical decision making and nursing practice • Apply the nursing process to maintain physiological functioning for patients across the lifespan including: activity & exercise, hygiene, oxygenation, fluid, electrolyte, acid base, sleep, pain, urinary elimination, bowel elimination, skin integrity & wound care, and sensory alterations 	<ul style="list-style-type: none"> • Discuss the risk factors that contribute to pressure ulcer formation. • Describe the pressure ulcer staging system. • Discuss the normal process of wound healing. • Describe the differences in wound healing by primary and secondary intention. • Describe complications of wound healing. • Explain the factors that impede or promote wound healing. • Describe the differences between nursing care of acute and chronic wounds. 	<p>Class Meetings</p> <p>Lab</p> <p>Readings: Chapter 48: Skin Integrity & Wound Care</p>	<p>Lab: Skin Integrity & Wound Care</p>

		<ul style="list-style-type: none"> • Complete an assessment for a patient with impaired skin integrity. • List nursing diagnoses associated with impaired skin integrity. • Develop a nursing care plan for a patient with impaired skin integrity. • List appropriate nursing interventions for a patient with impaired skin integrity. • State evaluation criteria for a patient with impaired skin integrity. 		
Week 12 Dates Sensory Alteration	<ul style="list-style-type: none"> • Apply critical thinking skills used in clinical decision making and nursing practice • Apply the nursing process to maintain physiological functioning for patients across the lifespan including: 	<ul style="list-style-type: none"> • Differentiate among the processes of reception, perception, and reaction to sensory stimuli. • Discuss the relationship of sensory function to an individual's level of wellness. • Discuss common causes and effects of sensory alterations. 	Class Meetings Lab Readings: Chapter 49: Sensory Alterations	Lab: Sensory Alterations

	<p>activity & exercise, hygiene, oxygenation, fluid, electrolyte, acid base, sleep, pain, urinary elimination, bowel elimination, skin integrity & wound care, and sensory alterations</p>	<ul style="list-style-type: none"> • Discuss common sensory changes that normally occur with aging. • Assess a patient's sensory status. • Identify nursing diagnoses relevant to patients with sensory alterations. • Develop a plan of care for patients with sensory deficits. • List interventions for preventing sensory deprivation and controlling sensory overload. • Describe conditions in a health care agency or patient's home that you can modify to promote meaningful sensory stimulation. • Discuss ways to maintain a safe environment for patients with sensory deficits 		
<p>Week 13 Dates</p>	<ul style="list-style-type: none"> • Apply critical thinking skills 	<ul style="list-style-type: none"> • Explain the concept of perioperative nursing care. 	<p>Class Meetings</p>	<p>Lab: Surgical Patients</p>

<p>Care of Surgical Patients</p>	<p>used in clinical decision making and nursing practice</p> <ul style="list-style-type: none"> Apply the nursing process to maintain physiological functioning for patients across the lifespan including: activity & exercise, hygiene, oxygenation, fluid, electrolyte, acid base, sleep, pain, urinary elimination, bowel elimination, skin integrity & wound care, and sensory alterations 	<ul style="list-style-type: none"> Discuss common surgical risk factors and related nursing implications. Describe preoperative assessment data to collect for a surgical patient. Explain the elements of a typical preoperative teaching plan. Explain the components of an effective perioperative communication hand-off. Demonstrate postoperative exercises. Prepare a patient physically and psychologically for surgery. Discuss the benefits of preoperative warming. Explain the registered nurse's role in the operating room. Describe factors to assess in a patient during postoperative recovery. Describe the rationale for nursing interventions 	<p>Lab</p> <p>Readings: Chapter 50: Care of Surgical Patients</p>	
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		<p>designed to prevent postoperative complications.</p> <ul style="list-style-type: none"> Describe patients at risk for postoperative complications. 		
<p>Week 14 Dates Managing Patient Care, Patient Education, & Documentation</p>	<ul style="list-style-type: none"> Analyze assessment data and use critical thinking to guide decision making within the nursing process Apply critical thinking skills used in clinical decision making and nursing practice 	<ul style="list-style-type: none"> Differentiate among the types of nursing care delivery models. Describe the elements of shared decision making. Discuss ways to apply clinical care coordination skills in nursing practice. Discuss principles to follow in the appropriate delegation of patient care activities. Identify the appropriate topics that address a patient's health education needs. Identify the role of the nurse in patient education. Discuss how to integrate education into patient-centered care. Differentiate factors that determine readiness to learn 	<p>Class Meetings</p> <p>Lab</p> <p>Readings: Chapter 21: Managing Patient Care Chapter 25: Patient Education Chapter 26: Documentation & Informatics</p>	<p>Lab: Education & Documentation</p>

		<p>from those that determine ability to learn.</p> <ul style="list-style-type: none">• Establish an environment that promotes learning.• Include patient teaching while performing routine nursing care.• Use appropriate methods to evaluate learning.• Identify ways to maintain confidentiality of electronic and written records.• Discuss the relationship between documentation and financial reimbursement for health care.• Describe the different methods used in record keeping.• Discuss the advantages of standardized documentation forms.• Identify elements to include when documenting a patient's discharge plan.		
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<p>Week 15 Dates Psychosocial: Self Concept, Sexuality, & Spiritual Health</p>	<ul style="list-style-type: none"> Analyze assessment data and use critical thinking to guide decision making within the nursing process Apply critical thinking skills used in clinical decision making and nursing practice 	<ul style="list-style-type: none"> Discuss factors that influence the components of self-concept. Identify stressors that affect self-concept and self-esteem. Describe the components of self-concept as related to psychosocial and cognitive developmental stages. Identify personal attitudes, beliefs, and biases related to sexuality. Discuss the nurse's role in maintaining or enhancing a patient's sexual health. Describe key concepts of sexual development across the life span. Discuss the influence of spirituality on patients' health practices. Describe the relationship among faith, hope, and spiritual well-being. 	<p>Class Meetings</p> <p>Lab</p> <p>Readings: Chapter 34: Self Concept Chapter 35: Sexuality Chapter 36: Spiritual Health</p>	<p>Lab: Psychological Nursing Considerations</p>
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		<ul style="list-style-type: none"> Compare and contrast the concepts of religion and spirituality. 		
Week 16 Dates Final Assessment & NCLEX Readiness Assessment				Skills Competency Exam

Nursing Care Plan Assignment

Area of Concern:	<u>Pts</u>
Cluster Data:	
Nursing Diagnosis:	

Goal Statement/ Outcomes	Nursing Interventions	Rationales (Include citations within)	Evaluation (Pt Response – Did you meet your Goal/Outcome? Why or why not?)
<u>Pts</u>	<u>Pts</u>	<u>Pts</u>	<u>Pts</u>

Refs: (Worth 3 Pts)

Total pts: (24 Available)	
Score: (83% = Satisfactory)	

Grading: 0-3 for each Care Plan area

0=Cluster unfocused, dx is not even a problem for this client, goals poorly formatted or cannot be accomplished, interventions unspecific or cannot be accomplished (less than 3 listed), rationales unresearched, evaluation incomplete/not done

1= Cluster contains non-essential data, dx is definitely not the priority problem, goals poorly formatted but can be accomplished (timeline may be off), interventions unspecific/unmeasurable but can be done for this client (at least 3 doable), rationales unresearched, evaluation incomplete or no plan amendment included

2= Cluster contains mostly focused data, dx is a big problem but might not be the priority problem, goals formatted and can be accomplished (by specified date), interventions may be done for this client (at least 3 doable), but may need minimal revisions, rationales researched/sound, but not cited, evaluation incomplete or no plan amendment included

3= Cluster contains only focused data leading to dx, dx is the priority problem, goals formatted and can be accomplished for this client (by specified date), interventions can be done for/by this client, are appropriate to the client's abilities/needs, and strive to eliminate the dx, (at least 3 doable) rationales researched/sound and cited, evaluation complete and includes plan amendment for any "Not Mets"



NURSING DEPARTMENT
NUR 251C: Nursing Clinical Foundations, 3 CREDITS
Fall, 2021

Course Dates:

INSTRUCTOR
E-MAIL
TELEPHONE

OFFICE HOURS

CORRESPONDENCE

Please only use your mtmary.edu email address in your communication.

COURSE DESCRIPTION

This course focuses on the application and integration of the nursing process to promote physical wellness and respond to health problems through direct client care. On campus and off campus clinical experiences provide an opportunity for student development and practice in the roles of professional nursing. Students practice a foundational understanding of therapeutic interventions, skills, and clinical judgement.

Course Pre-requisites: B/C or higher in NUR 260 & 200, Co-Requisites: NUR 250 & NUR 240

COURSE FORMAT

This course provides the student with 100 clinical practicum hours in direct patient care. Clinical hours are faculty supervised and evaluated by the course instructor. Clinical hours occur in both health care settings, augmented with simulated clinical experiences. Achievement of course objectives is demonstrated and evaluated through the provision of safe patient care.

Mount Mary University Mission

Mount Mary University, an urban Catholic university for women, sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Vision

Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

MOUNT MARY UNIVERSITY NURSING PROGRAM

Program Mission: The Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.

Program Vision: Mount Mary University is recognized as a diverse learning community that prepares nurses to practice with individuals, families, communities, and global populations in diverse health care environments to transform patient care.

Program Values: The Nursing Program will develop nurse leaders whose competence, community, compassion and commitment to excellence lead to delivering high quality and safe patient care.

Nursing Program Goals and Outcomes:

The MMU Nursing Program is committed to developing nursing leaders to fulfill the mission of the University and the Mission of the Nursing Profession, which ultimately serves the health and well-being of our society. The Nursing Program goals are aligned with professional nursing standards as set forth in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

MMU BSN Pre-Licensure Program Goals	
	Description
1	Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings
2	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.
3	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
4	Commit to lifelong learning and advancing practice in nursing.

MMU BSN Pre-Licensure Program Outcomes	
MMU BSN Pre-Licensure graduates are prepared to:	
1	Integrate professional values in nursing practice
2	Make clinical decisions based on evidence
3	Utilize information resources and systems to improve patient care.
4	Collaborate with inter-professional teams toward quality and safe patient care.
5	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.

COURSE ALIGNMENT

NUR 251C: Nursing Clinical Foundations is aligned with Essential IX: Baccalaureate Generalist Nursing Practice

NUR 251C: Nursing Clinical Foundations helps the student meet Program Goal #1: Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings and Student Outcome #1: Integrate professional values in nursing practice; Student Outcome #2: Make clinical decisions on evidence; & Student Outcome #4: Collaborate with interprofessional teams toward quality and safety

COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Demonstrate nursing professional values including personal conduct, therapeutic communication, and patient advocacy.
2. Collect and document accurate assessment data
3. Identify and use critical thinking to prioritize nursing diagnoses from a nursing assessment
4. Develop and implement a nursing plan of care for clients in predictable care environments
5. Select and implement appropriate interventions for clients in predictable care environments
6. Develop goals of care, expected outcomes, and evaluative measures for clients in predictable care environments
7. Apply critical thinking skills to clinical decision making for clients in predictable care environments
8. Collaborate with interprofessional teams to ensure patient safety
9. Demonstrate safety in nursing psychomotor skills including medication administration

NURSING PROGRAM DIVERSITY AND INCLUSION STATEMENT

The MMU Nursing Program values a diverse and inclusive environment in our program and in the broader healthcare environment. However, we recognize that much of science including

nursing science is subjective and is historically built on a small subset of privileged voices. We also recognize health inequities and disparities in healthcare delivery.

In this class, we will make an effort to read papers from a diverse group of nurse scientists and leaders, but limits still exist on this diversity. We acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of nursing science. We would like to discuss issues of diversity in nursing and healthcare as part of the course.

We value inclusive excellence - the guiding principle for access, student success and high-quality learning through the integration of diversity, equity and educational quality efforts into the mission and institutional operations. As part of this goal, we seek to build an environment that invites advocacy and critique.

INSTRUCTOR STATEMENT

Please contact me or submit anonymous feedback if you have any suggestions to improve the quality of the course experience. Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this: If you have a name and/or set of pronouns that differ from those that appear in your official college records, please let me know. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to provide a safe learning environment and be a resource for you.

COURSE MATERIALS:

Required Text:

Potter, P. A., Perry, A. G., Hall, A., & Stockert, P. A. (2017). *Fundamentals of nursing* (9th ed.). Elsevier.

Perry, A. G., Potter, P. A. & Desmarais, P. L. (2019). *Mosby's pocket guide to nursing skills and procedures* (9th ed.). Elsevier.

Morris, D. G. (2018). *Calculate with confidence*. Seventh edition. St. Louis, Missouri: Elsevier.

MMU Nursing Program iPad with Nursing Central Resource Package

Learning Management System (LMS): Canvas

COURSE EXPECTATIONS

Accessibility Statement

Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the University will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see the Director of Accessibility Services so that such accommodations may be arranged:

Sara Sharpe
Director of Accessibility Services
mmu-access@mtmary.edu

Academic Honesty and Integrity Statement

Mount Mary University is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

Copies of the full Academic Honesty and Integrity Policy and Procedures are available through the office of the Dean for Academic Affairs. The policy and procedures are included in the Mount Mary University Undergraduate and Graduate Bulletins online.

GRADING CRITERIA

Mount Mary University's Nursing BSN Pre-Licensure Program clinical courses are graded on a Pass/Fail basis. Pass/Fail is determined by student clinical performance as assessed by the course faculty member using the Clinical Assessment Tool. A student must Pass all course objectives to receive a Pass grade in the course.

MMU Grade and Quality Points

Grade Equivalent	Quality Points		Numerical Equivalent
A	Superior	4.00	95-100
AB	Between A and B	3.50	91-94
B	Above Average	3.00	87-90
BC	Between B and C	2.50	83-86
C	Average	2.00	79-82
CD	Below Average	1.50	75-78
D	Unsatisfactory, but Passing	1.00	70-74
F	Failing	0	69 or below
P	Pass		70 or above
I	Incomplete		
AU	Audit		
W	Withdrawn		
NR	Not Recorded		

Nursing Course Progression Policy

Students must achieve a grade of BC or better in all NUR coded courses and a grade of Pass in all nursing clinical courses. Courses below a BC need to be repeated per the Nursing Course Progression Policy. Additionally, for NUR coded courses, a student can repeat each NUR coded course once and a student can repeat a maximum of 3 times for NUR coded courses over the entire program.

Nursing Success Strategies

The nursing program uses several strategies to promote student success in courses. Early Alerts and a Nursing Success Plan will be implemented by course faculty when faculty are concerned about a students' academic progress.

Nursing Program Dismissal

The following academic situations will result in dismissal from the nursing program:

1. Earning less than a "BC" in three required nursing courses (this includes all NUR courses).
2. Earning less than a "BC" in the same NUR course twice.
3. Withdrawal from the same NUR course more than two times for poor academic performance will be considered as one less than "BC" grade.

Appeal: See Undergraduate Bulletin

Assignments

The following assignments are used to assess the student's progress towards meeting course objectives:

Nursing Care Plan Assignments (2)

Daily Clinical Judgement Self-Reflection

Achievement of course objectives are assessed via the Clinical Course Assessment Tool:

Midterm (Formative) Assessment

Final (Summative) Assessment

Late Assignments

Late Assignments are not accepted. If there are extenuating circumstances, the student must contact the instructor before the assignment due date to request an extension. Late assignments/papers may be downgraded 5% for each day late.

Attendance

Attendance at all clinical sessions is essential for safe patient care and to meet course objectives including professionalism and safety. Students who miss one clinical session will be offered a clinical make-up opportunity. Students must attend and satisfactorily meet the learning objectives of the clinical make-up experience to be successful in the course. A student who misses two or more clinical sessions will receive a Failing grade in the clinical course. Please notify the instructor in advance via email if you are not able to attend a scheduled class session.

Clinical & Health Requirements (CastleBranch)

Students must have completed all aspects of the CastleBranch requirements including Caregiver Criminal Background Check (CBC), drug screen, health requirements and AHA BLS Healthcare Provider level CPR certification. Results of student background checks, drug screens, and completion of health requirements may be shared with clinical facilities. Clinical facilities have the ability to deny a student for clinical placement at their facility. Students who are denied placement at clinical facilities are not able to complete the clinical course.

Clinical Orientation

All clinical facilities have their own unique and mandatory clinical orientation components. Completion of clinical orientation components must be completed by the due date provided by the clinical site/course faculty. Students who have missing or incomplete clinical orientation requirements are not able to attend clinical and will receive a Failing grade in the clinical course due to unsafe/unprofessional behaviors.

Guide for Reflection Using Tanner's Clinical Judgment Model

Instructions

This Guide for Reflection is intended to help you think about a given clinical situation you have encountered during the past week and your nursing response to that situation. Use the guide for reflection as a way to help you tell the story of the situation you encountered.

Examples of Clinical Situations for Reflection

- a specific physiological patient problem, such as an elevation in temperature, respiratory difficulty, or electrolyte imbalance
- a situation involving a patient's family
- a description of your role in interdisciplinary problem solving
- describe an ethical issue you encountered in practice.

Each week the student will be asked to complete a self reflection journal entry according to Tanner's Clinical Judgment Model. The goal of self reflection is not to evaluate for right or wrong actions. The feedback will be based on the level of critical thinking demonstrated (see grading scale). Each element, introduction, background, noticing, responding and reflect-in-action, will be graded on a scale of one to three. The student must achieve 83% of the points to be successful. The objective of the assignment is not to show what you know, but after looking back at the information, to show what you learned.

Introduction

Describe a nursing situation you encountered this week. (See the instructions above.)

Background

- Describe your relationship to the patient at the time you noticed the situation (e.g., previous contact with patient and/or family, the quality of your relationship).
- Consider experiences you have had that helped you provide nursing care in this situation. Describe your formal knowledge (e.g., physiology, psychology, and communication skills), previous nursing experience with a similar problem, and/or personal experiences that helped guide you as you worked with the patient.
- Describe your beliefs about your role as the nurse in working on the situation.
- Describe any emotions you had about the situation.

Noticing

- What did you notice about the situation initially?
- Describe what you noticed as you spent more time with the patient and/or family.

Interpreting

- Describe what you thought about the situation (e.g., its cause, potential resolutions, patterns you noticed).
- Describe any similar situations you have encountered in practice before. Describe any similarities and differences you observed when compared with the current situation.

- What other information (e.g., assessment data, evidence) did you decide you needed as you considered the situation? How did you obtain this information? What help with problem solving did you get from your preceptor?
- Your conclusion: What did your observations and data interpretation lead you to believe? How did they support your response to the situation? Include pertinent pathophysiology and/or psychopathology.

Responding

- After considering the situation, what was your goal for the patient, family, and/or staff? What was your nursing response, or what interventions did you do? List all actions that you took.
- Describe stresses you experienced as you responded to the patient or others involved in the situation.

Reflection-in-Action

- What happened? How did the patient, family, and/or staff respond? What did you do next?

Reflection-on-Action and Clinical Learning

- Describe three ways your nursing care skills expanded during this experience.
- Name three things you might do differently if you encounter this kind of situation again.
- What additional knowledge, information, and skills do you need when encountering this kind of situation or a similar situation in the future?
- Describe any changes in your values or feelings as a result of this experience

Example of weekly entry:

Introduction	My patient did not want to ambulate in the hall.
Background * Describe your relationship to the patient at the time you noticed the situation (e.g., previous contact with patient and/or family, the quality of your relationship). * Consider experiences you have had that helped you provide nursing care in this situation. Describe your formal knowledge (e.g., physiology, psychology, and communication skills), previous nursing experience with a similar problem, and/or personal experiences that helped guide you as you worked with the patient. * Describe your beliefs about your role as the nurse in working on the situation.	This is the first time I met this patient. I know the reason he is in the hospital was He has been in the hospital for 5 days. I know it is important for this patient to walk, it will improve his lung function, decrease his risk for clots, and it may even make him feel emotionally better if he got out of his room for a while. I think my role is to encourage him to move around. I am not sure why he does not want to move, is he afraid, is he having pain. It is frustrating because walking is an important part of his recovery. I know it increases his pain level, but it is something he has to do.

<p>* Describe any emotions you had about the situation.</p>	
<p>Noticing * What did you notice about the situation initially? * Describe what you noticed as you spent more time with the patient and/or family.</p>	<p>I noticed his family spent a lot of time with him. They help him with all of his needs. I even noticed his mother emptying his urinal so he does not have to get out of bed to void. The family is very helpful but he has little chance to do things on his own.</p>
<p>Interpreting * Describe what you thought about the situation (e.g., its cause, potential resolutions, patterns you noticed). * Describe any similar situations you have encountered in practice before. Describe any similarities and differences you observed when compared with the current situation. * What other information (e.g., assessment data, evidence) did you decide you needed as you considered the situation? How did you obtain this information? What help with problem solving did you get from your preceptor? Your conclusion: What did your observations and data interpretation lead you to believe? How did they support your response to the situation? Include pertinent pathophysiology and/or psychopathology.</p>	<p>Maybe he is having a lot of pain; I could offer him pain medication. Maybe he is in fear that if he moves around too much he will open his incisions, I could offer teaching. Maybe he doesn't want to leave the room because his room is private and walking in the hall in a hospital gown is not comfortable to for him. I could order up a pair of pajama pants. I have had patients that do not want to walk because it causes them pain. I noticed that he has not been taking pain medication each time it was offered. I needed to find out what his pain level is, if he is having pain, why is he not taking his pain medication. I interviewed the patient and completed a pain assessment. When I talked to the patient he said his pain was 2 at rest but 7 with movement. His pain goal was 3. He sates he was not talking his medication because it made him sleepy and sometimes nauseas. A common side effect for oxycodone can be nausea and sleepiness.</p>
<p>Responding * After considering the situation, what was your goal for the patient, family, and/or staff? What was your nursing response, or what interventions did you do? List all actions that you took. * Describe stresses you experienced as you responded to the patient or others involved in the situation.</p>	<p>After considering the patient pain assessment, I talked to the primary nurse and looked at what pain medications he had available. We talked about different options for paid medication. What we decided to try is 5 mg of oxycodone one hour before walking and 400 mg of ibuprofen every six hours. Hopefully the lower does will decrease the side effects and the ibuprofen will give a basal level pain control. It was frustrating when I knew he was in pain but would not take any medication for it. If his pain is not controlled it will be more difficult for him to heal.</p>

<p>Reflection-in-action * What happened? How did the patient, family, and/or staff respond? What did you do next? Reflection-on-Action and Clinical Learning * Describe three ways your nursing care skills expanded during this experience. * Name three things you might do differently if you encounter this kind of situation again.</p> <ul style="list-style-type: none"> • What additional knowledge, information, and skills do you need when encountering this kind of situation or a similar situation in the future? 	<p>We wrote on the white board when he could have his medication. He set a pain goal so we could communicate his pain level more easily. I learned the importance to do a complete pain assessment which includes a pain goal. I also learned more about therapeutic communication. When I talked to the patient we were able to achieve a goal through our communication. The third nursing skill I used was the evaluation of different pain medications and there side effects. Pain assessment should consider not just pain at rest but pain when the patient is mobile. If the pain is not controlled they are less likely to move. I think better communication with the patient about the different options they have regarding their pain medication will increase use and pain control. If one pain medication is not working or has undesirable side effects the patient needs to know that there are other options. Although another action I could have done differently would have been to incorporate non-pharmaceutical pain management. We could have used splinting and controlled breathing to help control the pain. We could have also included an antiemetic to help with the nausea. I guess I learned that sometimes patient don't take pain medication because they don't have pain but they don't take it because they do not like the side effects. It is important for the nurse to know what medications are ordered and what side effects are likely. Even if the patient is not taking pain medication it is important to complete a pain assessment.</p>
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Grading Key: (10pts)

0-5= Unsatisfactory Student Performance: Weekly reflection does not demonstrate critical thinking that reflects the level of skill expected of a NUR 251C nursing student. Self-evaluation is incomplete and evidences inaccuracies at times. Student does not demonstrate the ability to think critically and to make connections between clinical findings, pathophysiological concepts, and nursing process.

6-7= Unsatisfactory Student Performance: Weekly reflection does not demonstrate critical thinking that reflects the level of skill expected of a NUR 251C nursing student. Self-evaluation is incomplete, thus it is not fully accurate. The student inconsistently demonstrates the ability to think critically and to make connections between clinical findings, pathophysiological concepts, and nursing process.

8-9= Satisfactory Student Performance: Weekly reflection does demonstrate critical thinking that reflects the level of skill expected of a NUR 251C nursing student. Self-evaluation is accurate and mostly complete. The student demonstrates the ability to think critically and to make connections between clinical findings, pathophysiological concepts, and nursing process is mostly consistent.

10= Highly Satisfactory Student Performance: The student demonstrates critical thinking that is sophisticated and beyond that expected of a NUR 251C student nurse. When appropriate, the student consistently demonstrates the ability to think critically and to make connections between clinical findings, pathophysiological concepts, and nursing process.

Nursing Care Plan Assignment

Area of Concern:	<u>Pts</u>
Cluster Data:	
Nursing Diagnosis:	

Goal Statement/ Outcomes	Nursing Interventions	Rationales (Include citations within)	Evaluation (Pt Response – Did you meet your Goal/Outcome? Why or why not?)
<u>Pts</u>	<u>Pts</u>	<u>Pts</u>	<u>Pts</u>

Refs: (Worth 3 Pts)

Total pts: (24 Available)	
Score: (83% = Satisfactory)	

Grading: 0-3 for each Care Plan area

0=Cluster unfocused, dx is not even a problem for this client, goals poorly formatted or cannot be accomplished, interventions unspecific or cannot be accomplished (less than 3 listed), rationales unresearched, evaluation incomplete/not done

1= Cluster contains non-essential data, dx is definitely not the priority problem, goals poorly formatted but can be accomplished (timeline may be off), interventions unspecific/unmeasurable but can be done for this client (at least 3 doable), rationales unresearched, evaluation incomplete or no plan amendment included

2= Cluster contains mostly focused data, dx is a big problem but might not be the priority problem, goals formatted and can be accomplished (by specified date), interventions may be done for this client (at least 3 doable), but may need minimal revisions, rationales researched/sound, but not cited, evaluation incomplete or no plan amendment included

3= Cluster contains only focused data leading to dx, dx is the priority problem, goals formatted and can be accomplished for this client (by specified date), interventions can be done for/by this client, are appropriate to the client's abilities/needs, and strive to eliminate the dx, (at least 3 doable) rationales researched/sound and cited, evaluation complete and includes plan amendment for any "Not Mets"

Clinical Course Outcome Assessment Tool

Student attainment of course objectives is evaluated through their clinical performance on the clinical course assessment tool.

The clinical course outcome assessment tool is completed at midterm and course completion. It is completed by the student and course faculty member. Course assessment and evaluation is the ultimate responsibility of the course faculty member.

Person completing form: _____

Course Outcome The student should be able to:	Knowledge, Skills, Attitudes Exemplars (Not All-Inclusive)	Formative Feedback (Midterm) Needs Improvement/Progressing/Met Provide Examples	Summative Feedback (Final) Pass/No Pass Provide Examples
Demonstrate nursing professional values including personal conduct, therapeutic communication, and patient advocacy.	<ul style="list-style-type: none"> • Student is on-time, dressed in uniform, and prepared to provide safe nursing care for all clinical opportunities • Communicate effectively with all members of the healthcare team, including the patient and the patient's support network • Student advocates for patient, peers, or staff 	Needs Improvement/Progressing/Met Examples:	Pass/No Pass Examples

<p>Collect and document accurate assessment data</p>	<ul style="list-style-type: none"> • Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients using developmentally and culturally appropriate approaches • Student conducts a head to toe and focused nursing assessment in a timely manner • Student collects complete and accurate assessment data • Student documents assessment data accurately and concisely • Student documents assessment data and nursing interventions in a timely fashion 	<p>Needs Improvement/Progressing/Met</p> <p>Examples:</p>	<p>Pass/No Pass</p> <p>Examples</p>
<p>Identify and use critical thinking to prioritize nursing diagnoses from a nursing assessment</p>	<ul style="list-style-type: none"> • Student identifies appropriate nursing diagnoses for each clinical patient 	<p>Needs Improvement/Progressing/Met</p> <p>Examples:</p>	<p>Pass/No Pass</p> <p>Examples</p>

	<ul style="list-style-type: none"> • Nursing diagnoses are formulated according to professional nomenclature • Student prioritizes appropriate nursing diagnoses for each clinical patient 		
Develop and implement a nursing plan of care for clients in predictable care environments	<ul style="list-style-type: none"> • Students care plan assignments reflect critical thinking and clinical judgement • Deliver compassionate, patient-centered, evidence based nursing care that respects patient and family preferences • Implement holistic, patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management • Student identifies and implements appropriate 	Needs Improvement/Progressing/Met Examples:	Pass/No Pass Examples

	<p>nursing plan of care for each clinical client</p> <ul style="list-style-type: none"> • Student identifies and intervenes to ensure patient safety in the nursing plan of care 		
Select and implement appropriate interventions for clients in predictable care environments	<ul style="list-style-type: none"> • Student identifies appropriate nursing interventions based on assessment findings and nursing diagnoses • Student implements nursing interventions safely • Student documents nursing interventions in a timely manner • Student records patient response to nursing interventions 	<p>Needs Improvement/Progressing/Met</p> <p>Examples:</p>	<p>Pass/No Pass</p> <p>Examples</p>
Develop goals of care, expected outcomes, and evaluative measures for clients in predictable care environments	<ul style="list-style-type: none"> • Monitor patient outcomes to evaluate the effectiveness of psychobiological interventions • Revise the plan of care based on an ongoing evaluation of patient outcomes 	<p>Needs Improvement/Progressing/Met</p> <p>Examples:</p>	<p>Pass/No Pass</p> <p>Examples</p>
Apply critical thinking skills to clinical decision making for	<ul style="list-style-type: none"> • Utilize the student reflection assignments to demonstrate an evolving and growing 	<p>Needs Improvement/Progressing/Met</p>	<p>Pass/No Pass</p> <p>Examples</p>

clients in predictable care environments	<p>level of critical thinking and clinical judgement</p> <ul style="list-style-type: none"> • Use clinical judgement and decision making skills in appropriate, timely nursing care 	Examples:	
Collaborate with interprofessional teams to ensure patient safety	<ul style="list-style-type: none"> • Contribute the unique nursing perspective to interprofessional teams to optimize patient outcomes • Demonstrate and understanding for the roles and perspectives of the nursing profession with other care professionals to the healthcare team 	<p>Needs Improvement/Progressing/Met</p> <p>Examples:</p>	<p>Pass/No Pass</p> <p>Examples</p>
Demonstrate safety in nursing psychomotor skills including medication administration	<ul style="list-style-type: none"> • Demonstrate the application of psychomotor skills for the efficient , safe, and compassionate delivery of patient care • Consistently ensure a safe environment of care • Consistently demonstrate the six rights of medication administration 	<p>Needs Improvement/Progressing/Met</p> <p>Examples:</p>	<p>Pass/No Pass</p> <p>Examples</p>



**NURSING DEPARTMENT-BSN Pre-Licensure Program
NUR 240 PHARMACOLOGY, 3 CREDITS
SECTION, SEMESTER**

Course Dates

**INSTRUCTOR
E-MAIL
TELEPHONE
OFFICE**

OFFICE HOURS

Please email or call me to schedule an appointment.

CORRESPONDENCE

Please only use your mtmary.edu email address in your communication.

COURSE DESCRIPTION

Basic principles of pharmacology and pharmacotherapeutics as applied to patients across the life span. Includes nursing implications for administration, patient teaching, and evaluation of safety and effectiveness.

Pre-requisites: B/C or higher in NUR 260 & 200

COURSE FORMAT

This course utilizes in-person didactic theory in a classroom setting as well as support from a learning management system. Assignments, textbook and article readings places the impetus on the student to learn and apply the material. The instructor is the learning facilitator, guide, and resource as the students work with the course content, classmates and assignments.

Mount Mary University Mission

Mount Mary University, an urban Catholic university for women, sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career

preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Vision

Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

MOUNT MARY UNIVERSITY NURSING PROGRAM

Program Mission: The Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.

Program Vision: Mount Mary University is recognized as a diverse learning community that prepares nurses to practice with individuals, families, communities, and global populations in diverse health care environments to transform patient care.

Program Values: The Nursing Program will develop nurse leaders whose competence, community, compassion and commitment to excellence lead to delivering high quality and safe patient care.

Nursing Program Goals and Outcomes:

The MMU Nursing Program is committed to developing nursing leaders to fulfill the mission of the University and the Mission of the Nursing Profession, which ultimately serves the health and well-being of our society. The Nursing Program goals are aligned with professional nursing standards as set forth in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

MMU BSN Pre-Licensure Program Goals	
	Description
1	Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings.
2	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.
3	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
4	Commit to lifelong learning and advancing practice in nursing.

MMU BSN Pre-Licensure Program Outcomes	
	MMU BSN Pre-licensure graduates are prepared to:
1	Integrate professional values in nursing practice.
2	Make clinical decisions based on evidence.
3	Utilize information resources and systems to improve patient care.
4	Collaborate with inter-professional teams toward quality and safe patient care.
5	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.

NURSING PROGRAM DIVERSITY AND INCLUSION STATEMENT

The MMU Nursing Program values a diverse and inclusive environment in our program and in the broader healthcare environment. However, we recognize that much of science including nursing science is subjective and is historically built on a small subset of privileged voices. We also recognize health inequities and disparities in healthcare delivery.

In this class, we will make an effort to read papers from a diverse group of nurse scientists and leaders, but limits still exist on this diversity. We acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of nursing science. We would like to discuss issues of diversity in nursing and healthcare as part of the course.

We value inclusive excellence - the guiding principle for access, student success and high-quality learning through the integration of diversity, equity and educational quality efforts into the mission and institutional operations. As part of this goal, we seek to build an environment that invites advocacy and critique.

Please contact me or submit anonymous feedback if you have any suggestions to improve the quality of the course experience. Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this: If you have a name and/or set of pronouns that differ from those that appear in your official college records, please let me know. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to provide a safe learning environment and be a resource for you.

COURSE ALIGNMENT

NUR 240: Pharmacology is aligned with Essential IX: Baccalaureate Generalist Nursing Practice.

NUR 240: Pharmacology helps the program meet Program Goal #2: Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.

NUR 240: Pharmacology helps the student meet Student Outcome #1: Integrate professional values in nursing practice and Student Outcome #2: Make clinical decisions based on evidence.

COURSE OBJECTIVES

During each week of this course, students should be able to:

1. Apply the basic principles of pharmacology to patient care across the lifespan.
2. Analyze the pharmacokinetics and pharmacodynamics of drug therapy within specific body systems.
3. Describe the role of the nurse in patient care and education related to drug interactions and individual variation in patient responses.
4. Understand drug regulation and the nurse's role in preventing medication errors and adverse drug events.
5. Demonstrate competency in medication administration and medication calculations.

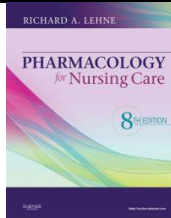
ATTENDANCE & MEETING TIME:

Early alert for each absence, if a student misses 3 or more classes, a remediation plan needs to be made with the professor and shared with the advisor.

The course calendar below lists the assigned activities for each week. Expectations for completion of course work is as follows:

1. Read the assigned chapters and articles for the week. Note important points, relevance to personal work experience, questions for clarification, and implications for patient care.
2. View/listen to PowerPoints and videos posted (when applicable).
3. New week/lessons begin each Monday.

COURSE MATERIALS:



Title: *Pharmacology for Nursing Care*

Edition: 8th ed.

Author: Lehne

ISBN: 9781437735826R30

Other articles and/or readings and PowerPoints as assigned.

The course is supplemented through Mount Mary University's Canvas learning management system.

Accessibility Statement

Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the University will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see Sara Sharpe, Director, Accessibility Services so that such accommodations may be arranged. She can be reached at 414-930-3173. Her email is sharpes@mtmary.edu. The Accessibility Services Coordinator's office is located in the Student Success Center on the first floor of Haggerty Library, room 124.

Academic Honesty and Integrity Statement

Mount Mary University is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall

be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

Copies of the full Academic Honesty and Integrity Policy and Procedures are available through the office of the Dean for Academic Affairs. The policy and procedures are included in the Mount Mary University Undergraduate and Graduate Bulletins online.

GRADING CRITERIA

Graded Course Assessments

Grading rubrics for assignments are included in the syllabus below.

All assignments are weighted based on their point value. See Course Calendar below for more details.

The instructor will determine letter grades at the end of the term based on the Mount Mary University student grading scale found in the Undergraduate Bulletin and below:

MMU Grade and Quality Points

Grade Equivalent	Quality Points		Numerical Equivalent
A	Superior	4.00	95-100
AB	Between A and B	3.50	91-94
B	Above Average	3.00	87-90
BC	Between B and C	2.50	83-86
C	Average	2.00	79-82
CD	Below Average	1.50	75-78
D	Unsatisfactory, but Passing	1.00	70-74
F	Failing	0	69 or below
P	Pass		70 or above
I	Incomplete		
AU	Audit		
W	Withdrawn		
NR	Not Recorded		

Nursing Course Progression Policy

Students must achieve a grade of BC or better in all NUR coded courses. Courses below a BC need to be repeated per the Nursing Course Progression Policy. Additionally, for NUR coded courses, a student can repeat each NUR coded course once and a student can repeat a maximum of 3 times for NUR coded courses over the entire program.

Nursing Success Strategies

The nursing program uses several strategies to promote student success in courses. Early Alerts and a Nursing Success Plan will be implemented by course faculty when faculty are concerned about a students' academic progress.

Nursing Program Dismissal

The following academic situations will result in dismissal from the nursing program:

1. Earning less than a "BC" in three required nursing courses (this includes all NUR courses).
2. Earning less than a "BC" in the same NUR course twice.

3. Withdrawal from the same NUR course more than two times for poor academic performance will be considered as one less than “BC” grade.

Appeal: See Undergraduate Bulletin

Late Assignments

Late Assignments are not accepted. If there are extenuating circumstances, the student must contact the instructor before the assignment due date to request an extension. Late assignments/papers may be downgraded 5% for each day late.

Resubmitted Assignments

In the event that the student completes the assignment incorrectly and received a failing grade, the student may be given the opportunity to make corrections and resubmit the assignment within one week of receiving feedback from the instructor. Resubmission will not be accepted after one week. It is the responsibility of the student to email the instructor and request to resubmit the assignment. A failed assignment can only be resubmitted once for re-grading. The maximum possible grade for a resubmitted assignment is 88%. A student may not resubmit an assignment unless directed by the instructor.

Attendance

Students are expected to actively attend and engage in each scheduled course session (lecture and lab). Missing class may jeopardize the student’s ability to meet course objectives. Instructors may submit an Early Alert for each absence, if a student misses three (3) or more class sessions a remediation plan needs to be put in place. Please notify the instructor in advance via email if you are not able to attend a scheduled class session.

Course Calendar

	Associated Course Objective(s)	Weekly Lesson Objectives	Learning Activities	Assignments & Assessments
Week 1 Dates Introduction to class and pharmacology concepts Review:	1. Apply the basic principles of pharmacology to patient care across the lifespan. 3. Describe the role of the nurse in patient care and education related to drug interactions and individual variation in patient responses. 4. Understand drug regulation and the nurse's role in preventing medication errors and adverse drug events.	<ul style="list-style-type: none"> • Describe the properties of an ideal drug and the Six Rights of Drug Administration. • Describe ways in which individual's responses to drug therapy may vary and the nurse's role in patient safety. • Apply the nursing process to drug therapy, describing the nurse's role in each stage. • Describe how drugs are developed, regulated and distributed to consumers. • Differentiate between the various names one drug can have, including chemical, generic, trade and/or over-the-counter. 	Class Meetings Readings: Textbook Chapters 1-3 for class	
Week 2 Dates Basic principles of pharmacology: pharmacokinetics and pharmacodynamics. Fluids & Electrolytes	2. Analyze the pharmacokinetics and pharmacodynamics of drug therapy within specific body systems.	<ul style="list-style-type: none"> • Describe the process for the passage of drugs across membranes. • Differentiate the various routes of medication administration related to pharmacokinetics and pharmacodynamics. 	Class Meetings Readings: Textbook Chapters 4-5 and 42 for class	DUE: Complete the interactive review for <i>Basic Principles of Pharmacology</i> and interactive Review VI: <i>Drugs that Affect Fluid & Electrolyte Balance</i>

		<p>(absorption, distribution, metabolism and excretion)</p> <ul style="list-style-type: none"> Describe dose-response relationships including efficacy, potency, selectivity and receptor activity. Describe disorders of fluid volume and electrolyte components within. 		
<p>Week 3 Dates</p> <p>Patient safety during medication administration.</p> <p>Drugs for stress, inflammation & immunity</p> <p>Hypersensitivity & alterations in immune response</p>	<p>2. Analyze the pharmacokinetics and pharmacodynamics of drug therapy within specific body systems.</p> <p>3. Describe the role of the nurse in patient care and education related to drug interactions and individual variation in patient responses.</p>	<ul style="list-style-type: none"> Describe the pharmacokinetics and pharmacodynamics of immunosuppressants, antihistamines, cyclooxygenase inhibitors and glucocorticoids within the body. Describe the role of the nurse in administration and patient education related to immunosuppressants, antihistamines, cyclooxygenase inhibitors and glucocorticoids. 	<p>Class Meetings</p> <p><u>Before class:</u></p> <p>View voiceover PowerPoint on <i>Chapter 67: Review of the immune system</i></p> <p>Readings:</p> <p>Chapters 6-8 for quiz</p> <p>Chapters 69-72 for class</p>	<p>DUE: Quiz 1 (Chapters 6-7 Drug interactions, adverse drug reactions & medication errors)</p> <p>Open from – to</p>
<p>Week 4 Dates</p> <p>Chemotherapy of infectious diseases – antimicrobial therapy</p>	<p>2. Analyze the pharmacokinetics and pharmacodynamics of drug therapy within specific body systems.</p> <p>3. Describe the role of the nurse in patient care and education related to drug interactions and</p>	<ul style="list-style-type: none"> Describe the pharmacokinetics and pharmacodynamics of antibacterial drugs. Describe the role of the nurse in administration and patient education related to antibacterial drugs. 	<p>Class Meetings</p> <p><u>Before class:</u></p> <p>View voiceover PowerPoint on <i>Chapter 83: Basic principles of antimicrobial therapy</i></p> <p>Readings:</p>	<p>DUE: Complete the interactive Review XVI: Chemotherapy of Infectious Diseases</p> <p>DUE: Quiz 2 (Chapters 84-86 Drugs for bacterial infections)</p> <p>Open from – to</p>

Drug effects on wound healing (<i>find article</i>)	individual variation in patient responses.		Chapters 84-88 & 91	
Exam I				
Week 5 Dates Drugs that affect the heart, blood vessels and blood Introduction to adrenergic versus cholinergic drugs (chart)	2. Analyze the pharmacokinetics and pharmacodynamics of drug therapy within specific body systems. 3. Describe the role of the nurse in patient care and education related to drug interactions and individual variation in patient responses.	<ul style="list-style-type: none"> Describe the pharmacokinetics and pharmacodynamics of adrenergic drugs, calcium channel blockers, vasodilators, anti-hypertensive and anti-cholesterol medications. Describe the role of the nurse in administration and patient education related to adrenergic drugs, calcium channel blockers, vasodilators, anti-hypertensive and anti-cholesterol medications. 	Class Meetings <u>Before class:</u> View voiceover PowerPoint on <i>Chapter 43: Review of hemodynamics</i> Readings: Chapters 17, 18, & p. 123 for quiz Chapters 45-47 & 50 for class	DUE: Complete the interactive Review VII: Drugs that affect the heart, blood vessels, & blood DUE: Quiz 3 (Chapter 17, 18 & p. 123 Adrenergic versus cholinergic drug therapy) Open from - to
Week 6 Dates Drugs for heart failure and antidysrhythmic drugs	2. Analyze the pharmacokinetics and pharmacodynamics of drug therapy within specific body systems. 3. Describe the role of the nurse in patient care and education related to drug interactions and individual variation in patient responses.	<ul style="list-style-type: none"> Describe the pharmacokinetics and pharmacodynamics of beta blockers, digoxin, inotropic agents, vasodilators and antidysrhythmics within the body. Differentiate the classes of antidysrhythmic drugs. Describe the role of the nurse in administration and patient education related to beta blockers, digoxin, inotropic agents, 	Class Meetings Readings: Chapters 48-49 for class	

		vasodilators and antidysrhythmics.		
Exam II				
Week 7 Dates Drugs for asthma, allergic rhinitis, cough and colds Include pneumonia, tuberculosis, and influenza Discuss bacterial versus viral infections	2. Analyze the pharmacokinetics and pharmacodynamics of drug therapy within specific body systems. 3. Describe the role of the nurse in patient care and education related to drug interactions and individual variation in patient responses.	<ul style="list-style-type: none"> Describe the pharmacokinetics and pharmacodynamics of bronchodilators, glucocorticoids, antihistamines, sympathomimetics, antimycobacterial agents and other inhalants. Describe the role of the nurse in administration and patient education related to bronchodilators, glucocorticoids, antihistamines, sympathomimetics, antimycobacterial agents and other inhalants. 	Class meetings Readings: Chapters 76 & 77 for quiz Chapters 90 and pp. 1163-1167 for class	DUE: Quiz 4 (Chapters 76-77 Respiratory medications) Open from – to
Week 8 Dates Drugs for various anemias	2. Analyze the pharmacokinetics and pharmacodynamics of drug therapy within specific body systems. 3. Describe the role of the nurse in patient care and education related to drug interactions and individual variation in patient responses. events.	<ul style="list-style-type: none"> Describe the pharmacokinetics and pharmacodynamics of iron, vitamin B12 and folic acid. Describe the role of the nurse in administration and patient education related to iron, vitamin B12 and folic acid. 	Class meetings Readings: Chapter 55 and p. 1357 for quiz AND class	

<p>Week 9 Dates Cancer chemotherapy and pain control (intro) Anticoagulant, antiplatelet and thrombolytic drugs Drugs for hemophilia Hematopoietic agents</p>	<p>2. Analyze the pharmacokinetics and pharmacodynamics of drug therapy within specific body systems.</p> <p>3. Describe the role of the nurse in patient care and education related to drug interactions and individual variation in patient responses.</p>	<ul style="list-style-type: none"> • Describe the stages of coagulation. • Describe the pharmacokinetics and pharmacodynamics of anticoagulants, antiplatelets and thrombolytics including heparin, warfarin, vitamin K, Factor IX, desmopressin and growth factors. • Describe the role of the nurse in administration and patient education related to anticoagulants, antiplatelets and thrombolytics including heparin, warfarin, vitamin K, Factor IX, desmopressin and growth factors. 	<p>Class meetings</p> <p>Readings: Chapters 29 & 101-103 for quiz Chapters 52, 54, & 56 for class</p>	<p>DUE: Complete the interactive Review XVIII: Cancer chemotherapy</p> <p>DUE: Quiz 5 (Chapters 29 & 101-103 Cancer chemotherapy)</p> <p>Open from - to</p>
<p>Week 10 Dates Drugs for endocrine disorders</p>	<p>2. Analyze the pharmacokinetics and pharmacodynamics of drug therapy within specific body systems.</p> <p>3. Describe the role of the nurse in patient care and education related to drug interactions and individual variation in patient responses.</p>	<ul style="list-style-type: none"> • Describe the pharmacokinetics and pharmacodynamics of insulin, oral antidiabetic agents, levothyroxine, growth hormone, prolactin, vasopressin and fludrocortisone. • Differentiate between short, intermediate and long-acting insulins. • Describe the role of the nurse in administration and patient education related to insulin, oral antidiabetic agents, levothyroxine, 	<p>Class meetings</p> <p>Readings: Chapter 57 for quiz Chapters 57-60 for class</p>	<p>DUE: Complete the interactive review VIII: Drugs for endocrine disorders</p> <p>DUE: Quiz 6 (Chapter 57 Drugs for diabetes mellitus)</p> <p>Open from – to</p>

		growth hormone, prolactin, vasopressin and fludrocortisone.		
Exam III				
Week 11 Dates Drugs acting on the Renin-Angiotensin-Aldosterone system Diuretics Drug therapy of urinary tract infections (UTI)	1. Apply the basic principles of pharmacology to patient care across the lifespan. 2. Analyze the pharmacokinetics and pharmacodynamics of drug therapy within specific body systems. 3. Describe the role of the nurse in patient care and education related to drug interactions and individual variation in patient responses.	<ul style="list-style-type: none"> Describe the pharmacokinetics and pharmacodynamics of ACE inhibitors, angiotensin II receptor blockers, direct renin inhibitors, aldosterone antagonists, diuretics and urinary tract antiseptics. Describe the role of the nurse in administration and patient education related to ACE inhibitors, angiotensin II receptor blockers, direct renin inhibitors, aldosterone antagonists, diuretics and urinary tract antiseptics. 	Class meetings Readings: Chapter 44 for quiz Chapter 41 & 89 for class Include sulfa pp. 1106-1110	DUE: Quiz 7 (Chapter 44 RAAS) Open from – to
Week 12 Dates Renal failure Acid-base abnormalities	2. Analyze the pharmacokinetics and pharmacodynamics of drug therapy within specific body systems. 3. Describe the role of the nurse in patient care and education related to drug interactions and individual variation in patient responses.	<ul style="list-style-type: none"> Describe the pharmacokinetics and pharmacodynamics of potassium, magnesium and diuretics Differentiate between the various acid-base disturbances. Describe the role of the nurse in administration and patient education related to 	Class meetings Review chapters 4, 8 and 41. Readings: Chapter 42 for class	

		potassium, magnesium and diuretics.		
Week 13 Dates Current events and pharmacology - COVID-19 - Weight loss trends - Opioid epidemic Medication administration practice	1. Apply the basic principles of pharmacology to patient care across the lifespan. 2. Analyze the pharmacokinetics and pharmacodynamics of drug therapy within specific body systems. 3. Describe the role of the nurse in patient care and education related to drug interactions and individual variation in patient responses. 5. Demonstrate competency in medication administration and medication calculations.	<ul style="list-style-type: none"> Describe the pharmacokinetics and pharmacodynamics of opioids, opioid antagonists, major drugs of abuse, orlistat, antiseptics, disinfectants, biologic and radiologic agents. Describe the role of the nurse in administration and patient education related to opioids, opioid antagonists, major drugs of abuse, orlistat, antiseptics, disinfectants, biologic and radiologic agents. 	Class meetings Readings: Chapters 28 & 40 for quiz Chapters 82, 96, & 110 for class	DUE: Quiz 8 (Chapters 28 & 40 Opioid epidemic)
Exam IV				
Week 14 Dates Drugs for GI disorders Include Hepatitis	2. Analyze the pharmacokinetics and pharmacodynamics of drug therapy within specific body systems. 3. Describe the role of the nurse in patient care and education related to drug interactions and	<ul style="list-style-type: none"> Describe the pharmacokinetics and pharmacodynamics of histamine 2 receptor antagonists, ranitidine, proton pump inhibitors, misoprostol, antacids, laxatives, antiemetics, and antidiarrheal agents. 	Class meetings Readings: Chapters 78-80 and pp. 1156-1162 for class	DUE: Complete the interactive review XIV: <i>Gastrointestinal drugs</i>

	individual variation in patient responses.	<ul style="list-style-type: none"> • Differentiate the various types of laxatives. • Describe the role of the nurse in administration and patient education related to histamine 2 receptor antagonists, ranitidine, proton pump inhibitors, misoprostol, antacids, laxatives, antiemetics, and antidiarrheal agents. 		
<p>Week 15</p> <p>Dates</p> <p>Drugs that affect the autonomic nervous system (ANS)</p> <p>Neurologic Drugs</p> <p>Drugs for Pain</p>	<p>1. Apply the basic principles of pharmacology to patient care across the lifespan.</p> <p>2. Analyze the pharmacokinetics and pharmacodynamics of drug therapy within specific body systems.</p> <p>3. Describe the role of the nurse in patient care and education related to drug interactions and individual variation in patient responses.</p>	<ul style="list-style-type: none"> • Describe the pharmacokinetics and pharmacodynamics of cholinesterase inhibitors, levodopa, dopamine agonists selegiline, apolipoprotein E4, homocysteine, memantine, immunomodulators, immunosuppressants, antiepileptic drugs, diazepam and dantrolene. • Describe the role of the nurse in administration and patient education related to cholinesterase inhibitors, levodopa, dopamine agonists selegiline, apolipoprotein E4, homocysteine, memantine, immunomodulators, immunosuppressants, 	<p>Class meetings</p> <p><u>Before class:</u></p> <p>View voiceover PowerPoint on Chapter 12: <i>Basic principles of neuropharmacology</i>, Chapter 13: <i>Physiology of the PNS</i> AND Chapter 20: <i>Introduction to CNS pharmacology</i></p> <p>Readings:</p> <p>Chapter 24 for quiz.</p> <p>Chapters 15, 21-25 for quiz AND class</p>	<p>DUE: Quiz 9 (Chapters 24 Antiepileptics)</p> <p>Open from – to</p>

		antiepileptic drugs, diazepam and dantrolene.		
Week 16 Dates Psychotherapeutic drugs	<p>1. Apply the basic principles of pharmacology to patient care across the lifespan.</p> <p>2. Analyze the pharmacokinetics and pharmacodynamics of drug therapy within specific body systems.</p> <p>3. Describe the role of the nurse in patient care and education related to drug interactions and individual variation in patient responses.</p> <p>4. Understand drug regulation and the nurse's role in preventing medication errors and adverse drug events.</p>	<ul style="list-style-type: none"> Describe the pharmacokinetics and pharmacodynamics of antipsychotic agents, antidepressants, mood-stabilizing drugs, antiepileptics, and sedative-hypnotic drugs. Differentiate the various classes on antidepressants. Describe the role of the nurse in administration and patient education related to antipsychotic agents, antidepressants, mood-stabilizing drugs, antiepileptics, and sedative-hypnotic drugs. 	<p>Class meetings</p> <p>Readings:</p> <p>Chapters 31-35 for class</p>	<p>DUE: Quiz 10 (Chapter 32 Antidepressants)</p> <p>Open from – to</p>
Final Exam				

Please note: Unit 3: Chapters 9-11, 36 & 68 are not included and may be offered as special considerations (Drug Therapy Across the Lifespan) for extra credit assignment. In addition, pre and post-operative drugs (anesthetics) are not included (Chapters 26 & 27). Women's Health (Chapters 61-64) and Men's Health (Chapters 65 & 66) are not included above. Chapters 104-106 (ENT and skin) also offer an opportunity for extra credit.

Other chapters from Lehne (8th ed.) not included: 14, 16, 19, 30, 37-39, 51, 53, 73-75, 81, 92, 94-95, 97-100, 104-109.

NOTE: Drug lists in syllabus are not all-inclusive. Instructor may add medications as desired.

Drugs in the News Assignment

Appendix A: Discussion Board and Reflection Grading Rubric

Points allotted	20	15	10	5
Category				
Critical Thinking	<ul style="list-style-type: none"> • rich in content • full of thought, insight, and analysis 	<ul style="list-style-type: none"> • substantial information • thought, insight, and analysis has taken place 	<ul style="list-style-type: none"> • generally competent • information is thin and commonplace 	<ul style="list-style-type: none"> • rudimentary and superficial • no analysis or insight is displayed
Connections	<p>Clear connections</p> <ul style="list-style-type: none"> • to previous or current experiences • to real-life situations 	<ul style="list-style-type: none"> • superficial connections • lack relevance 	<ul style="list-style-type: none"> • limited, if any connections • vague generalities 	<ul style="list-style-type: none"> • no connections are made • off topic
Uniqueness	<ul style="list-style-type: none"> • new ideas or new connections • made with depth and detail 	<ul style="list-style-type: none"> • new ideas or connections • lack depth and/or detail 	<ul style="list-style-type: none"> • few, if any new ideas or connections • rehash or summarize other postings 	<ul style="list-style-type: none"> • no new ideas • “I agree with...” statement
Stylistics	<ul style="list-style-type: none"> • Few grammatical or stylistic errors 	<ul style="list-style-type: none"> • Several grammatical or stylistic errors 	<ul style="list-style-type: none"> • Obvious grammatical or stylistic errors • Errors interfere with content 	<ul style="list-style-type: none"> • Obvious grammatical or stylistic errors • Makes understanding impossible
Contribution to the Learning Community	<ul style="list-style-type: none"> • Aware of needs of community. Respectful • Frequently attempts to motivate the group discussion • Presents creative approaches to topic • Posts answered by 11:55 PM 	<ul style="list-style-type: none"> • Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group • Interacts freely 	<ul style="list-style-type: none"> • Occasionally makes meaningful reflection on group’s efforts • Marginal effort to become involved with group 	<ul style="list-style-type: none"> • Does not make effort to participate in learning community as it develops • Seems indifferent • Did not post

Appendix B: Grading Rubric for Writing Assignments

Writing Assignments 100 possible APApoints	Exceptional	Meets Expectations	Elements Missing	Below Expectations	Insufficient
Content 50 points	<p>Main idea is clearly stated. Writes in clear language throughout the paper</p> <p>Information is accurate and based on readings</p> <p>Sufficient and accurate supporting information (references used - a minimal of 3) (50 points)</p>	<p>Main idea is stated. Writes in clear language throughout the paper</p> <p>Information is accurate and fairly thorough based on readings</p> <p>Sufficient and accurate supporting information (references used 2 - 3) (40 points)</p>	<p>Main idea is not clearly stated. Writes in a throughout the paper</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Supporting information is insufficient but mostly accurate (references used 1-2) (30 points)</p>	<p>Missing main idea/purpose of paper. There are many issues with language usage</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Writing is not easily followed by the reader</p> <p>Supporting information is insufficient or inaccurate (no citations) (20 points)</p>	<p>Component Missing (0 points)</p>
APA Format, Grammar and Spelling 30 points	<p>Responses demonstrate proper APA format that are grammatically and structurally correct sentences with no misspelled words. (30 points)</p>	<p>Responses contain slight APA format errors and/or infrequent misspelled words. (24 points)</p>	<p>Responses contain frequent APA format errors and/or sentences with grammatical and/or structural errors. (18 points)</p>	<p>Responses contain 6 or more APA format errors, or sentences with grammatical and/or structural errors. (12 points)</p>	<p>Missing APA format (0 points)</p>

<p>Writing Assignments</p> <p>100 possible APApints</p>	<p>Exceptional</p>	<p>Meets Expectations</p>	<p>Elements Missing</p>	<p>Below Expectations</p>	<p>Insufficient</p>
<p>Citing of text(s) and articles 20 points</p>	<p>>1 High quality references beyond textbook/course materials cited using APA format (20 points)</p>	<p>At least 1 quality references beyond textbook/course materials cited using APA format (16 points)</p>	<p>Textbook/course materials referenced & cited using APA format (12 points)</p>	<p>References missing or not professionally appropriate (8 points)</p>	<p>No references (0 points)</p>



**NURSING DEPARTMENT
NUR 402: NURSING CARE IN THE COMMUNITY, 3 CREDITS
ONLINE SECTION---FALL 2019**

Oct 15 – Dec 13, 2019

INSTRUCTOR Kara Groom, RN, MSN, PhD
E-MAIL groomk@mtmary.edu
TELEPHONE 414-930-3391

OFFICE HOURS

Tues & Wed 9-12 Other times available as well, please email or call me to schedule an appointment.

CORRESPONDENCE

Please only use your mtmary.edu email address in your communication.

COURSE DESCRIPTION

This course will enable the student's acquisition of knowledge and experience of the nursing process in home and community settings. Topics will include concepts of infectious disease, epidemiology, and disease surveillance and control. The impacts of cultural diversity, social and physical environments and policy will be included in a community needs assessment based on National Health Care Objectives. Students will demonstrate skills of communication, critical thinking and decision making in non- traditional healthcare settings.

COURSE FORMAT

This online course utilizes discussion forums, electronically submitted assignments, textbook and article readings. Online learning puts the impetus on the student to learn and apply the material. The instructor is the learning facilitator, guide, and resource as the students work with the course content, classmates and assignments. Students can expect to devote 45 hours of study/preparation total per credit hour for this class; that equates to 135 hours total or 8 to 9 hours per week.

Mount Mary University Mission

Mount Mary University, an urban Catholic university for women, sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Vision

Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

MOUNT MARY UNIVERSITY NURSING PROGRAM

Program Mission: The Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.

Program Vision: Mount Mary University is recognized as a diverse learning community that prepares nurses to practice with individuals, families, communities, and global populations in diverse health care environments to transform patient care.

Program Values: The Nursing Program will develop nurse leaders whose competence, community, compassion and commitment to excellence lead to delivering high quality and safe patient care.

Nursing Program Goals and Outcomes:

The MMU Nursing Program is committed to developing nursing leaders to fulfill the mission of the University and the Mission of the Nursing Profession, which ultimately serves the health and well-being of our society. The Nursing Program goals are aligned with professional nursing standards as set forth in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

MMU Nursing Program Goals	
	Description
1	Lead with a strong sense of community, compassion, competence and commitment in diverse health care settings
2	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.
3	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
4	Commit to lifelong learning and advancing practice in nursing.

MMU Nursing Program Outcomes	
MMU RN to BSN graduates are prepared to:	
1	Seek positions as nurse leaders
2	Make clinical decisions based on evidence of nursing practice.
3	Utilize information resources and systems to improve patient care.
4	Collaborate with inter-professional teams toward quality and safe patient care.
5	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.

COURSE ALIGNMENT

NUR 402: Nursing Care in the Community is aligned with Essential VII: Clinical Prevention and Population Health.

NUR 402: Nursing Care in the Community helps the student meet Program Goals 1 & 4 and Student Outcome 2 & 5.

Program Goal 1: Lead with community, compassion, competence & commitment

Program Goal 4: Commit to lifelong learning & advancing practice

Student Outcome 2: Make clinical decisions on evidence

Student Outcome 5: Analyze and interpret nursing research, identify disparities, advocate for change

COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Differentiate between population and community-based nursing
2. Analyze the nurse's role in political advocacy and care management in population-based health
3. Analyze global aspects of population-based nursing
4. Determine the health needs of special populations and vulnerable populations in the US
5. Determine nursing intervention for disaster-based populations
6. Analyze determinants and disparities associated with public health
7. Observe and assess nurse manager leaders in a community health setting

COURSE EXPECTATIONS

Online learning has many advantages related to the freedom of when to study. However, this method of learning also necessitates that all required learning activities are accomplished in a timely manner. Note that each week of the course has an associated lesson(s). For the purpose of course content and assignments, weeks start on Monday and end on Sunday.

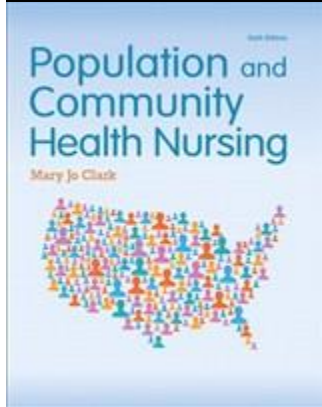
The course calendar below lists the assigned activities for each week. Expectations for completion of course work is as follows:

1. Read the assigned chapters and articles for the week.
2. While reading, take note of important points, relevance to personal work experience, questions for clarification, and implications for patient care.
3. View/listen to PowerPoints and videos posted (when applicable).
4. Formulate thoughtful, reflective response to the initial discussion questions and post by Tuesday 11:55 pm of the respective week (when applicable). Incorporate notes of

important points, relevance to personal work experience, questions for clarification, and implications for patient care.

5. Reply to the assigned number of posts by Sunday 11:55pm of the respective week (when applicable).
6. Submit assignments (papers/presentations/quiz) via the e-Learning assignment drop-box by **11:55pm** on the Sunday of the respective week.
7. New week/lessons begin each Monday.

COURSE MATERIALS:



Required Text:

Clark, M. J. (2015). *Population and Community Health Nursing* (6th ed.). New York, NY: Pearson. ISBN: 978-0-13-385959-1

The course is online through Mount Mary University's e-Learning learning management system.

There are online supportive materials to accompany the assigned textbook. Click on the Interactive Presentation in the first Lesson to purchase the supporting materials.

Other articles as assigned.

Recommended Text:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN: 978-1433805615

Accessibility Statement

Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the University will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see Sara Sharpe, Director, Accessibility Services so that such accommodations may be arranged. She can be reached at 414-930-3173. Her email is sharpes@mtmary.edu. The Accessibility Services Coordinator's office is located in the Student Success Center on the first floor of Haggerty Library, room 124.

Academic Honesty and Integrity Statement

Mount Mary University is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

Copies of the full Academic Honesty and Integrity Policy and Procedures are available through the office of the Dean for Academic Affairs. The policy and procedures are included in the Mount Mary University Undergraduate and Graduate Bulletins online.

GRADING CRITERIA

Graded Course Assessments

Each week of the course has an associated lesson(s) that students will work through to master the course content. The 8 week course, associated e-Learning lesson and graded course assessments are listed below.

Grading rubrics for Discussion Postings, Written Assignments, and Presentation Assignments are included in the syllabus, below.

All assignments are weighted based on their point value.

Graded Course Assessments	Possible Points
Week 1	
Lesson 1: Population-Based Nursing	
Assignment 1: Introductory Bio	20
Quiz Lesson 1	10
Discussion Lesson 1	20
Week 2	
Lesson 2: Public Policy & Advocacy in Population-Based Nursing	
Quiz Lesson 2	10
Assignment Lesson 2	100
Discussion Lesson 2	20

Week 3	
Lesson 3: Global Aspects of Population-Based Nursing	
Quiz Lesson 3	10
Assignment Lesson 3	100
Discussion Lesson 3	20
Week 4	
Lesson 4: Determinants and Disparities in Population-Based Nursing	
Quiz Lesson 4	10
Assignment Lesson 4	100
Discussion Lesson 4	20
Week 5	
Lesson 6: The Effects of Disease on Population-Based Nursing	
Lesson 11: Disasters and Population-Based Nursing	
Quiz Lesson 6	10
Assignment Lesson 11	100
Discussion Lesson 11	20
Week 6 & 7	
Lesson 9: Vulnerable Populations	
Quiz Lesson 9	10
Assignment Lesson 9	100
Discussion Lesson 9	20
Week 8	
Lesson 10: Community Settings in Population-Based Nursing	
Assignment Lesson 10	100
Discussion Lesson 10	20
Quiz Lesson 10	10
Total Possible Points	830

Grades are calculated by taking the number of total points earned and dividing by the total possible points. This will be multiplied by 100 to yield a percentage achieved out of 100%.

The instructor will determine letter grades at the end of the term based on the Mount Mary University student grading scale found in the Undergraduate Bulletin and below:

MMU Grade and Quality Points

Grade Equivalent	Quality Points		Numerical Equivalent
A	Superior	4.00	95-100
AB	Between A and B	3.50	91-94
B	Above Average	3.00	87-90
BC	Between B and C	2.50	83-86
C	Average	2.00	79-82
CD	Below Average	1.50	75-78
D	Unsatisfactory, but Passing	1.00	70-74
F	Failing	0	69 or below
P	Pass		70 or above
I	Incomplete		
AU	Audit		
W	Withdrawn		
NR	Not Recorded		

Nursing Course Progression Policy

Students must achieve a grade of C or better in all NUR coded courses. Courses below a C need to be repeated per the Nursing Course Progression Policy. The Nursing Course Progression Policy is in the Nursing Student Handbook.

Online Etiquette

The objective in an online discussion is to be collaborative, *not* combative. Please, proofread your responses carefully before you post them to make sure that they will not be offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your classmates can ask questions, express opinions, revise opinions, and take positions just as you would in a more traditional classroom setting.

Late Assignments

Late Assignments are not accepted. If there are extenuating circumstances, the student must contact the instructor before the assignment due date to request an extension. Late assignments/papers may be downgraded 5% for each day late.

Resubmitted Assignments

In the event that the student completes an assignment incorrectly and receives a failing grade, the student may be given the opportunity to make corrections and resubmit the assignment within one week of receiving feedback from the instructor. Resubmission will not be accepted after one week. It is the responsibility of the student to email the instructor and request to resubmit the assignment of their choosing. The instructor will then approve that the requested assignment can be resubmitted. There is only one overall assignment that may be resubmitted in the course, and the assignment can only be resubmitted once for re-grading. The maximum possible grade for a resubmitted assignment is 88%.

Attendance

Students are expected to actively and regularly (4-5 times per week) access course materials online and provide commentary to acknowledge both understanding and participation. Course attendance is monitored. Extended periods (more than 4 days) away from online communication should be discussed with the instructor in advance as it may jeopardize the student's ability to meet course objectives. The course is fast paced with 1 or more lesson plans assigned to each of the 8 weeks of the course.

Course Calendar

	Course Objective	Weekly Lesson Objectives	Learning Activities	Assignments & Assessments
Week 1 Lesson 1: Population-Based Nursing	1. Differentiate between population and community-based nursing.	<ul style="list-style-type: none"> • Describe nursing theories for population-based nursing practice • Describe the role of a public health nurse • Explain the benefits of population-based nursing for the community • Describe community-based nursing • Describe population-based nursing 	Lesson plan 1 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Assignment 1 (Post Bio to Discussion Forum) Quiz Lesson 1 Discussion Lesson 1
Week 2 Lesson 2: Public Policy & Advocacy in Population-Based Nursing	2. Analyze the nurse's role of political advocacy and case management in population-based health.	<ul style="list-style-type: none"> • Explain the nurse's role in advocacy • Describe the role of national nursing organizations in advocacy • Explain how to develop a legislative proposal in population-based health • Describe the effect of public policy on population-based health 	Lesson plan 2 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Quiz Lesson 2 Assignment Lesson 2 Discussion Lesson 2

<p>Week 3</p> <p>Lesson 3: Global Aspects of Population-Based Nursing</p>	<p>3. Analyze global aspects of population-based nursing.</p>	<ul style="list-style-type: none"> • Describe the differences between universal health and the U.S. health care system • Differentiate between governmental organizations and non-governmental organizations (NGOs) • Describe the global connection of population-based health between developing and developed nations • Explain cultural context in nursing 	<p>Lesson plan 3</p> <p>Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)</p>	<p>Quiz Lesson 3</p> <p>Assignment Lesson 3</p> <p>Discussion Lesson 3</p>
<p>Week 4</p> <p>Lesson 4: Determinants and Disparities in Population-Based Nursing</p>	<p>8. Analyze determinants and disparities associated with public health</p>	<ul style="list-style-type: none"> • Explain the role of the nursing process in community • Describe community empowerment • Describe how health disparities affect a community assessment • Describe how health determinants affect a community assessment 	<p>Lesson plan 4</p> <p>Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)</p>	<p>Quiz Lesson 4</p> <p>Assignment Lesson 4</p> <p>Discussion Lesson 4</p>

<p>Week 5</p> <p>Lesson 6: The Effects of Disease on Population-Based Nursing</p> <p>Lesson 11: Disasters and Population-Based Nursing</p>	<p>5. Determine nursing interventions for disaster-based populations</p>	<ul style="list-style-type: none"> • Summarize the effects of chronic and infectious diseases on population-based health in the United States • Analyze the resurgence of infectious disease in developing countries • Analyze the rise of chronic disease in developing countries • Explain how organizations work together to provide health-related services in a disaster area • Explain the nurse's role in disaster management • Analyze and synthesize the role(s) of community health nurses with respect to response, health restoration or recovery related to disaster situations 	<p>Lesson plan 6 & 11</p> <p>Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)</p>	<p>Quiz Lesson 6</p> <p>Assignment Lesson 11</p> <p>Discussion Lesson 11</p>
<p>Week 6 & 7</p> <p>Lesson 9: Vulnerable Populations</p>	<p>4. Determine the health needs of special populations and vulnerable populations in the United States</p>	<ul style="list-style-type: none"> • Develop a working definition of vulnerable populations in health care • Synthesize and share your perspectives of the identified determinants of health of vulnerable populations • Identify populations considered vulnerable in the United States • Reflect on health literacy as it relates to vulnerable populations 	<p>Lesson plan 9</p> <p>Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)</p>	<p>Quiz Lesson 9</p> <p>Assignment Lesson 9</p> <p>Discussion Lesson 9</p>

<p>Week 8:</p> <p>Lesson 10: Community Settings in Population-Based Nursing</p>	<p>7. Observe and assess nurse manager leaders in a community health setting</p>	<ul style="list-style-type: none"> • Explain the community health nurse's role in providing population-based care in community settings • Describe community settings in the context of population-based health • Describe the local health departments role in providing educational programs to the community 	<p>Lesson plan 10</p> <p>Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)</p>	<p>Quiz 10</p> <p>Assignment 10</p> <p>Discussion 10</p>
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Appendix A: Discussion Board and Reflection Grading Rubric

Points allotted	20	15	10	5
Category				
Critical Thinking	<ul style="list-style-type: none"> rich in content full of thought, insight, and analysis 	<ul style="list-style-type: none"> substantial information thought, insight, and analysis has taken place 	<ul style="list-style-type: none"> generally competent information is thin and commonplace 	<ul style="list-style-type: none"> rudimentary and superficial no analysis or insight is displayed
Connections	Clear connections <ul style="list-style-type: none"> to previous or current experiences to real-life situations 	<ul style="list-style-type: none"> superficial connections lack relevance 	<ul style="list-style-type: none"> limited, if any connections vague generalities 	<ul style="list-style-type: none"> no connections are made off topic
Uniqueness	<ul style="list-style-type: none"> new ideas or new connections made with depth and detail 	<ul style="list-style-type: none"> new ideas or connections lack depth and/or detail 	<ul style="list-style-type: none"> few, if any new ideas or connections rehash or summarize other postings 	<ul style="list-style-type: none"> no new ideas “I agree with...” statement
Stylistics	<ul style="list-style-type: none"> Few grammatical or stylistic errors 	<ul style="list-style-type: none"> Several grammatical or stylistic errors 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Errors interfere with content 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Makes understanding impossible
Contribution to the Learning Community	<ul style="list-style-type: none"> Aware of needs of community. Respectful Frequently attempts to motivate the group discussion Presents creative approaches to topic Posts answered by 11:55 PM 	<ul style="list-style-type: none"> Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group Interacts freely 	<ul style="list-style-type: none"> Occasionally makes meaningful reflection on group’s efforts Marginal effort to become involved with group 	<ul style="list-style-type: none"> Does not make effort to participate in learning community as it develops Seems indifferent Did not post

Appendix B: Grading Rubric for Writing Assignments

Writing Assignments 100 possible APApoints	Exceptional	Meets Expectations	Elements Missing	Below Expectations	Insufficient
Content 50 points	<p>Main idea is clearly stated. Writes in clear language throughout the paper</p> <p>Information is accurate and based on readings</p> <p>Sufficient and accurate supporting information (references used - a minimal of 3) (50 points)</p>	<p>Main idea is stated. Writes in clear language throughout the paper</p> <p>Information is accurate and fairly thorough based on readings</p> <p>Sufficient and accurate supporting information (references used 2 - 3) (40 points)</p>	<p>Main idea is not clearly stated. Writes in a throughout the paper</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Supporting information is insufficient but mostly accurate (references used 1-2) (30 points)</p>	<p>Missing main idea/purpose of paper. There are many issues with language usage</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Writing is not easily followed by the reader</p> <p>Supporting information is insufficient or inaccurate (no citations) (20 points)</p>	<p>Component Missing (0 points)</p>
APA Format, Grammar and Spelling 30 points	<p>Responses demonstrate proper APA format that are grammatically and structurally correct sentences with no misspelled words. (30 points)</p>	<p>Responses contain slight APA format errors and/or infrequent misspelled words. (24 points)</p>	<p>Responses contain frequent APA format errors and/or sentences with grammatical and/or structural errors. (18 points)</p>	<p>Responses contain 6 or more APA format errors, or sentences with grammatical and/or structural errors. (12 points)</p>	<p>Missing APA format (0 points)</p>
Citing of text(s) and articles 20 points	<p>>1 High quality references beyond textbook/course materials cited using APA format (20 points)</p>	<p>At least 1 quality references beyond textbook/course materials cited using APA format (16 points)</p>	<p>Textbook/course materials referenced & cited using APA format (12 points)</p>	<p>References missing or not professionally appropriate (8 points)</p>	<p>No references (0 points)</p>

Appendix C: Grading Rubric for Presentation Assignment

100 possible points	Exceptional	Meets Expectations	Does not Meet Expectations	Missing
<p>Content: Determinants of Health & Health Literacy</p> <p>40 points</p>	<p>Discussion in clear language throughout</p> <p>Information is accurate and based on readings</p> <p>Sufficient and accurate supporting information (40 points)</p>	<p>Discussion in clear language throughout the paper</p> <p>Information is accurate and fairly thorough based on readings</p> <p>Sufficient and accurate supporting information (32 points)</p>	<p>Main idea is not clearly stated. Discussion disorganized</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Supporting information is insufficient but mostly accurate (24 points)</p>	<p>Component Missing (0 points)</p>
<p>Content: Special Considerations & Interview</p> <p>40 points</p>	<p>Discussion in clear language throughout</p> <p>Information is accurate and based on readings</p> <p>Sufficient and accurate supporting information (40 points)</p>	<p>Discussion in clear language throughout the paper</p> <p>Information is accurate and fairly thorough based on readings</p> <p>Sufficient and accurate supporting information (32 points)</p>	<p>Main idea is not clearly stated. Discussion disorganized</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Supporting information is insufficient but mostly accurate (24 points)</p>	<p>Component Missing (0 points)</p>
<p>References</p> <p>20 points</p>	<p>3 or more high quality references beyond textbook/course materials cited using APA format (20 points)</p>	<p>At least 2 quality references beyond textbook/course materials cited using APA format (16 points)</p>	<p>Textbook/course materials referenced & cited using APA format (12 points)</p>	<p>No references (0 points)</p>



**NURSING DEPARTMENT: UNDERGRADUATE PROGRAM
NUR 360: NURSING ACROSS THE LIFESPAN, 3 CREDITS
[Section and Semester Stated Here]**

[Dates the course runs]

**INSTRUCTOR
E-MAIL
TELEPHONE**

OFFICE HOURS

[Insert office days and times here.]

Please email or call me to schedule an appointment.

CORRESPONDENCE

Please only use your mtmary.edu email address in your communication.

COURSE DESCRIPTION

Focuses on health and illness concepts emphasizing holistic care to individuals and families across the lifespan. Emphasis on providing patient-centered and culturally competent nursing care. Lifespan care of vulnerable populations such as mental health, maternal child well-being, and older adults emphasized.

Course Pre-requisites: B/C or higher in NUR 250, 251 & 240

COURSE FORMAT

This course utilizes in-person didactic theory in a classroom setting as well as support from a learning management system. Assignments, textbook and article readings places the impetus on the student to learn and apply the material. The instructor is the learning facilitator, guide, and resource as the students work with the course content, classmates and assignments.

Mount Mary University Mission

Mount Mary University, an urban Catholic university for women, sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career

preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Vision

Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

MOUNT MARY UNIVERSITY NURSING PROGRAM

Program Mission: The Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.

Program Vision: Mount Mary University is recognized as a diverse learning community that prepares nurses to practice with individuals, families, communities, and global populations in diverse health care environments to transform patient care.

Program Values: The Nursing Program will develop nurse leaders whose competence, community, compassion and commitment to excellence lead to delivering high quality and safe patient care.

NURSING PROGRAM DIVERSITY AND INCLUSION STATEMENT:

The MMU Nursing Program values a diverse and inclusive environment in our program and in the broader healthcare environment. However, we recognize that much of science including nursing science is subjective and is historically built on a small subset of privileged voices. We also recognize health inequities and disparities in healthcare delivery.

In this class, we will make an effort to read papers from a diverse group of nurse scientists and leaders, but limits still exist on this diversity. We acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of nursing science. We would like to discuss issues of diversity in nursing and healthcare as part of the course.

We value inclusive excellence - the guiding principle for access, student success and high-quality learning through the integration of diversity, equity and educational quality efforts into the mission and institutional operations. As part of this goal, we seek to build an environment that invites advocacy and critique.

[You may add a personal diversity and inclusion statement here.]

Nursing Program Goals and Outcomes:

The MMU Nursing Program is committed to developing nursing leaders to fulfill the mission of the University and the Mission of the Nursing Profession, which ultimately serves the health and well-being of our society. The Nursing Program goals are aligned with professional nursing standards as set forth in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

MMU BSN Pre-Licensure Program Goals	
	Description

1	Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings.
2	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.
3	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
4	Commit to lifelong learning and advancing practice in nursing.

MMU BSN Pre-Licensure Program Outcomes	
MMU BSN Pre-Licensure graduates are prepared to:	
1	Integrate professional values in nursing practice
2	Make clinical decisions based on evidence.
3	Utilize information resources and systems to improve patient care.
4	Collaborate with inter-professional teams toward quality and safe patient care.
5	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.

COURSE ALIGNMENT

NUR 360: Nursing Across the Lifespan aligns with the following:

- Baccalaureate Essentials of Nursing, Essential VII: Clinical Prevention and Population Health
- Program Goal #2: Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.
- Students Outcome #3: Utilize information resources and systems to improve care.
- Student Outcome #4: Collaborate with interprofessional teams toward quality and safety.
- Student Outcome #5: Analyze and interpret nursing research, identify disparities, advocate for change.

COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Describe health concerns and issues that may have an impact on the health and well-being of various cultural groups.
2. Develop strategies to promote therapeutic relationships with diverse populations across clinical settings, contexts and nursing roles and use these strategies to effectively promote health.
3. Discuss the nursing process as it related to identifying functional health patterns at the individual, family and community levels.
4. Describe the importance of growth and development theory as a framework for assessing and promoting health across the lifespan, including nursing care of specific populations such as maternal child, pediatric, mental health, palliative, and end of life care.

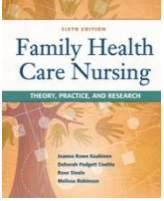
ATTENDANCE & MEETING TIME:

Early alert for each absence, if a student misses 3 or more classes, an action plan needs to be made with the professor and shared with the advisor.

The course calendar below lists the assigned activities for each week. Expectations for completion of course work is as follows:

1. Read the assigned chapters and articles for the week. Note important points, relevance to personal work experience, questions for clarification, and implications for patient care.
2. View/listen to PowerPoints and videos posted (when applicable).
3. New week/lessons begin each Monday.

COURSE MATERIALS:

	Title: Family Health Care Nursing: Theory, Practice, and Research Edition: 6 th Ed. Author: Kaakinen, Joanna ISBN: 9780803661660
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Potter & Perry: Chapters 8-14 as assigned.

Lehne: Chapters as assigned.

Other articles as assigned.

The course is supplemented online through Mount Mary University's Canvas learning management system.

Accessibility Statement

Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the University will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see Sara Sharpe, Director, Accessibility Services so that such accommodations may be arranged. She can be reached at 414-930-3173. Her email is sharpes@mtmary.edu. [The Accessibility Services Coordinator's office is located in the Student Success Center on the first floor of Haggerty Library, room 124.](#)

Academic Honesty and Integrity Statement

Mount Mary University is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

Copies of the full Academic Honesty and Integrity Policy and Procedures are available through the office of the Dean for Academic Affairs. The policy and procedures are included in the Mount Mary University Undergraduate and Graduate Bulletins online.

GRADING CRITERIA

Graded Course Assessments

Grading rubrics for assignments are included in the syllabus below.

All assignments are weighted based on their point value. See Course Calendar below for more details.

The instructor will determine letter grades at the end of the term based on the Mount Mary University student grading scale found in the Undergraduate Bulletin and below:

MMU Grade and Quality Points

Grade Equivalent	Quality Points		Numerical Equivalent
A	Superior	4.00	95-100
AB	Between A and B	3.50	91-94
B	Above Average	3.00	87-90
BC	Between B and C	2.50	83-86
C	Average	2.00	79-82
CD	Below Average	1.50	75-78
D	Unsatisfactory, but Passing	1.00	70-74
F	Failing	0	69 or below
P	Pass		70 or above
I	Incomplete		
AU	Audit		
W	Withdrawn		
NR	Not Recorded		

Nursing Course Progression Policy

Students must achieve a grade of BC or better in all NUR coded courses. Courses below a BC need to be repeated per the Nursing Course Progression Policy. Additionally, for NUR coded courses, a student can repeat each NUR coded course once and a student can repeat a maximum of 3 times for NUR coded courses over the entire program.

Nursing Success Strategies

The nursing program uses several strategies to promote student success in courses. Early Alerts and a Nursing Success Plan will be implemented by course faculty when faculty are concerned about a students' academic progress.

Nursing Program Dismissal

The following academic situations will result in dismissal from the nursing program:

1. Earning less than a “BC” in three required nursing courses (this includes all NUR courses).
2. Earning less than a “BC” in the same NUR course twice.
3. Withdrawal from the same NUR course more than two times for poor academic performance will be considered as one less than “BC” grade.

Appeal: See Undergraduate Bulletin

Attendance

Students are expected to actively attend and engage in each scheduled course session (lecture and lab). Missing class may jeopardize the student’s ability to meet course objectives. Instructors may submit an Early Alert for each absence, if a student misses three (3) or more class sessions a remediation plan needs to be put in place. Please notify the instructor in advance via email if you are not able to attend a scheduled class session.

Late Assignments

Late Assignments are not accepted. If there are extenuating circumstances, the student must contact the instructor before the assignment due date to request an extension. Late assignments/papers may be downgraded 5% for each day late.

Course Calendar

	Course Objective	Weekly Lesson Objectives	Learning Activities	Assignments & Assessments
Week 1 [Insert dates here]. Introduction to Course and Family and Lifespan Concepts	1. Describe health concerns and issues that may have an impact on the health and well-being of various cultural groups. 2. Develop strategies to promote therapeutic relationships with diverse populations across clinical settings, contexts and nursing roles and use these strategies to effectively promote health.	<ul style="list-style-type: none"> ● Identify definitions of health and illness for all members of families. ● Describe how families influence the process and outcome of health care across cultures. ● Describe the structure and function of a family in relation to individualized nursing care. 	Class meetings Readings: Chapter 1 Potter & Perry Chapter 9 & 10 Supplemental reading: Family dynamics across cultures and their impact on health	
Week 2 [Insert dates here]. Theoretical Foundations and Policy Implications for the Nursing Care of Families	1. Describe health concerns and issues that may have an impact on the health and well-being of various cultural groups. 2. Develop strategies to promote therapeutic relationships with diverse populations across clinical settings, contexts and nursing roles and use these strategies to effectively promote health. 3. Discuss the nursing process as it related to identifying functional health patterns at the individual, family and community levels.	<ul style="list-style-type: none"> ● Differentiate between theory, practice and research as they are applied to family care. ● Identify theoretical/conceptual frameworks and models that provide foundations for nursing of families. ● Describe the intersection of family policies, health disparities, and health care policies. ● Describe how health policies and health promotion programs use social determinants of health to improve outcomes across the lifespan. 	Class meetings Readings: Chapter 2 Chapter 4 Potter & Perry Chapter 11	Quiz
Week 3 [Insert dates here].	1. Describe health concerns and issues that may have an impact on	<ul style="list-style-type: none"> ● Demonstrate the use of the family genogram and ecomap as assessment data-gathering instruments. 	Class meetings Readings:	Quiz

<p>Family Demographics</p> <p>Family Nursing Assessment and Intervention</p>	<p>the health and well-being of various cultural groups.</p> <p>2. Develop strategies to promote therapeutic relationships with diverse populations across clinical settings, contexts and nursing roles and use these strategies to effectively promote health.</p> <p>3. Discuss the nursing process as it related to identifying functional health patterns at the individual, family and community levels.</p>	<ul style="list-style-type: none"> • Verbalize the economic, social and cultural changes that have increased family diversity in North America, including family structure, workforce demographics, costs of living and childcare. • Describe the needs of families with increasing ethnically, culturally and linguistically diverse backgrounds. • Explore families' beliefs about health and illness to promote health literacy. • Explain family structures, functions and processes to optimize individualized nursing care, tailored to the uniqueness of every family system. 	<p>Chapter 3 Chapter 5</p>	
<p>Week 4 [Insert dates here]. Family Nursing Assessment and Intervention (continued)</p>	<p>1. Describe health concerns and issues that may have an impact on the health and well-being of various cultural groups.</p> <p>2. Develop strategies to promote therapeutic relationships with diverse populations across clinical settings, contexts and nursing roles and use these strategies to effectively promote health.</p> <p>3. Discuss the nursing process as it related to identifying functional health patterns at the individual, family and community levels.</p>	<ul style="list-style-type: none"> • Describe the family context, considering the complex social systems, situations and lenses through which to analyze family events. • Demonstrate and verbalize the use of a logical systematic approach to the family nursing assessment. • Determine and prioritize specific family needs, develop realistic outcomes, and design, evaluate and modify a plan of actions that will be implemented by the family. • Use family narratives to construct, frame, contextualize, communicate and provide interpretations of family clients' needs. 	<p>Class meetings</p> <p>Readings: Chapter 5</p>	<p>Exam</p>
<p>Week 5 [Insert dates here].</p>	<p>1. Describe health concerns and issues that may have an impact on</p>	<ul style="list-style-type: none"> • Describe the needs and nursing care for families with members who have unique gender identities, sexual 	<p>Class meetings Readings:</p>	<p>Quiz</p>

<p>Variations to the Family Health Continuum: Nursing Care of LGBTQ Families</p>	<p>the health and well-being of various cultural groups.</p> <p>2. Develop strategies to promote therapeutic relationships with diverse populations across clinical settings, contexts and nursing roles and use these strategies to effectively promote health.</p>	<p>orientations and family structures in a variety of settings and circumstances.</p> <ul style="list-style-type: none"> • Examine the historical, political, sociocultural, religious, and economic contexts that influence the meaning of gender, gender identities, and gender expressions. • Relate LGBTQ individuals and families experience with legal and social barriers to health and well-being to health disparities and health promotion. 	<p>Chapter 7</p>	
<p>Week 6 [Insert dates here].</p> <p>Variations to the Family Health Continuum: Genomics and Family Nursing</p>	<p>1. Describe health concerns and issues that may have an impact on the health and well-being of various cultural groups.</p> <p>2. Develop strategies to promote therapeutic relationships with diverse populations across clinical settings, contexts and nursing roles and use these strategies to effectively promote health.</p> <p>4. Describe the importance of growth and development theory as a framework for assessing and promoting health across the lifespan, including nursing care of specific populations such as maternal child, pediatric, mental health, palliative, and end of life care.</p>	<ul style="list-style-type: none"> • Describe the hereditary components of many diseases and conditions. • Understand genomics, genomic medicine, and the nurses' role in clinical care and health outcomes. • Explain the nurses' role in genetic risk management, including testing, management and surveillance. • Demonstrate client teaching related to genomic health risks and accurate resources. • Demonstrate understanding of the balance between family perspective and political implications of genomic nursing practice. 	<p>Class meetings Readings:</p> <p>Chapter 8</p>	<p>Quiz</p>
<p>Week 7</p>	<p>3. Discuss the nursing process as it related to identifying functional</p>	<ul style="list-style-type: none"> • Describe how health promotion, early detection and screening may 	<p>Class meetings Readings:</p>	<p>Quiz</p>

<p>[Insert dates here].</p> <p>Variations to the Family Health Continuum: Chronic Illness & End-of-Life Care</p>	<p>health patterns at the individual, family and community levels.</p> <p>4. Describe the importance of growth and development theory as a framework for assessing and promoting health across the lifespan, including nursing care of specific populations such as maternal child, pediatric, mental health, palliative, and end of life care.</p>	<p>prevent some forms of chronic disease.</p> <ul style="list-style-type: none"> ● Explain the implications of chronic illnesses that occur at birth or early children on developmental changes across the life span. ● Use evidence-based knowledge to empower families with the information, skills, and abilities to manage chronic diseases over the life course and prevent complications and comorbidities. ● Demonstrate the methods of teaching, coaching, and therapeutic communication to assist individuals and their family members to cope with stress, uncertainty, powerlessness, and anticipatory loss that accompany chronic illnesses. ● Describe the principles of palliative care and apply these the nursing care of individuals and families. ● Demonstrate therapeutic communication to address fear, caregiver and client burden, isolation and other barriers to palliative and end-of-life care. ● Describe the process of end-of-life decision making with inclusion of all family members. 	<p>Chapters 9 & 10</p>	
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<p>Week 8 [Insert dates here].</p> <p>Variations to the Family Health Continuum: Trauma and Family Nursing</p>	<p>1. Describe health concerns and issues that may have an impact on the health and well-being of various cultural groups.</p> <p>2. Develop strategies to promote therapeutic relationships with diverse populations across clinical settings, contexts and nursing roles and use these strategies to effectively promote health.</p> <p>3. Discuss the nursing process as it related to identifying functional health patterns at the individual, family and community levels.</p> <p>4. Describe the importance of growth and development theory as a framework for assessing and promoting health across the lifespan, including nursing care of specific populations such as maternal child, pediatric, mental health, palliative, and end of life care.</p>	<ul style="list-style-type: none"> ● Describe trauma-informed care (TIC) and the role of the nurse in caring for individuals and families affected by trauma. ● Explain the role of the nurse in caring for individuals suffering from post-traumatic stress disorder (PTSD). ● Apply the Ecological Systems Theory to trauma-information care (TIC). ● Develop nursing action plans for survivors of trauma that include the individual, family and community system affected. ● Describe the role of larger political and social systems that influence individual, family and community trauma. 	<p>Class meetings Readings:</p> <p>Chapter 11</p>	<p>Exam</p>
<p>Week 9 [Insert dates here].</p> <p>Family Mental Health Nursing</p>	<p>2. Develop strategies to promote therapeutic relationships with diverse populations across clinical settings, contexts and nursing roles and use these strategies to effectively promote health.</p> <p>3. Discuss the nursing process as it related to identifying functional health patterns at the individual, family and community levels.</p> <p>4. Describe the importance of growth and development theory as a</p>	<ul style="list-style-type: none"> ● Demonstrate nursing care for the family system affected when a member has a mental health condition. ● Understand the comorbidities that frequently present when someone has a mental health condition and integrate appropriate nursing plans for care. ● Demonstrate psychoeducation and identify formal and/or informal 	<p>Class meetings Readings:</p> <p>Chapter 16</p>	<p>Quiz</p>

	<p>framework for assessing and promoting health across the lifespan, including nursing care of specific populations such as maternal child, pediatric, mental health, palliative, and end of life care.</p>	<p>support groups for family members when a member has a mental health condition.</p> <ul style="list-style-type: none"> • Examine personal attitudes and prejudices, as well as social stigmatization, towards mental health conditions. • Demonstrate nonjudgmental and nonblaming communication interactions with families who has a member with a mental health condition to maintain a therapeutic relationship. 		
<p>Week 10 [Insert dates here].</p> <p>Family Nursing with Childbearing Families</p>	<p>1. Describe health concerns and issues that may have an impact on the health and well-being of various cultural groups.</p> <p>2. Develop strategies to promote therapeutic relationships with diverse populations across clinical settings, contexts and nursing roles and use these strategies to effectively promote health.</p> <p>3. Discuss the nursing process as it related to identifying functional health patterns at the individual, family and community levels.</p> <p>4. Describe the importance of growth and development theory as a framework for assessing and promoting health across the lifespan, including nursing care of specific populations such as</p>	<ul style="list-style-type: none"> • Discuss common physiological and psychological health concerns during the transition from intrauterine to extrauterine life. • Understand and utilize multiple theories to plan and guide nursing care for childbearing families. • Understand the impact that social policy, available resources, and geographical location have on childbearing families. • Identify stressors that childbearing families encounter before, during, and after reproductive events to anticipate, identify, and respond to family needs appropriately. 	<p>Class meetings Readings:</p> <p>Chapter 12 Potter & Perry: Chapter 12 (p.) Lehne Chapter 9</p>	<p>Quiz</p>

	maternal child, pediatric, mental health, palliative, and end of life care.	<ul style="list-style-type: none"> • Describe ways in which a nurse is able to help parents meet their children’s developmental needs. • Describe the nurses’ role in drug therapy during pregnancy and breast-feeding. • Consider special circumstances of the childbearing family such as adoption, fertility issues, postpartum depression, domestic violence and bereavement processes in nursing care. 		
<p>Week 11 [Insert dates here].</p> <p>Family Nursing with Childbearing Families continued</p>	<p>1. Describe health concerns and issues that may have an impact on the health and well-being of various cultural groups.</p> <p>2. Develop strategies to promote therapeutic relationships with diverse populations across clinical settings, contexts and nursing roles and use these strategies to effectively promote health.</p> <p>3. Discuss the nursing process as it related to identifying functional health patterns at the individual, family and community levels.</p> <p>4. Describe the importance of growth and development theory as a framework for assessing and promoting health across the lifespan, including nursing care of specific populations such as maternal child, pediatric, mental</p>	<ul style="list-style-type: none"> • Discuss common physiological and psychological health concerns during the transition from intrauterine to extrauterine life. • Understand and utilize multiple theories to plan and guide nursing care for childbearing families. • Understand the impact that social policy, available resources, and geographical location have on childbearing families. • Identify stressors that childbearing families encounter before, during, and after reproductive events to anticipate, identify, and respond to family needs appropriately. 	<p>Class meetings Readings:</p> <p>Chapter 12 Potter & Perry: Chapter 12 (p.) Lehne Chapter 9</p>	Quiz

	health, palliative, and end of life care.	<ul style="list-style-type: none"> • Describe ways in which a nurse is able to help parents meet their children’s developmental needs. • Describe the nurses’ role in drug therapy during pregnancy and breast-feeding. • Consider special circumstances of the childbearing family such as adoption, fertility issues, postpartum depression, domestic violence and bereavement processes in nursing care. 		
Week 12 [Insert dates here]. Family Child Health Nursing	1. Describe health concerns and issues that may have an impact on the health and well-being of various cultural groups. 2. Develop strategies to promote therapeutic relationships with diverse populations across clinical settings, contexts and nursing roles and use these strategies to effectively promote health. 3. Discuss the nursing process as it related to identifying functional health patterns at the individual, family and community levels. 4. Describe the importance of growth and development theory as a framework for assessing and promoting health across the lifespan, including nursing care of specific populations such as maternal child, pediatric, mental	<ul style="list-style-type: none"> • Describe cognitive and psychosocial development from birth to adolescence. • Explain the role of play in the development of a child. • Discuss major life events of young and middle adults and the family. • Describe common health promotion challenges of children and their families. • Consider special circumstances of child morbidity and mortality in nursing care and client education such as: substance abuse, sexual activity and violence (abuse and neglect). • Apply the family-centered care model to facilitate and teach 	Class meetings Readings: Chapter 13 Potter & Perry Chapters 12 & 13 Lehne Chapter 10	Exam

	health, palliative, and end of life care.	<p>healthful activities for growth, prevention of injury and disease, and management of illness conditions in families with children.</p> <ul style="list-style-type: none"> Describe the nurses' role in the administration of drug therapy in pediatric patients. 		
<p>Week 13 [Insert dates here.]</p> <p>Family Child Health Nursing Continued</p>	<p>1. Describe health concerns and issues that may have an impact on the health and well-being of various cultural groups.</p> <p>2. Develop strategies to promote therapeutic relationships with diverse populations across clinical settings, contexts and nursing roles and use these strategies to effectively promote health.</p> <p>3. Discuss the nursing process as it related to identifying functional health patterns at the individual, family and community levels.</p> <p>4. Describe the importance of growth and development theory as a framework for assessing and promoting health across the lifespan, including nursing care of specific populations such as maternal child, pediatric, mental health, palliative, and end of life care.</p>	<ul style="list-style-type: none"> Describe cognitive and psychosocial development from birth to adolescence. Explain the role of play in the development of a child. Discuss major life events of young and middle adults and the family. Describe common health promotion challenges of children and their families. Consider special circumstances of child morbidity and mortality in nursing care and client education such as: substance abuse, sexual activity and violence (abuse and neglect). Apply the family-centered care model to facilitate and teach healthful activities for growth, prevention of injury and disease, and management of illness 	<p>Class meetings Readings:</p> <p>Chapter 13 Potter & Perry Chapters 12 & 13 Lehne Chapter 10</p>	<p>Quiz</p>

		<p>conditions in families with children.</p> <ul style="list-style-type: none"> Describe the nurses' role in the administration of drug therapy in pediatric patients. 		
<p>Week 14 [Insert dates here].</p> <p>Family Health in Mid- and Later Life</p>	<p>1. Describe health concerns and issues that may have an impact on the health and well-being of various cultural groups.</p> <p>2. Develop strategies to promote therapeutic relationships with diverse populations across clinical settings, contexts and nursing roles and use these strategies to effectively promote health.</p> <p>3. Discuss the nursing process as it related to identifying functional health patterns at the individual, family and community levels.</p> <p>4. Describe the importance of growth and development theory as a framework for assessing and promoting health across the lifespan, including nursing care of specific populations such as maternal child, pediatric, mental health, palliative, and end of life care.</p>	<ul style="list-style-type: none"> Discuss variations in care setting, activities of daily living (ADLs) and family structure and composition that impact the health and care of older adults. Discuss common developmental tasks of older adults. Describe common physiologic, cognitive and related psychosocial changes of aging. Describe gerontological nursing and the role of the nurse in individual client care and coordination and planning with family. Describe the nurses' role in the administration of drug therapy in older adults. 	<p>Class meetings Readings:</p> <p>Chapter 15 Potter & Perry Chapter 14 Lehne Chapter 11</p>	<p>Quiz</p>
<p>Week 15 [Insert dates here].</p> <p>Family Health Promotion</p>	<p>1. Describe health concerns and issues that may have an impact on the health and well-being of various cultural groups.</p> <p>2. Develop strategies to promote therapeutic relationships with</p>	<ul style="list-style-type: none"> Apply to concepts of family health promotion to strengthen the family unit and increase family unity and quality of life. 	<p>Class meetings Readings:</p> <p>Chapter 6</p>	<p>Quiz</p>

	diverse populations across clinical settings, contexts and nursing roles and use these strategies to effectively promote health.	<ul style="list-style-type: none"> • Identify patterns of health behavior at individual and family levels to promote health. • Recognize the factors outside the home and internal family processes that impact family health promotion. • Identify different cultures and how they define and value health, health promotion and disease prevention. • Demonstrate the care for families that include health promotion, health literacy and resource identification. • Use health promotion strategies and principles to partner with families to assist with all levels of health change. 		
Week 16 [Insert dates here]. Families and Community and Public Health Nursing	2. Develop strategies to promote therapeutic relationships with diverse populations across clinical settings, contexts and nursing roles and use these strategies to effectively promote health. 3. Discuss the nursing process as it related to identifying functional health patterns at the individual, family and community levels.	<ul style="list-style-type: none"> • Identify the variety of settings, contexts and transitions in which community health can be defined. • Prioritize health needs of a community to meet the holistic needs of families and communities. • Explain the concepts of social justice, cultural safety and ethical practice as it relates to community and public health nursing. • Describe how social, political, economic and environmental 	Class meetings Readings: Chapter 17	Exam

		<p>conditions affect families' health choices and outcomes.</p> <ul style="list-style-type: none">• Demonstrate advocacy for improving population health, partnering with families and communities to develop data-based programs designed to improve population health outcomes.		
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Appendix A: Discussion Board and Reflection Grading Rubric

Points allotted	20	15	10	5
Category				
Critical Thinking	<ul style="list-style-type: none"> rich in content full of thought, insight, and analysis 	<ul style="list-style-type: none"> substantial information thought, insight, and analysis has taken place 	<ul style="list-style-type: none"> generally competent information is thin and commonplace 	<ul style="list-style-type: none"> rudimentary and superficial no analysis or insight is displayed
Connections	Clear connections <ul style="list-style-type: none"> to previous or current experiences to real-life situations 	<ul style="list-style-type: none"> superficial connections lack relevance 	<ul style="list-style-type: none"> limited, if any connections vague generalities 	<ul style="list-style-type: none"> no connections are made off topic
Uniqueness	<ul style="list-style-type: none"> new ideas or new connections made with depth and detail 	<ul style="list-style-type: none"> new ideas or connections lack depth and/or detail 	<ul style="list-style-type: none"> few, if any new ideas or connections rehash or summarize other postings 	<ul style="list-style-type: none"> no new ideas “I agree with...” statement
Stylistics	<ul style="list-style-type: none"> Few grammatical or stylistic errors 	<ul style="list-style-type: none"> Several grammatical or stylistic errors 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Errors interfere with content 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Makes understanding impossible
Contribution to the Learning Community	<ul style="list-style-type: none"> Aware of needs of community. Respectful Frequently attempts to motivate the group discussion Presents creative approaches to topic Posts answered by 11:55 PM 	<ul style="list-style-type: none"> Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group Interacts freely 	<ul style="list-style-type: none"> Occasionally makes meaningful reflection on group’s efforts Marginal effort to become involved with group 	<ul style="list-style-type: none"> Does not make effort to participate in learning community as it develops Seems indifferent Did not post

Appendix B: Grading Rubric for Writing Assignments

Writing Assignments 100 possible APApoints	Exceptional	Meets Expectations	Elements Missing	Below Expectations	Insufficient
Content 50 points	<p>Main idea is clearly stated. Writes in clear language throughout the paper</p> <p>Information is accurate and based on readings</p> <p>Sufficient and accurate supporting information (references used - a minimal of 3) (50 points)</p>	<p>Main idea is stated. Writes in clear language throughout the paper</p> <p>Information is accurate and fairly thorough based on readings</p> <p>Sufficient and accurate supporting information (references used 2 - 3) (40 points)</p>	<p>Main idea is not clearly stated. Writes in a throughout the paper</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Supporting information is insufficient but mostly accurate (references used 1-2) (30 points)</p>	<p>Missing main idea/purpose of paper. There are many issues with language usage</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Writing is not easily followed by the reader</p> <p>Supporting information is insufficient or inaccurate (no citations) (20 points)</p>	<p>Component Missing (0 points)</p>
APA Format, Grammar and Spelling 30 points	<p>Responses demonstrate proper APA format that are grammatically and structurally correct sentences with no misspelled words. (30 points)</p>	<p>Responses contain slight APA format errors and/or infrequent misspelled words. (24 points)</p>	<p>Responses contain frequent APA format errors and/or sentences with grammatical and/or structural errors. (18 points)</p>	<p>Responses contain 6 or more APA format errors, or sentences with grammatical and/or structural errors. (12 points)</p>	<p>Missing APA format (0 points)</p>
Citing of text(s) and articles 20 points	<p>>1 High quality references beyond textbook/course materials cited using APA format (20 points)</p>	<p>At least 1 quality references beyond textbook/course materials cited using APA format (16 points)</p>	<p>Textbook/course materials referenced & cited using APA format (12 points)</p>	<p>References missing or not professionally appropriate (8 points)</p>	<p>No references (0 points)</p>



**NURSING DEPARTMENT
NUR 356 – TECHNOLOGY AND COMMUNICATION, 3 CREDITS
ONLINE SECTION - SPRING 2020**

January 13, 2020 – March 8, 2020

INSTRUCTOR Jennifer Dahlman, PhD, RN
E-MAIL Dahlmanj@mtmary.edu
TELEPHONE 414-930-3677
OFFICE Fidelis 317

OFFICE HOURS

Please email or call me to schedule an appointment.

CORRESPONDENCE

Please only use your mtmary.edu email address in your communication.

COURSE DESCRIPTION

Exploration of the principles of electronic/verbal/written patient communication and its value in the delivery of both individual and population health. The course will include an assessment of current available electronic medical record systems and their effectiveness in care delivery with special emphasis on their value in interdisciplinary communication and information sharing. Documentation gaps, barriers, and legal requirements will be studied to understand the challenges of communicating in complex environments. Nursing students will assess their own communication styles and those of others to increase awareness of human diversity and the need to modify styles to increase personal effectiveness in teams and with patients/families.

COURSE FORMAT

This online course utilizes discussion forums, electronically submitted assignments, textbook and article readings. Online learning puts the impetus on the student to learn and apply the material. The instructor is the learning facilitator, guide, and resource as the students work with the course content, classmates and assignments. Students can expect to devote 45 hours of study/preparation total per credit hour for this class; that equates to 135 hours total or 8 to 9 hours per week.

Mount Mary University Mission

Mount Mary University, an urban Catholic university for women, sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Vision

Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

MOUNT MARY UNIVERSITY NURSING PROGRAM

Program Mission: The Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.

Program Vision: Mount Mary University is recognized as a diverse learning community that prepares nurses to practice with individuals, families, communities, and global populations in diverse health care environments to transform patient care.

Program Values: The Nursing Program will develop nurse leaders whose competence, community, compassion and commitment to excellence lead to delivering high quality and safe patient care.

Nursing Program Goals and Outcomes:

The MMU Nursing Program is committed to developing nursing leaders to fulfill the mission of the University and the Mission of the Nursing Profession, which ultimately serves the health and well-being of our society. The Nursing Program goals are aligned with professional nursing standards as set forth in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

MMU Nursing Program Goals	
	Description
1	Lead with a strong sense of community, compassion, competence and commitment in diverse health care settings
2	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.
3	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
4	Commit to lifelong learning and advancing practice in nursing.

MMU Nursing Program Outcomes	
	MMU RN to BSN graduates are prepared to:
1	Seek positions as nurse leaders
2	Make clinical decisions based on evidence of nursing practice.
3	Utilize information resources and systems to improve patient care.
4	Collaborate with inter-professional teams toward quality and safe patient care.

5	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.
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COURSE ALIGNMENT

NUR 356: Technology and Communication is aligned with Essential IV: Information Management and Application of Patient Care Technology and Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes.

NURS 356: Technology and Communication helps the student meet Program Goals 2 & 3 and Student Outcomes 3 & 4.

Program Goal 2: Think critically & creatively in application of EBP & Technology.

Program Goal 3: Integrate liberal arts & advocate for quality improvement & safety.

Student Outcome 3: Utilize information resources & systems to improve care.

Student Outcome 4: Collaborate with interprofessional teams toward quality and safety

COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Compare and contrast current available electronic medical record systems based on multiple criteria including ease of use, patient privacy, and applicability for research.
2. Understand the implications of legal requirements on nursing documentation.
3. Critique various communication methods for their effectiveness in complex patient care settings.
4. Compare diverse styles of communication and complete an assessment of personal communication style with strengths and weaknesses
5. Practice various communication styles and evaluate their effectiveness in interdisciplinary and patient/family interactions

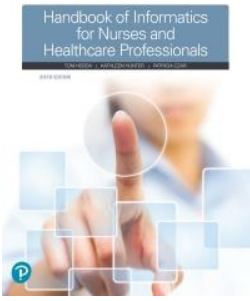
ATTENDANCE & MEETING TIME:

Online learning has many advantages related to the freedom of when to study. However, this method of learning also necessitates that all required learning activities are accomplished in a timely manner.

The course calendar below lists the assigned activities for each week. Expectations for completion of course work is as follows:

1. Read the assigned chapters and articles for the week. Note important points, relevance to personal work experience, questions for clarification, and implications for patient care.
2. View/listen to PowerPoints and videos posted (when applicable).
3. Complete the initial discussion questions and post by Tuesday 11:55pm of the respective week (when applicable).
4. Reply to the assigned number of posts by Sunday 11:55pm of the respective week (when applicable).
5. Submit written assignments via the e-Learning assignment drop-box by **11:55pm** on the Sunday of the respective week.
6. New week/lessons begin each Monday.

COURSE MATERIALS:



Title: *Handbook of Informatics for Nurses and Healthcare Professionals*

Edition: 6

Author: T. Hebda, K. Hunter, and P. Czar

ISBN: 0134711017

Other articles as assigned.

The course is online through Mount Mary University's e-Learning learning management system.

Accessibility Statement

Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the University will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see Sara Sharpe, Director, Accessibility Services so that such accommodations may be arranged. She can be reached at 414-930-3173. Her email is sharpes@mtmary.edu. The Accessibility Services Coordinator's office is located in the Student Success Center on the first floor of Haggerty Library, room 124.

Academic Honesty and Integrity Statement

Mount Mary University is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

Copies of the full Academic Honesty and Integrity Policy and Procedures are available through the office of the Dean for Academic Affairs. The policy and procedures are included in the Mount Mary University Undergraduate and Graduate Bulletins online.

GRADING CRITERIA

Lesson Checklists

Every lesson has a checklist of assignments required to successfully complete the lesson. Follow this checklist to complete each lesson.

Grading rubrics for Discussion Postings and Written Assignments are included in the syllabus, below.

Grades

All assignments are weighted based on their point value. See Course Calendar below for more details.

Graded Course Assessments	Possible Points
Week 1:	
Quiz 1	10
Introductory Bio	20
Discussion 1	20
Week 2:	
Quiz 2	10
Assignment 2	100
Discussion 2	20
Week 3:	
Quiz 3	10
Assignment 3	100
Discussion 3	20
Week 4:	
Quiz 4	10
Assignment 4	100
Discussion 4	20
Week 5:	
Quiz 5	10
Assignment 5	100
Discussion 5	20
Week 6:	
Quiz 6	10
Assignment 6	100
Discussion 6	20
Week 7:	

Quiz 7	10
Assignment 7	100
Discussion 7	20
Week 8:	
Assignment 8	100
Discussion 8	20
Total Possible Point	950

Grades are calculated by taking the number of total points earned and dividing by the total possible points. This will be multiplied by 100 to yield a percentage achieved out of 100%.

The instructor will determine letter grades at the end of the term based on the Mount Mary University student grading scale found in the Undergraduate Bulletin and below:

MMU Grade and Quality Points

Grade Equivalent	Quality Points		Numerical Equivalent
A	Superior	4.00	95-100
AB	Between A and B	3.50	91-94
B	Above Average	3.00	87-90
BC	Between B and C	2.50	83-86
C	Average	2.00	79-82
CD	Below Average	1.50	75-78
D	Unsatisfactory, but Passing	1.00	70-74
F	Failing	0	69 or below
P	Pass		70 or above
I	Incomplete		
AU	Audit		
W	Withdrawn		
NR	Not Recorded		

Nursing Course Progression Policy

Students must achieve a grade of C or better in all NUR coded courses. Courses below a C need to be repeated per the Nursing Course Progression Policy. The Nursing Course Progression Policy is clearly delineated in the Nursing Student Handbook.

Online Etiquette

The objective in an online discussion is to be collaborative, *not* combative. Please, proofread your responses carefully before you post them to make sure that they will not be offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your classmates can ask questions, express opinions, revise opinions, and take positions just as you would in a more traditional classroom setting.

Late Assignments

Late Assignments are not accepted. If there are extenuating circumstances, the student must contact the instructor before the assignment due date to request an extension. Late assignments/papers may be downgraded 5% for each day late.

Resubmitted Assignments

In the event that the student completes the assignment incorrectly and received a failing grade, the student may be given the opportunity to make corrections and resubmit the assignment within one week of receiving feedback from the instructor. Resubmission will not be accepted after one week. It is the responsibility of the student to email the instructor and request to resubmit the assignment. A failed assignment can only be resubmitted once for re-grading. The maximum possible grade for a resubmitted assignment is 88%. A student may not resubmit an assignment unless directed by the instructor.

Attendance

Students are expected to actively and regularly (4-5 times per week) access course materials online and provide commentary to acknowledge both understanding and participation. Extended periods (more than 4 days) away from online communication should be discussed with the instructor in advance as it may jeopardize the student's ability to meet course objectives.

Course Calendar

	Course Objective	Weekly Lesson Objectives	Learning Activities	Assignments & Assessments
Week 1 January 13, 2020 – January 19, 2020	3. Critique various communication methods for their effectiveness in complex patient care settings.	<ul style="list-style-type: none"> Provide an overview of the role that technology plays in healthcare. Discuss the significance of informatics in healthcare. Examine the relationship between technology, informatics, and caring. Compare and contrast the different informatics disciplines found within healthcare. 	Lesson plan 1: Chapters 1 & 2 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Post Bio to Discussion Forum Quiz 1 Discussion 1
Week 2 January 20, 2020 – January 26, 2020 *Note: Monday is MLK, Jr. day	1. Compare and contrast current available electronic medical record systems based on multiple criteria including ease of use, patient privacy , and applicability for research. 2. Understand the implications of legal requirements on nursing documentation.	<ul style="list-style-type: none"> Relate issues and concerns for effective and ethical use of data and information with exemplar practices within healthcare. Discuss the pros and cons related to informatics and public policy-making. Recognize potential threats to privacy and security and the responsibility that nurses have to protect patient information and privacy. 	Lesson plan 2: Chapters 3, 6, & 13 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Quiz 2 Assignment 2 Discussion 2
Week 3 January 27, 2020 – February 2, 2020	1. Compare and contrast current available electronic medical record systems based on multiple criteria including ease of use, patient privacy, and applicability for research . 3. Critique various communication methods for their effectiveness in complex patient care settings .	<ul style="list-style-type: none"> Identify reliable resources for health information and services, including research. Name specific organizations and watchdog groups focused on electronic resources. Describe technology used to organize and disseminate electronic information. Identify existing models of integration for EBP into complex patient care settings. 	Lesson plan 3: Chapters 4 & 5 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Quiz 3 Assignment 3 Discussion 3

	5.Practice various communication styles and evaluate their effectiveness in interdisciplinary and patient/family interactions.			
Week 4 February 3, 2020 – February 9, 2020	1.Compare and contrast current available electronic medical record systems based on multiple criteria including ease of use, patient privacy, and applicability for research.	<ul style="list-style-type: none"> • Differentiate between EHR, EMR, PHR and EHRS. • Describe the relationship between various electronic health record systems and how to use them meaningfully. • Differentiate between CIS and AIS. • Describe the differences between EHRS and HIS. 	Lesson plan 4: Chapters 7 & 8 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Quiz 4 Assignment 4 Discussion 4
Week 5 February 10, 2020 – February 16, 2020	1.Compare and contrast current available electronic medical record systems based on multiple criteria including ease of use , patient privacy, and applicability for research.	<ul style="list-style-type: none"> • Describe the nursing leader’s role as project manager for selection of appropriate health information technology (HIT). • Distinguish among the terms configurability, interoperability, human factors, and usability when reviewing health information technology. • Identify variables and decisions that must be considered when analyzing HIT and testing various systems for implementation. • Describe the life cycle of HIT. • Discuss disaster recovery responses in HIT. 	Lesson plan 5: Chapter 9-11 & 16 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Quiz 5 Assignment 5 Discussion 5
Week 6 February 17, 2020 – February 23, 2020	4.Compare diverse styles of communication and complete an assessment of personal communication style with strengths and weaknesses. 5.Practice various communication styles and evaluate their effectiveness in	<ul style="list-style-type: none"> • Compare and contrast various approaches to HIT training. • Describe the human and technological factors that impact elearning. • Distinguish your own strengths and weaknesses based on your style of communication and create of personal improvement plan (PIP). 	Lesson plan 6: Chapters 12 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Quiz 6 Assignment 6 Discussion 6

	interdisciplinary and patient/family interactions.			
Week 7 February 24, 2020 – March 1, 2020	<p>1. Compare and contrast current available electronic medical record systems based on multiple criteria including ease of use, patient privacy, and applicability for research.</p> <p>2. Understand the implications of legal requirements on nursing documentation.</p>	<ul style="list-style-type: none"> • Differentiate between clinical-data networks and health information networks and their current status at the national level. • Discuss the importance of having standards for the integration of information and the exchange of health information, as well as standardized language. • Distinguish between different types of terminology structures and describe how these facilitate the use of EBP. 	Lesson plan 7: Chapters 14 & 15 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Quiz 7 Assignment 7 Discussion 7
Week 8 March 2, 2020 – March 8, 2020	<p>3. Critique various communication methods for their effectiveness in complex patient care settings.</p> <p>5. Practice various communication styles and evaluate their effectiveness in interdisciplinary and patient/family interactions.</p>	<ul style="list-style-type: none"> • Evaluate innovative strategies that focus on consumer education using information technology and consumer health informatics applications. • Evaluate the impact of information technology and communicate styles of patient engagement and teaching effectiveness. • Explore delivery modalities for telehealth considering legal and ethical considerations, as well as patient-safety and quality indicators. • Identify critical public health initiatives and describe how these are supported by clinical information systems. 	Lesson plan 8: Chapters 17-20 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Quiz 8 Assignment 8 Discussion 8

Appendix A: Discussion Board and Reflection Grading Rubric

Points allotted	20	15	10	5
Category				
Critical Thinking	<ul style="list-style-type: none"> rich in content full of thought, insight, and analysis 	<ul style="list-style-type: none"> substantial information thought, insight, and analysis has taken place 	<ul style="list-style-type: none"> generally competent information is thin and commonplace 	<ul style="list-style-type: none"> rudimentary and superficial no analysis or insight is displayed
Connections	Clear connections <ul style="list-style-type: none"> to previous or current experiences to real-life situations 	<ul style="list-style-type: none"> superficial connections lack relevance 	<ul style="list-style-type: none"> limited, if any connections vague generalities 	<ul style="list-style-type: none"> no connections are made off topic
Uniqueness	<ul style="list-style-type: none"> new ideas or new connections made with depth and detail 	<ul style="list-style-type: none"> new ideas or connections lack depth and/or detail 	<ul style="list-style-type: none"> few, if any new ideas or connections rehash or summarize other postings 	<ul style="list-style-type: none"> no new ideas “I agree with...” statement
Stylistics	<ul style="list-style-type: none"> Few grammatical or stylistic errors 	<ul style="list-style-type: none"> Several grammatical or stylistic errors 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Errors interfere with content 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Makes understanding impossible
Contribution to the Learning Community	<ul style="list-style-type: none"> Aware of needs of community. Respectful Frequently attempts to motivate the group discussion Presents creative approaches to topic Posts answered by 11:55 PM 	<ul style="list-style-type: none"> Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group Interacts freely 	<ul style="list-style-type: none"> Occasionally makes meaningful reflection on group’s efforts Marginal effort to become involved with group 	<ul style="list-style-type: none"> Does not make effort to participate in learning community as it develops Seems indifferent Did not post

Appendix B: Grading Rubric for Writing Assignments

Writing Assignments 100 possible APApoints	Exceptional	Meets Expectations	Elements Missing	Below Expectations	Insufficient
Content 50 points	<p>Main idea is clearly stated. Writes in clear language throughout the paper</p> <p>Information is accurate and based on readings</p> <p>Sufficient and accurate supporting information (references used - a minimal of 3) (50 points)</p>	<p>Main idea is stated. Writes in clear language throughout the paper</p> <p>Information is accurate and fairly thorough based on readings</p> <p>Sufficient and accurate supporting information (references used 2 - 3) (40 points)</p>	<p>Main idea is not clearly stated. Writes in a throughout the paper</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Supporting information is insufficient but mostly accurate (references used 1-2) (30 points)</p>	<p>Missing main idea/purpose of paper. There are many issues with language usage</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Writing is not easily followed by the reader</p> <p>Supporting information is insufficient or inaccurate (no citations) (20 points)</p>	<p>Component Missing (0 points)</p>
APA Format, Grammar and Spelling 30 points	<p>Responses demonstrate proper APA format that are grammatically and structurally correct sentences with no misspelled words. (30 points)</p>	<p>Responses contain slight APA format errors and/or infrequent misspelled words. (24 points)</p>	<p>Responses contain frequent APA format errors and/or sentences with grammatical and/or structural errors. (18 points)</p>	<p>Responses contain 6 or more APA format errors, or sentences with grammatical and/or structural errors. (12 points)</p>	<p>Missing APA format (0 points)</p>
Citing of text(s) and articles 20 points	<p>>1 High quality references beyond textbook/course materials cited using APA format (20 points)</p>	<p>At least 1 quality references beyond textbook/course materials cited using APA format (16 points)</p>	<p>Textbook/course materials referenced & cited using APA format (12 points)</p>	<p>References missing or not professionally appropriate (8 points)</p>	<p>No references (0 points)</p>



**NURSING DEPARTMENT
NUR 420: NURSING LEADERSHIP I, 3 CREDITS
ONLINE SECTION---FALL 2019**

Oct. 15, 2019 – December 12, 2019

INSTRUCTOR Jennifer Dahlman, RN, MSN, PhD(c)
E-MAIL Dahlmanj@mtmary.edu
TELEPHONE 414-930-3677

OFFICE HOURS

Please email or call me to schedule an appointment.

CORRESPONDENCE

Please only use your mtmary.edu email address in your communication.

COURSE DESCRIPTION

The role of a leader is explored in a health care team environment. Leadership styles as well as the power of authority and influence are explored with appreciation of various patient care situations. Strategies such as patient care simulation, role-play, and clinical case study critique will be utilized to enable the student to explore their personal comfort in a role as a nursing leader. Various nursing leadership roles within the healthcare setting will be examined for their respective challenges and contributions to quality patient care and healthy work environments.

COURSE FORMAT

This online course utilizes discussion forums, electronically submitted assignments, textbook and article readings. Online learning puts the impetus on the student to learn and apply the material. The instructor is the learning facilitator, guide, and resource as the students work with the course content, classmates and assignments. Students can expect to devote 45 hours of study/preparation total per credit hour for this class; that equates to 135 hours total or 8 to 9 hours per week.

Mount Mary University Mission

Mount Mary University, an urban Catholic university for women, sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Vision

Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

MOUNT MARY UNIVERSITY NURSING PROGRAM

Program Mission: The Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.

Program Vision: Mount Mary University is recognized as a diverse learning community that prepares nurses to practice with individuals, families, communities, and global populations in diverse health care environments to transform patient care.

Program Values: The Nursing Program will develop nurse leaders whose competence, community, compassion and commitment to excellence lead to delivering high quality and safe patient care.

Nursing Program Goals and Outcomes:

The MMU Nursing Program is committed to developing nursing leaders to fulfill the mission of the University and the Mission of the Nursing Profession, which ultimately serves the health and well-being of our society. The Nursing Program goals are aligned with professional nursing standards as set forth in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

MMU Nursing Program Goals	
	Description
1	Lead with a strong sense of community, compassion, competence and commitment in diverse health care settings
2	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.
3	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
4	Commit to lifelong learning and advancing practice in nursing.

MMU Nursing Program Outcomes	
	MMU RN to BSN graduates are prepared to:
1	Seek positions as nurse leaders
2	Make clinical decisions based on evidence of nursing practice.
3	Utilize information resources and systems to improve patient care.
4	Collaborate with inter-professional teams toward quality and safe patient care.
5	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.

COURSE ALIGNMENT

NUR 420: Nursing Leadership I is aligned with Essential VIII.

Essential VIII: Professionalism and Professional Values.

NURS 420: Nursing Leadership I helps the student meet Program Goal 1 and Student Outcome 1.

Program Goal 1: Lead with community, compassion, competence & commitment.

Student Outcome I: Seek positions as nurse leaders.

COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Understand the concepts of power, influence, authority and leadership.
2. Compare and contrast several leadership theories and styles and their applicability in various healthcare settings and situations.
3. Examine fundamental nursing leadership competencies and describe how these competencies are exhibited in clinical settings.
4. Identify the challenges and contributions of a nursing leader and critique the effectiveness of their leadership style in achieving stated job expectations and patient outcomes.

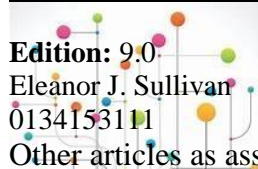
ATTENDANCE & MEETING TIME:

Online learning has many advantages related to the freedom of when to study. However, this method of learning also necessitates that all required learning activities are accomplished in a timely manner.

The course calendar below lists the assigned activities for each week. Expectations for completion of course work is as follows:

1. Read the assigned chapters and articles for the week. Note important points, relevance to personal work experience, questions for clarification, and implications for patient care.
2. View/listen to PowerPoints and videos posted (when applicable).
3. Complete the initial discussion questions and post by Tuesday 11:55pm of the respective week (when applicable).
4. Reply to the assigned number of posts by Sunday 11:55pm of the respective week (when applicable).
5. Submit written assignments via the e-Learning assignment drop-box by **11:55pm** on the Sunday of the respective week.
6. New week/lessons begin each Monday.

COURSE MATERIALS:



Edition: 9.0
Eleanor J. Sullivan
0134153111
Other articles as assigned.

Title: *Effective Leadership and Management in Nursing*

Author:

ISBN:

The course is online through Mount Mary University's e-Learning learning management system.

Accessibility Statement

Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the University will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see Sara Sharpe, Director, Accessibility Services so that such accommodations may be arranged. She can be reached at 414-930-3173. Her email is sharpes@mtmary.edu. [The Accessibility Services Coordinator's office is located in the Student Success Center on the first floor of Haggerty Library, room 124.](#)

Academic Honesty and Integrity Statement

Mount Mary University is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

Copies of the full Academic Honesty and Integrity Policy and Procedures are available through the office of the Dean for Academic Affairs. The policy and procedures are included in the Mount Mary University Undergraduate and Graduate Bulletins online.

GRADING CRITERIA

Lesson Checklists

Every lesson has a checklist of assignments required to successfully complete the lesson. Follow this checklist to complete each lesson.

Grading rubrics for Discussion Postings and Written Assignments are included in the syllabus, below.

Grades

All assignments are weighted based on their point value. See Course Calendar below for more details.

Graded Course Assessments	Possible Points
Week 1: Understanding the Concepts of Power and Influence	
Quiz 1	10
Introductory Bio	20
Discussion 1	20
Week 2 Understanding the Concepts of Authority and Leadership	
Quiz 2	10
Assignment 2	100
Discussion 2	20
Week 3 Compare and Contrast Several Leadership Theories and Styles	
Quiz 3	10
Assignment 3	100
Discussion 3	20
Week 4 Apply Various Leadership Theories and Styles in Healthcare Settings and Situations	
Quiz 4	10
Assignment 4	100
Discussion 4	20
Week 5 Examine Fundamental Nursing Leadership Competencies	
Quiz 5	10
Assignment 5	100
Discussion 5	20
Week 6 Understand How Fundamental Nursing Leadership Competencies are Exhibited in Clinical Settings	
Quiz 6	10
Assignment 6	100
Discussion 6	20
Week 7 Identify the Challenges and Contributions of a Nursing Leader	
Quiz 7	10
Assignment 7	100
Discussion 7	20

Week 8	
Critique the Effectiveness of A Nursing Leader's Style in Achieving Stated Job Expectations and Patient Outcomes	
Assignment 8	100
Discussion 8	20
Total Possible Point	950

Grades are calculated by taking the number of total points earned and dividing by the total possible points. This will be multiplied by 100 to yield a percentage achieved out of 100%.

The instructor will determine letter grades at the end of the term based on the Mount Mary University student grading scale found in the Undergraduate Bulletin and below:

MMU Grade and Quality Points

Grade Equivalent	Quality Points		Numerical Equivalent
A	Superior	4.00	95-100
AB	Between A and B	3.50	91-94
B	Above Average	3.00	87-90
BC	Between B and C	2.50	83-86
C	Average	2.00	79-82
CD	Below Average	1.50	75-78
D	Unsatisfactory, but Passing	1.00	70-74
F	Failing	0	69 or below
P	Pass		70 or above
I	Incomplete		
AU	Audit		
W	Withdrawn		
NR	Not Recorded		

Nursing Course Progression Policy

Students must achieve a grade of C or better in all NUR coded courses. Courses below a C need to be repeated per the Nursing Course Progression Policy. The Nursing Course Progression Policy is clearly delineated in the Nursing Student Handbook.

Online Etiquette

The objective in an online discussion is to be collaborative, *not* combative. Please, proofread your responses carefully before you post them to make sure that they will not be offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your classmates can ask questions, express opinions, revise opinions, and take positions just as you would in a more traditional classroom setting.

Late Assignments

Late Assignments are not accepted. If there are extenuating circumstances, the student must contact the instructor before the assignment due date to request an extension. Late assignments/papers may be downgraded 5% for each day late.

Resubmitted Assignments

In the event that the student completes the assignment incorrectly and received a failing grade, the student may be given the opportunity to make corrections and resubmit the assignment within one week of receiving feedback from the instructor. Resubmission will not be accepted after one week. It is the responsibility of the student to email the instructor and request to resubmit the assignment. A failed assignment can only be resubmitted once for re-grading. The maximum possible grade for a resubmitted assignment is 88%. A student may not resubmit an assignment unless directed by the instructor.

Attendance

Students are expected to actively and regularly (4-5 times per week) access course materials online and provide commentary to acknowledge both understanding and participation. Extended periods (more than 4 days) away from online communication should be discussed with the instructor in advance as it may jeopardize the student's ability to meet course objectives.

Course Calendar

	Course Objective	Weekly Lesson Objectives	Learning Activities	Assignments & Assessments
Week 1 Oct. 15, 2019 – Oct. 20, 2019	1. Understand the concepts of power, influence, authority and leadership.	<ul style="list-style-type: none"> • Differentiate between power and influence. • Describe how to use power appropriately. • Differentiate between authority and leadership. • Identify the changes and challenges that nurses face now and in the future. • Describe how nursing management is influenced by changes in society and ways nurses can influence nursing's future. 	Lesson plan 1: Chapters 1 & 8 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Post Bio to Discussion Forum Quiz 1 Discussion 1
Week 2 Oct. 21, 2019 – Oct. 27, 2019	2. Compare and contrast several leadership theories and styles and their applicability in various healthcare settings and situations.	<ul style="list-style-type: none"> • Differentiate between leaders and managers. • Evaluate different theories that explain leadership. • Explain why nurses need to learn management skills. • Describe management roles that nurses fill in practice. 	Lesson plan 2: Chapter 4 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Quiz 2 Assignment 2 Discussion 2
Week 3 Oct. 28, 2019 – Nov. 3, 2019	2. Compare and contrast several leadership theories and styles and their applicability in various	<ul style="list-style-type: none"> • Apply several leadership theories and styles to various healthcare settings and situations • Explain why nurses need to learn management skills. 	Lesson plan 3: Chapter 4 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Quiz 3 Assignment 3 Discussion 3

	healthcare settings and situations.	<ul style="list-style-type: none"> Describe the management roles that nurses fill in practice. 		
Week 4 Nov. 4, 2019 – Nov. 10, 2019	3. Examine fundamental nursing leadership competencies and describe how these competencies are exhibited in clinical settings.	<ul style="list-style-type: none"> Describe the fundamental competencies of nurse leaders. Investigate nursing leadership competencies in the areas of thinking, communicating and delegating. Apply the creative process to use critical thinking to solve a problem. Explain what principles must be followed for collaborative communication to take place. Explain delegation and distinguish between responsibility, accountability and authority. 	Lesson plan 4: Chapter 9-11 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Quiz 4 Assignment 4 Discussion 4
Week 5 Nov. 11, 2019 – Nov. 17, 2019	3. Examine fundamental nursing leadership competencies and describe how these competencies are exhibited in clinical settings.	<ul style="list-style-type: none"> Describe how total quality management, continuous quality management, Six Sigma, Lean Six Sigma, and DMAIC address quality. Delineate efforts to improve the quality of healthcare. Explain how nursing leaders are involved in reducing risks. 	Lesson plan 5: Chapter 6 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Quiz 5 Assignment 5 Discussion 5
Week 6	3. Examine fundamental nursing leadership competencies and describe how these	<ul style="list-style-type: none"> Describe the fundamental competencies of nurse leaders. Investigate nursing leadership competencies in the areas of 	Lesson plan 6: Chapters 12-14 Complete the assigned learning activities as listed on e-	Quiz 6 Assignment 6 Discussion 6

Nov. 18, 2019 – Nov. 24, 2019	competencies are exhibited in clinical settings.	teamwork, conflict, and time management. <ul style="list-style-type: none"> • Explain why the nurse manager’s leadership skills are essential to team performance. • Describe the conflict process and approaches that can be used to manage conflict. • Develop ways to incorporate time management strategies and eliminate time-wasters. 	Learning (readings, presentations, articles etc)	
Week 7 Nov. 25, 2019 – Dec. 1, 2019 *Note holiday week	4. Identify the challenges and contributions of a nursing leader and critique the effectiveness of their leadership style in achieving stated job expectations and patient outcomes.	<ul style="list-style-type: none"> • Identify challenges faced by nursing leaders. • Apply nursing leader competencies to solve challenges related to achieving stated job expectations and patient outcomes. • Construct interview questions that are pertinent to current challenges and contributions on nursing leaders. 	Lesson plan 7: Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Quiz 7 Assignment 7 Discussion 7
Week 8 Dec. 2, 2019 – Dec. 8, 2019	4. Identify the challenges and contributions of a nursing leader and critique the effectiveness of their leadership style in achieving stated job expectations and patient outcomes.	<ul style="list-style-type: none"> • Interview a nursing leader to obtain additional information about the challenges and contributions a nursing leader experiences. • Conduct a critique of the effectiveness of various nursing leadership styles and relate these to meeting career and patient expectations. 	Lesson plan 8: Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Quiz 8 Assignment 8 Discussion 8

Appendix A: Discussion Board and Reflection Grading Rubric

Points allotted	20	15	10	5
Category				
Critical Thinking	<ul style="list-style-type: none"> rich in content full of thought, insight, and analysis 	<ul style="list-style-type: none"> substantial information thought, insight, and analysis has taken place 	<ul style="list-style-type: none"> generally competent information is thin and commonplace 	<ul style="list-style-type: none"> rudimentary and superficial no analysis or insight is displayed
Connections	Clear connections <ul style="list-style-type: none"> to previous or current experiences to real-life situations 	<ul style="list-style-type: none"> superficial connections lack relevance 	<ul style="list-style-type: none"> limited, if any connections vague generalities 	<ul style="list-style-type: none"> no connections are made off topic
Uniqueness	<ul style="list-style-type: none"> new ideas or new connections made with depth and detail 	<ul style="list-style-type: none"> new ideas or connections lack depth and/or detail 	<ul style="list-style-type: none"> few, if any new ideas or connections rehash or summarize other postings 	<ul style="list-style-type: none"> no new ideas “I agree with...” statement
Stylistics	<ul style="list-style-type: none"> Few grammatical or stylistic errors 	<ul style="list-style-type: none"> Several grammatical or stylistic errors 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Errors interfere with content 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Makes understanding impossible
Contribution to the Learning Community	<ul style="list-style-type: none"> Aware of needs of community. Respectful Frequently attempts to motivate the group discussion Presents creative approaches to topic Posts answered by 11:55 PM 	<ul style="list-style-type: none"> Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group Interacts freely 	<ul style="list-style-type: none"> Occasionally makes meaningful reflection on group’s efforts Marginal effort to become involved with group 	<ul style="list-style-type: none"> Does not make effort to participate in learning community as it develops Seems indifferent Did not post

Appendix B: Grading Rubric for Writing Assignments

Writing Assignments 100 possible APApoints	Exceptional	Meets Expectations	Elements Missing	Below Expectations	Insufficient
Content 50 points	<p>Main idea is clearly stated. Writes in clear language throughout the paper</p> <p>Information is accurate and based on readings</p> <p>Sufficient and accurate supporting information (references used - a minimal of 3) (50 points)</p>	<p>Main idea is stated. Writes in clear language throughout the paper</p> <p>Information is accurate and fairly thorough based on readings</p> <p>Sufficient and accurate supporting information (references used 2 - 3) (40 points)</p>	<p>Main idea is not clearly stated. Writes in a throughout the paper</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Supporting information is insufficient but mostly accurate (references used 1-2) (30 points)</p>	<p>Missing main idea/purpose of paper. There are many issues with language usage</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Writing is not easily followed by the reader</p> <p>Supporting information is insufficient or inaccurate (no citations) (20 points)</p>	<p>Component Missing (0 points)</p>
APA Format, Grammar and Spelling 30 points	<p>Responses demonstrate proper APA format that are grammatically and structurally correct sentences with no misspelled words. (30 points)</p>	<p>Responses contain slight APA format errors and/or infrequent misspelled words. (24 points)</p>	<p>Responses contain frequent APA format errors and/or sentences with grammatical and/or structural errors. (18 points)</p>	<p>Responses contain 6 or more APA format errors, or sentences with grammatical and/or structural errors. (12 points)</p>	<p>Missing APA format (0 points)</p>
Citing of text(s) and articles 20 points	<p>>1 High quality references beyond textbook/course materials cited using APA format (20 points)</p>	<p>At least 1 quality references beyond textbook/course materials cited using APA format (16 points)</p>	<p>Textbook/course materials referenced & cited using APA format (12 points)</p>	<p>References missing or not professionally appropriate (8 points)</p>	<p>No references (0 points)</p>



**NURSING DEPARTMENT
NUR 401: HEALTHCARE ECONOMICS AND REGULATION, 3 CREDITS
ONLINE SECTION---FALL 2019**

Aug. 19, 2019 – Oct. 12, 2019

INSTRUCTOR Jennifer Dahlman, RN, MSN, PhD(c)
E-MAIL Dahlmanj@mtmary.edu
TELEPHONE 414-930-333677

OFFICE HOURS

Mondays and Wednesdays from 2:30 – 5:30 pm.
Other times available as well, please email or call me to schedule an appointment.

CORRESPONDENCE

Please only use your mtmary.edu email address in your communication.

COURSE DESCRIPTION

Reading and discussion of the evolution of healthcare as an industry and its overall impact on the economy of the United States and the world in the context of changing demographics. The study of modern day attempts to reign in healthcare costs, including available nursing research on maintaining or improving quality outcomes while encouraging clinical advancements. Additional focus on the impact of regulation and the legal system on clinical decision-making and patient satisfaction.

COURSE FORMAT

This online course utilizes discussion forums, electronically submitted assignments, textbook and article readings. Online learning puts the impetus on the student to learn and apply the material. The instructor is the learning facilitator, guide, and resource as the students work with the course content, classmates and assignments. Students can expect to devote 45 hours of study/preparation total per credit hour for this class; that equates to 135 hours total or 8 to 9 hours per week.

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Nursing Program Goals and Outcomes:

The MMU Nursing Program is committed to developing nursing leaders to fulfill the mission of the University and the Mission of the Nursing Profession, which ultimately serves the health and well-being of our society. The Nursing Program goals are aligned with professional nursing standards as set forth in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

MMU Nursing Program Goals	
	Description
1	Lead with a strong sense of community, compassion, competence and commitment in diverse health care settings
2	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.
3	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
4	Commit to lifelong learning and advancing practice in nursing.

MMU Nursing Program Outcomes	
	MMU RN to BSN graduates are prepared to:
1	Seek positions as nurse leaders
2	Make clinical decisions based on evidence of nursing practice.
3	Utilize information resources and systems to improve patient care.
4	Collaborate with inter-professional teams toward quality and safe patient care.
5	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.

COURSE ALIGNMENT

NUR 401: Healthcare Economics and Regulation is aligned with Essential II & V.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

Essential V: Health Care Policy, Finance, and Regulatory Environments

NUR 401: Healthcare Economics and Regulation helps the student meet Program Goals 2 & 3 and Student Outcome 4 & 5.

Program Goal 2: Think critically & creatively in application of evidence based practice (EBP) & technology

Program Goal 3: Integrate liberal arts & advocate for quality improvement & safety

Student Outcome 4: Collaborate with interprofessional teams toward quality and safety

Student Outcome 5: Analyze and interpret nursing research, identify disparities, advocate for change

COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Differentiate the roles of the health care workforce members in the US healthcare system
2. Analyze the evolution & funding of the US healthcare system
3. Analyze the role ethics plays in the delivery of healthcare services
4. Analyze the role of government in regulating healthcare
5. Differentiate between the US system and other countries' healthcare delivery systems
6. Analyze the role of informatics in healthcare
7. Describe the ideal role of the healthcare consumer in the healthcare delivery system
8. Recommend a model of healthcare delivery system

ATTENDANCE & MEETING TIME:

Online learning has many advantages related to the freedom of when to study. However, this method of learning also necessitates that all required learning activities are accomplished in a timely manner.

The course calendar below lists the assigned activities for each week. Expectations for completion of course work is as follows:

1. Read the assigned chapters and articles for the week. Note important points, relevance to personal work experience, questions for clarification, and implications for patient care.
2. View/listen to PowerPoints and videos posted (when applicable).
3. Complete the initial discussion questions and post by Tuesday 11:55pm of the respective week (when applicable).
4. Reply to the assigned number of posts by Sunday 11:55pm of the respective week (when applicable).
5. Submit written assignments via the e-Learning assignment drop-box by **11:55pm** on the Sunday of the respective week.
6. New week/lessons begin each Monday.

COURSE MATERIALS:



Title: *Health Care Finance, Economics, and Policy for Nurses*

Edition: 1.0

Author: Betty Rambur, PhD, RN

ISBN: 0826123228

Other articles as assigned.

The course is online through Mount Mary University's e-Learning learning management system.

Accessibility Statement

Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the University will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see the Coordinator of Accessibility Services so that such accommodations may be arranged:

Sarah Olejniczak

Vice President for Student Affairs

mmu-access@mtmary.edu

414-930-3372

Academic Honesty and Integrity Statement

Mount Mary University is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

Copies of the full Academic Honesty and Integrity Policy and Procedures are available through the office of the Dean for Academic Affairs. The policy and procedures are included in the Mount Mary University Undergraduate and Graduate Bulletins online.

GRADING CRITERIA

Lesson Checklists

Every lesson has a checklist of assignments required to successfully complete the lesson. Follow this checklist to complete each lesson.

Grading rubrics for Discussion Postings and Written Assignments are included in the syllabus, below.

Grades

All assignments are weighted based on their point value. See Course Calendar below for more details.

Graded Course Assessments	Possible Points
Week 1: Development of a Health Care Delivery System The Healthcare Workforce	
Introductory Bio	20
Quiz 1	10
Discussion 1	20
Week 2 The Evolution of the U.S. Health Care Delivery System Health Care Funding Sources	
Quiz 2	10
Assignment 2	100
Discussion 2	20
Week 3 Ethics in Health Care Delivery	
Quiz 3	10
Assignment 3	100
Discussion 3	20
Week 4 The Government in Health Care Delivery	

Quiz 4	10
Assignment 4	100
Discussion 4	20
Week 5	
Health Care Delivery Systems Around the World	
Quiz 5	10
Assignment 5	100
Discussion 5	20
Week 6	
Informatics in Health Care Delivery	
Quiz 6	10
Assignment 6	100
Discussion 6	20
Week 7	
The Health Care Consumer	
Quiz 7	10
Assignment 7	100
Discussion 7	20
Week 8	
The Model Health Care Delivery System	
Assignment 8	100
Discussion 8	20
Total Possible Point	950

Grades are calculated by taking the number of total points earned and dividing by the total possible points. This will be multiplied by 100 to yield a percentage achieved out of 100%.

The instructor will determine letter grades at the end of the term based on the Mount Mary University student grading scale found in the Undergraduate Bulletin and below:

MMU Grade and Quality Points

Grade Equivalent	Quality Points		Numerical Equivalent
A	Superior	4.00	95-100
AB	Between A and B	3.50	91-94
B	Above Average	3.00	87-90
BC	Between B and C	2.50	83-86
C	Average	2.00	79-82
CD	Below Average	1.50	75-78
D	Unsatisfactory, but Passing	1.00	70-74
F	Failing	0	69 or below
P	Pass		70 or above
I	Incomplete		
AU	Audit		
W	Withdrawn		
NR	Not Recorded		

Nursing Course Progression Policy

Students must achieve a grade of C or better in all NUR coded courses. Courses below a C need to be repeated per the Nursing Course Progression Policy. The Nursing Course Progression Policy is clearly delineated in the Nursing Student Handbook.

Online Etiquette

The objective in an online discussion is to be collaborative, *not* combative. Please, proofread your responses carefully before you post them to make sure that they will not be offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your classmates can ask questions, express opinions, revise opinions, and take positions just as you would in a more traditional classroom setting.

Late Assignments

Late Assignments are not accepted. If there are extenuating circumstances, the student must contact the instructor before the assignment due date to request an extension. Late assignments/papers may be downgraded 5% for each day late.

Resubmitted Assignments

In the event that the student completes the assignment incorrectly and received a failing grade, the student may be given the opportunity to make corrections and resubmit the assignment within one week of receiving feedback from the instructor. Resubmission will not be accepted after one week. It is the responsibility of the student to email the instructor and request to resubmit the assignment. A failed assignment can only be resubmitted once for re-grading. The maximum possible grade for a resubmitted assignment is 88%. A student may not resubmit an assignment unless directed by the instructor.

Attendance

Students are expected to actively and regularly (4-5 times per week) access course materials online and provide commentary to acknowledge both understanding and participation. Extended periods (more than 4 days) away from online communication should be discussed with the instructor in advance as it may jeopardize the student's ability to meet course objectives.

Course Calendar

	Course Objective	Weekly Lesson Objectives	Learning Activities	Assignments & Assessments
<p>Week 1 Aug. 19 – Aug. 25, 2019</p> <p>Lesson 1: The Development of a Health Care Delivery System and Understanding Market Economics</p> <p>Lesson 2: The Health Care Workforce</p>	<p>1. Differentiate the roles of the health care workforce members in the US healthcare system</p>	<ul style="list-style-type: none"> • Define health economics and differentiate it from related concepts such as health financing and reimbursement • Describe how health care is paid for in the United States • Illustrate elements related to payment of health care services, such as third-party payers and commercial insurance • Identify insurance-related elements of the Affordable Care Act (ACA) • Contrast the implications of “the buyers bear the consequences of their decisions” between classic free markets and health care markets and decision making • Explain key related strategies such as cost sharing • Discuss the concept of demand in health care, including supply-induced demand 	<p>Lesson plan 1 Lesson plan 2</p> <p>Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)</p>	<p>Post Bio to Discussion Forum Quiz 1 Discussion 1</p>
<p>Week 2 Aug. 26 – Sept. 1, 2019</p> <p>Lesson 3: The Evolution of the U. S. Health Care Delivery System</p>	<p>2. Analyze the evolution & funding of the US healthcare system</p>	<ul style="list-style-type: none"> • Detail the historic context that gave rise to contemporary health care financing mechanisms and the biomedical orientation to care 	<p>Lesson plan 3 Lesson plan 4</p> <p>Complete the assigned learning</p>	<p>Quiz 2 Assignment 2 Discussion 2</p>

<p>Lesson 4: Health Care Funding Sources</p>		<ul style="list-style-type: none"> • Discuss early payment reform models such as prospective payment and health maintenance organizations • Describe the financing approach of the Affordable Care Act (ACA) • Describe the limitation of fee-for-service reimbursement for health care services • Illustrate essential dimensions of emerging payment models along a range from more, such as fee-for-service, to the other end of the continuum, global capitation • Discuss essential nursing knowledge in the reformed health system 	<p>activities as listed on e-Learning (readings, presentations, articles etc)</p>	
<p>Week 3 Sept. 2 – Sept. 8, 2019 Lesson 5: Ethics in Health Care Delivery</p>	<p>3. Analyze the role ethics plays in the delivery of healthcare services</p>	<ul style="list-style-type: none"> • Describe classic principles of health care ethics • Consider the relationship between individually focused ethical perspectives and population-based perspectives • Detail the relationship between health care ethics and health care economics • Compare and contrast utilitarianism, deontology, and virtue ethics • Describe Rawls’s theory of justice • Discuss an ethic of caring 	<p>Lesson plan 5</p> <p>Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)</p>	<p>Quiz 3 Assignment 3 Discussion 3</p>

		<ul style="list-style-type: none"> • Consider the impact of ethical decision making models on health care • Discern moral distress 		
Week 4 Sept. 9 – Sept. 15, 2019 Lesson 6: The Government in Health Care Delivery	4. Analyze the role of government in regulating healthcare	<ul style="list-style-type: none"> • Explain the rationale for Certificate of Need (CON) legislation • Describe basic elements of antitrust law • Consider the impact of antitrust law on health care and the role of the nurse • Describe the role, responsibilities, and differences among categories of oversight boards • Detail the differences between governance and management • Illustrate common management structures • Describe the impact of the Sarbanes–Oxley Act on health care organizations • Describe the policy process • Detail points of influence in policy formation • Explore the unique contribution of nurses in policy formation • Develop a learning agenda for enhancing personal political influence 	Lesson plan 6 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Quiz 4 Assignment 4 Discussion 4
Week 5 Sept. 16 – Sept. 22, 2019	5. Differentiate between the US system and other countries’	<ul style="list-style-type: none"> • Differentiate between the U.S. health care system and universal health care · • Differentiate between the U.S. 	Lesson plan 8	Quiz 5 Assignment 5 Discussion 5

Lesson 8: Health Care Delivery Systems Around the World	healthcare delivery systems	system and developing nations' health care systems · Describe the activities of the World Health Organization	Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	
Week 6 Sept. 23 – Sept. 29, 2019 Lesson 9: Informatics in Health Care Delivery	6. Analyze the role of informatics in healthcare	<ul style="list-style-type: none"> Describe the role of information in economic decision making Discuss emerging health care trends such as evaluation science, health information exchanges, price transparency, and “big data” Consider new and emerging roles for RNs in a data-rich world 	Lesson plan 9 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Quiz 6 Assignment 6 Discussion 6
Week 7 Sept. 30 – Oct. 6, 2019 Lesson 10: The Health Care Consumer	7. Describe the ideal role of the healthcare consumer in the healthcare delivery system	<ul style="list-style-type: none"> Differentiate between consumer and patient in health care delivery Describe the role of a personal health record in health care delivery Describe the pros and cons of personal health care records 	Lesson plan 10 Complete the assigned learning activities as listed on e-Learning (readings, presentations, articles etc)	Quiz 7 Assignment 7 Discussion 7
Week 8 Oct. 7 – Oct. 13, 2019 Lesson 11: The Model Health Care Delivery System	8. Recommend a model of healthcare delivery system	<ul style="list-style-type: none"> Explain the components of an ideal health care delivery system Describe the role of distribution of health care in a health care delivery system Describe the impact of recent health care reform legislation 	Lesson plan 11 Complete the assigned learning activities as listed on e-Learning (readings,	Quiz 8 Assignment 8 Discussion 8

		on reaching an ideal health care delivery system	presentations, articles etc)	
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Appendix A: Discussion Board and Reflection Grading Rubric

Points allotted	20	15	10	5
Category				
Critical Thinking	<ul style="list-style-type: none"> rich in content full of thought, insight, and analysis 	<ul style="list-style-type: none"> substantial information thought, insight, and analysis has taken place 	<ul style="list-style-type: none"> generally competent information is thin and commonplace 	<ul style="list-style-type: none"> rudimentary and superficial no analysis or insight is displayed
Connections	Clear connections <ul style="list-style-type: none"> to previous or current experiences to real-life situations 	<ul style="list-style-type: none"> superficial connections lack relevance 	<ul style="list-style-type: none"> limited, if any connections vague generalities 	<ul style="list-style-type: none"> no connections are made off topic
Uniqueness	<ul style="list-style-type: none"> new ideas or new connections made with depth and detail 	<ul style="list-style-type: none"> new ideas or connections lack depth and/or detail 	<ul style="list-style-type: none"> few, if any new ideas or connections rehash or summarize other postings 	<ul style="list-style-type: none"> no new ideas “I agree with...” statement
Stylistics	<ul style="list-style-type: none"> Few grammatical or stylistic errors 	<ul style="list-style-type: none"> Several grammatical or stylistic errors 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Errors interfere with content 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Makes understanding impossible
Contribution to the Learning Community	<ul style="list-style-type: none"> Aware of needs of community. Respectful Frequently attempts to motivate the group discussion Presents creative approaches to topic Posts answered by 11:55 PM 	<ul style="list-style-type: none"> Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group Interacts freely 	<ul style="list-style-type: none"> Occasionally makes meaningful reflection on group’s efforts Marginal effort to become involved with group 	<ul style="list-style-type: none"> Does not make effort to participate in learning community as it develops Seems indifferent Did not post

Appendix B: Grading Rubric for Writing Assignments

Writing Assignments 100 possible APApoints	Exceptional	Meets Expectations	Elements Missing	Below Expectations	Insufficient
Content 50 points	<p>Main idea is clearly stated. Writes in clear language throughout the paper</p> <p>Information is accurate and based on readings</p> <p>Sufficient and accurate supporting information (references used - a minimal of 3) (50 points)</p>	<p>Main idea is stated. Writes in clear language throughout the paper</p> <p>Information is accurate and fairly thorough based on readings</p> <p>Sufficient and accurate supporting information (references used 2 - 3) (40 points)</p>	<p>Main idea is not clearly stated. Writes in a throughout the paper</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Supporting information is insufficient but mostly accurate (references used 1-2) (30 points)</p>	<p>Missing main idea/purpose of paper. There are many issues with language usage</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Writing is not easily followed by the reader</p> <p>Supporting information is insufficient or inaccurate (no citations) (20 points)</p>	<p>Component Missing (0 points)</p>
APA Format, Grammar and Spelling 30 points	<p>Responses demonstrate proper APA format that are grammatically and structurally correct sentences with no misspelled words. (30 points)</p>	<p>Responses contain slight APA format errors and/or infrequent misspelled words. (24 points)</p>	<p>Responses contain frequent APA format errors and/or sentences with grammatical and/or structural errors. (18 points)</p>	<p>Responses contain 6 or more APA format errors, or sentences with grammatical and/or structural errors. (12 points)</p>	<p>Missing APA format (0 points)</p>
Citing of text(s) and articles 20 points	<p>>1 High quality references beyond textbook/course materials cited using APA format (20 points)</p>	<p>At least 1 quality references beyond textbook/course materials cited using APA format (16 points)</p>	<p>Textbook/course materials referenced & cited using APA format (12 points)</p>	<p>References missing or not professionally appropriate (8 points)</p>	<p>No references (0 points)</p>



NURSING DEPARTMENT
NUR 310: Evidence Based Practice, 3 CREDITS
ONLINE SECTION---SUMMER 2020

6/8/2020 – 7/30/2020

INSTRUCTOR Kara Groom, RN, MSN, PhD
E-MAIL groomk@mtmary.edu
TELEPHONE 414-930-3391

OFFICE HOURS

Tues & Wed 10-12 Other times available as well, please email or call me to schedule an appointment.

CORRESPONDENCE

Please only use your mtmary.edu email address in your communication.

COURSE DESCRIPTION

The study of basic research and quality improvement principles and their application in the practice of nursing and healthcare. Using various statistical and quality methods and metrics, current research and patient care improvement techniques will be evaluated for applicability in the clinical setting. Critique of current nursing research and case studies will enhance understanding of available information and how it impacts the current delivery of nursing and healthcare. Pre-requisite MAT 208/216/346 or PSY 310.

COURSE FORMAT

This online course utilizes discussion forums, electronically submitted assignments, textbook and article readings. Online learning puts the impetus on the student to learn and apply the material. The instructor is the learning facilitator, guide, and resource as the students work with the course content, classmates and assignments. Students can expect to devote 45 hours of study/preparation total per credit hour for this class; that equates to 135 hours total or 8 to 9 hours per week.

Mount Mary University Mission

Mount Mary University, an urban Catholic university for women, sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Vision

Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

MOUNT MARY UNIVERSITY NURSING PROGRAM

Program Mission: The Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.

Program Vision: Mount Mary University is recognized as a diverse learning community that prepares nurses to practice with individuals, families, communities, and global populations in diverse health care environments to transform patient care.

Program Values: The Nursing Program will develop nurse leaders whose competence, community, compassion and commitment to excellence lead to delivering high quality and safe patient care.

Nursing Program Goals and Outcomes:

The MMU Nursing Program is committed to developing nursing leaders to fulfill the mission of the University and the Mission of the Nursing Profession, which ultimately serves the health and well-being of our society. The Nursing Program goals are aligned with professional nursing standards as set forth in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

MMU Nursing Program Goals	
	Description
1	Lead with a strong sense of community, compassion, competence and commitment in diverse health care settings
2	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.
3	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.
4	Commit to lifelong learning and advancing practice in nursing.

MMU Nursing Program Outcomes	
MMU RN to BSN graduates are prepared to:	
1	Seek positions as nurse leaders
2	Make clinical decisions based on evidence
3	Utilize information resources and systems to improve patient care.
4	Collaborate with inter-professional teams toward quality and safe patient care.
5	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.

COURSE ALIGNMENT

NUR 310: Evidence Based Practice is aligned with Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety & Essential III: Scholarship for Evidence Based Practice

NUR 310: Evidence Based Practice helps the student meet Program Goals 2, 3, & 4 and Student Outcomes 1, 2, 3, 4 & 5.

Program Goal 2: Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.

Program Goal 3: Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.

Program Goal 4: Commit to lifelong learning & advancing practice

Student Outcome 1: Seek positions as nurse leaders

Student Outcome 2: Make clinical decisions on evidence

Student Outcome 3: Utilize information resources and systems to improve patient care.

Student Outcome 4: Collaborate with inter-professional teams toward quality and safe patient care.

Student Outcome 5: Analyze and interpret nursing research, identify disparities, advocate for change

COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Analyze the nurse's role in evidence based practice for the nursing profession and healthcare
2. Develop relevant and meaningful research questions and research hypotheses within a given nursing context
3. Utilize the steps of the research process to investigate clinical problems related to nursing leadership in practice
4. Analyze quantitative research and qualitative research as it relates to nursing practice
5. Demonstrate skill in conducting a literature search using professional databases to increase understanding of the current level of evidence related to a specific identified clinical nursing problem
6. Critique research studies related to clinical nursing problems
7. Explain research credibility as it relates to nursing practice
8. Describe data collection strategies in research studies as related to nursing practice
9. Evaluate findings in research studies as they relate to nursing

10. Describe ethical concerns within research including use of institutional research requirements
11. Create a plan to implement an evidence-based change within nursing practice
12. Identify priorities for future nursing research
13. Appreciate the rigors of the nurse researcher

NURSING PROGRAM DIVERSITY AND INCLUSION STATEMENT

The MMU Nursing Program values a diverse and inclusive environment in our program and in the broader healthcare environment. However, we recognize that much of science including nursing science is subjective and is historically built on a small subset of privileged voices. We also recognize health inequities and disparities in healthcare delivery.

In this class, we will make an effort to read papers from a diverse group of nurse scientists and leaders, but limits still exist on this diversity. We acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of nursing science. We would like to discuss issues of diversity in nursing and healthcare as part of the course.

We value inclusive excellence - the guiding principle for access, student success and high-quality learning through the integration of diversity, equity and educational quality efforts into the mission and institutional operations. As part of this goal, we seek to build an environment that invites advocacy and critique.

INSTRUCTOR STATEMENT

Please contact me or submit anonymous feedback if you have any suggestions to improve the quality of the course experience. Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this: If you have a name and/or set of pronouns that differ from those that appear in your official college records, please let me know. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to provide a safe learning environment and be a resource for you.

COURSE EXPECTATIONS

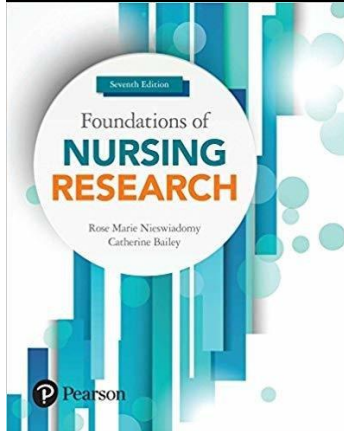
Online learning has many advantages related to the freedom of when to study. However, this method of learning also necessitates that all required learning activities are accomplished in a timely manner. Note that each week of the course has an associated lesson(s). For the purpose of course content and assignments, weeks start on Monday and end on Sunday.

The course calendar below lists the assigned activities for each week. Expectations for completion of course work is as follows:

1. Read the assigned chapters and articles for the week.
2. While reading, take note of important points, relevance to personal work experience, questions for clarification, and implications for patient care.
3. View/listen to PowerPoints and videos posted (when applicable).
4. Formulate thoughtful, reflective response to the initial discussion questions and post by Wednesday 11:55 pm of the respective week (when applicable). Incorporate notes of important points, relevance to personal work experience, questions for clarification, and implications for patient care.
5. Reply to the assigned number of posts by Sunday 11:55pm of the respective week (when applicable).

- applicable).
6. Submit assignments (papers/presentations/quiz) via the e-Learning assignment drop-box by **11:55pm** on the Sunday of the respective week.
 7. New week/lessons begin each Monday.

COURSE MATERIALS:



Required Text:

Nieswiadomy, R. M. & Bailey, C. (2018). *Foundations of Nursing Research* (7th ed.). New York, NY: Pearson. ISBN: 978-0-13-4167213

The course is online through Mount Mary University's e-Learning learning management system.

There are online supportive materials to accompany the assigned textbook. Click on the Interactive Presentation in the first Lesson to purchase the supporting materials.

Other articles as assigned.

Recommended Text:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN: 978-1433805615

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Sara Sharpe
Director of Accessibility Services
mmu-access@mtmary.edu
414-930-3173

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Copies of the full Academic Honesty and Integrity Policy and Procedures are available through the office of the Dean for Academic Affairs. The policy and procedures are included in the Mount Mary University Undergraduate and Graduate Bulletins online.

GRADING CRITERIA

Graded Course Assessments

Each week of the course has an associated lesson(s) that students will work through to master the course content. The 8 week course, associated e-Learning lesson and graded course assessments are listed below.

Grading rubrics for Discussion Postings, Written Assignments, and Presentation Assignments are included in the syllabus, below.

All assignments are weighted based on their point value.

Graded Course Assessments	Possible Points
Week 1	
Overview of Evidence-Based Practice	
The Foundations of Evidence-Based Practice	
Assignment 1: Introductory Bio	20
Quiz Week 1	10
Discussion Week 1	20
Week 2	
Ethical Concerns in Research	
Quiz 2	10
Assignment 2	100

Discussion 2	20
Week 3	
Research Questions & Research Hypotheses	
Quiz 3	10
Assignment 3	100
Discussion 3	20
Week 4	
Quantitative Research	
Quiz 4	10
Assignment 4	100
Discussion 4	20
Week 5	
Qualitative Research	
Quiz 5	10
Assignment 5	100
Discussion 5	20
Week 6	
Research Samples	
Data Collection Strategies	
Quiz 6	10
Assignment 6	100
Discussion 6	20
Week 7	
Research Credibility	
Quiz 7	10
Assignment 7	100
Discussion 7	20
Week 8	
Implementing Change	
Assignment 8	100
Final Discussion/Reflection Post	20
Total Possible Points	820

Grades are calculated by taking the number of total points earned and dividing by the total possible points. This will be multiplied by 100 to yield a percentage achieved out of 100%.

The instructor will determine letter grades at the end of the term based on the Mount Mary University student grading scale found in the Undergraduate Bulletin and below:

MMU Grade and Quality Points

Grade Equivalent	Quality Points		Numerical Equivalent
A	Superior	4.00	95-100
AB	Between A and B	3.50	91-94
B	Above Average	3.00	87-90
BC	Between B and C	2.50	83-86
C	Average	2.00	79-82
CD	Below Average	1.50	75-78
D	Unsatisfactory, but Passing	1.00	70-74
F	Failing	0	69 or below
P	Pass		70 or above
I	Incomplete		
AU	Audit		
W	Withdrawn		
NR	Not Recorded		

Nursing Course Progression Policy

Students must achieve a grade of C or better in all NUR coded courses. Courses below a C need to be repeated per the Nursing Course Progression Policy. The Nursing Course Progression Policy is in the Nursing Student Handbook.

Online Etiquette

The objective in an online discussion is to be collaborative, *not* combative. Please, proofread your responses carefully before you post them to make sure that they will not be offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your classmates can ask questions, express opinions, revise opinions, and take positions just as you would in a more traditional classroom setting.

Late Assignments

Late Assignments are not accepted. If there are extenuating circumstances, the student must contact the instructor before the assignment due date to request an extension. Late assignments/papers may be downgraded 5% for each day late.

Resubmitted Assignments

In the event that the student completes an assignment incorrectly and receives a failing grade, the student may be given the opportunity to make corrections and resubmit the assignment within one week of receiving feedback from the instructor. Resubmission will not be accepted after one week. It is the responsibility of the student to email the instructor and request to resubmit the assignment of their choosing. The instructor will then approve that the requested assignment can be resubmitted. There is only one overall assignment that may be resubmitted in the course, and

the assignment can only be resubmitted once for re-grading. The maximum possible grade for a resubmitted assignment is 88%.

Attendance

Students are expected to actively and regularly (4-5 times per week) access course materials online and provide commentary to acknowledge both understanding and participation. Course attendance is monitored. Extended periods (more than 4 days) away from online communication should be discussed with the instructor in advance as it may jeopardize the student's ability to meet course objectives. The course is fast paced with 1 or more lesson plans assigned to each of the 8 weeks of the course.

Course Calendar

	Associated Course Objective(s)	Weekly Lesson Objectives	Learning Activities	Assignments & Assessments
Week 1 6/8 – 6/14 Overview of Evidence-Based Practice The Foundations of Evidence-Based Practice	Analyze the nurse’s role in evidence based practice for the nursing profession and healthcare Appreciate the rigors of the nurse researcher	<ul style="list-style-type: none"> • Describe how models of evidence-based practice are used in nursing practice • Describe history of evidence-based practice within nursing • Describe principles of evidence-based practice • Analyze the relationship between theory, research, and practice as it pertains to evidence-based research • Describe basic research study designs • Identify barriers to evidence-based practice • Describe how to identify a research problem 	Complete the assigned learning activities as listed on Canvas course page (readings, presentations, articles etc)	Assignment 1 (Post Bio to Discussion Forum) Quiz Week 1 Discussion Week 1
Week 2 6/15 – 6/21 Ethical Concerns in Research	Describe ethical concerns within research including use of institutional research requirements	<ul style="list-style-type: none"> • Explain the rights of human participants • Explain the elements of informed consent • Describe concerns of special populations • Explain the role of the Institutional Review Board in ethics • Describe the nurse's role when working with research participants 	Complete the assigned learning activities as listed on Canvas course page (readings, presentations, articles etc)	Quiz 2 Assignment 2 Discussion 2

<p>Week 3 6/22 – 6/28 Research Questions & Research Hypotheses</p>	<p>Develop relevant and meaningful research questions and research hypotheses within a given nursing context</p> <p>Utilize the steps of the research process to investigate clinical problems related to nursing leadership in practice</p> <p>Demonstrate skill in conducting a literature search using professional databases to increase understanding of the current level of evidence related to a specific identified clinical nursing problem</p>	<ul style="list-style-type: none"> • Describe the structure of hypotheses • Describe the structure of a research question • Describe the purpose of hypotheses and research questions • Describe the types of hypotheses 	<p>Complete the assigned learning activities as listed on Canvas course page (readings, presentations, articles etc)</p>	<p>Quiz 3 Assignment 3 Discussion 3</p>
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<p>Week 4 6/29 – 7/5 Quantitative Research</p>	<p>Analyze quantitative research and qualitative research as it relates to nursing practice</p>	<ul style="list-style-type: none"> • Explain quantitative research methodology • Analyze the types of research questions that benefit from quantitative studies • Identify the strengths and weaknesses of quantitative research • Explain the types of quantitative research 	<p>Complete the assigned learning activities as listed on Canvas course page (readings, presentations, articles etc)</p>	<p>Quiz 4 Assignment 4 Discussion 4</p>
<p>Week 5 7/6 – 7/12 Qualitative Research</p>	<p>Analyze quantitative research and qualitative research as it relates to nursing practice</p>	<ul style="list-style-type: none"> • Explain qualitative research methodology • Analyze the types of research questions that benefit from qualitative research • Identify the strengths and weaknesses of qualitative research • Explain the types of qualitative research 	<p>Complete the assigned learning activities as listed on Canvas course page (readings, presentations, articles etc)</p>	<p>Quiz 5 Assignment 5 Discussion 5</p>

<p>Week 6 7/13 – 7/19 Research Samples Data Collection Strategies</p>	<p>Describe data collection strategies in research studies as related to nursing practice</p>	<ul style="list-style-type: none"> • Describe the population of interest for a proposed research question • Distinguish between target and accessible populations • Evaluate sampling techniques that create a meaningful study cohort • Describe probability and nonprobability sampling • Describe the sampling methods in qualitative research • Describe data collection strategies used in quantitative research • Describe data collection strategies used in qualitative research • Describe strategies to gain trust with research participants • Describe data collection instruments in quantitative research • Describe data collection procedures in qualitative research 	<p>Complete the assigned learning activities as listed on Canvas course page (readings, presentations, articles etc)</p>	<p>Quiz 6 Assignment 6 Discussion 6</p>
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<p>Week 7 7/20 – 7/26 Research Credibility</p>	<p>Critique research studies related to clinical nursing problems</p> <p>Explain research credibility as it relates to nursing practice</p>	<ul style="list-style-type: none"> • Describe reliability and validity in quantitative research studies • Describe measures to ensure integrity within qualitative research studies • Explain how credibility can be assured in research • Explain how credibility can be compromised in research 	<p>Complete the assigned learning activities as listed on Canvas course page (readings, presentations, articles etc)</p>	<p>Quiz 7 Assignment 7 Discussion 7</p>
<p>Week 8: 7/27 – 7/30 Implementing Change</p>	<p>Evaluate findings in research studies as they relate to nursing</p> <p>Create a plan to implement an evidence-based change within nursing practice</p> <p>Identify priorities for future nursing research</p>	<ul style="list-style-type: none"> • Explain change theories • Describe how evidence-based practice influences motivations for change • Explain communication strategies in nursing • Identify quality improvement strategies • Illustrate strategies to incorporate changes in nursing that include evidence-based practice 	<p>Complete the assigned learning activities as listed on Canvas course page (readings, presentations, articles etc)</p>	<p>Assignment 8 Final Discussion/Reflection Post</p>

Appendix A: Discussion Board and Reflection Grading Rubric

Points allotted	20	15	10	5
Category				
Critical Thinking	<ul style="list-style-type: none"> rich in content full of thought, insight, and analysis 	<ul style="list-style-type: none"> substantial information thought, insight, and analysis has taken place 	<ul style="list-style-type: none"> generally competent information is thin and commonplace 	<ul style="list-style-type: none"> rudimentary and superficial no analysis or insight is displayed
Connections	<p>Clear connections</p> <ul style="list-style-type: none"> to previous or current experiences to real-life situations 	<ul style="list-style-type: none"> superficial connections lack relevance 	<ul style="list-style-type: none"> limited, if any connections vague generalities 	<ul style="list-style-type: none"> no connections are made off topic
Uniqueness	<ul style="list-style-type: none"> new ideas or new connections made with depth and detail 	<ul style="list-style-type: none"> new ideas or connections lack depth and/or detail 	<ul style="list-style-type: none"> few, if any new ideas or connections rehash or summarize other postings 	<ul style="list-style-type: none"> no new ideas “I agree with...” statement
Stylistics	<ul style="list-style-type: none"> Few grammatical or stylistic errors 	<ul style="list-style-type: none"> Several grammatical or stylistic errors 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Errors interfere with content 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Makes understanding impossible
Contribution to the Learning Community	<ul style="list-style-type: none"> Aware of needs of community. Respectful Frequently attempts to motivate the group discussion Presents creative approaches to topic Posts answered by 11:55 PM 	<ul style="list-style-type: none"> Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group Interacts freely 	<ul style="list-style-type: none"> Occasionally makes meaningful reflection on group’s efforts Marginal effort to become involved with group 	<ul style="list-style-type: none"> Does not make effort to participate in learning community as it develops Seems indifferent Did not post

Appendix B: Grading Rubric for Writing Assignments

Writing Assignments 100 possible APApoints	Exceptional	Meets Expectations	Elements Missing	Below Expectations	Insufficient
Content 50 points	<p>Main idea is clearly stated. Writes in clear language throughout the paper</p> <p>Information is accurate and based on readings</p> <p>Sufficient and accurate supporting information (references used - a minimal of 3) (50 points)</p>	<p>Main idea is stated. Writes in clear language throughout the paper</p> <p>Information is accurate and fairly thorough based on readings</p> <p>Sufficient and accurate supporting information (references used 2 - 3) (40 points)</p>	<p>Main idea is not clearly stated. Writes in a throughout the paper</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Supporting information is insufficient but mostly accurate (references used 1-2) (30 points)</p>	<p>Missing main idea/purpose of paper. There are many issues with language usage</p> <p>Information is inaccurate or not thorough based on readings</p> <p>Writing is not easily followed by the reader</p> <p>Supporting information is insufficient or inaccurate (no citations) (20 points)</p>	<p>Component Missing (0 points)</p>
APA Format, Grammar and Spelling 30 points	<p>Responses demonstrate proper APA format that are grammatically and structurally correct sentences with no misspelled words. (30 points)</p>	<p>Responses contain slight APA format errors and/or infrequent misspelled words. (24 points)</p>	<p>Responses contain frequent APA format errors and/or sentences with grammatical and/or structural errors. (18 points)</p>	<p>Responses contain 6 or more APA format errors, or sentences with grammatical and/or structural errors. (12 points)</p>	<p>Missing APA format (0 points)</p>
Citing of text(s) and articles 20 points	<p>>1 High quality references beyond textbook/course materials cited using APA format (20 points)</p>	<p>At least 1 quality references beyond textbook/course materials cited using APA format (16 points)</p>	<p>Textbook/course materials referenced & cited using APA format (12 points)</p>	<p>References missing or not professionally appropriate (8 points)</p>	<p>No references (0 points)</p>

Appendix C: Grading Rubric for Presentation Assignments

100 possible points	Exceptional	Meets Expectations	Does not Meet Expectations	Missing
Content 40 points	Discussion in clear language throughout Information is accurate and based on readings Sufficient and accurate supporting information (40 points)	Discussion in clear language throughout the paper Information is accurate and fairly thorough based on readings Sufficient and accurate supporting information (32 points)	Main idea is not clearly stated. Discussion disorganized Information is inaccurate or not thorough based on readings Supporting information is insufficient but mostly accurate (24 points)	Component Missing (0 points)
Analysis & Creativity 40 points	Presentation is scholarly in nature Presenter engages audience Presentation demonstrates synthesis of information and reflects insight and analysis of topic (40 points)	Presentation is professional in nature Information is presented in a logical and cohesive manner Presentation demonstrates understanding of topic (32 points)	Presentation is unprofessional or informal Information is not presented in a cohesive logical manner Presentation contains gaps or inaccurate information (24 points)	Component Missing (0 points)
References 20 points	3 or more high quality references beyond textbook/course materials cited using APA format (20 points)	At least 2 quality references beyond textbook/course materials cited using APA format (16 points)	Textbook/course materials referenced & cited using APA format (12 points)	No references (0 points)

5. Documentation of a school evaluation plan

Program Evaluation Plan

The MMU Nursing Program uses a Systematic Plan of Evaluation (SPE) to obtain relevant data to determine program effectiveness. The process is written, ongoing, and determines achievement of program outcomes. It is comprehensive, as both quantitative and qualitative data are collected. The SPE is accessible to program faculty: it is housed on a shared nursing drive and is in the Nursing Faculty Handbook.

Program effectiveness is reviewed annually at the end of the academic year department meeting. The measures outlined in the SPE table below are collected by the Chief Nurse Administrator from the sources noted. Nursing faculty review data from the MMU annual assessment and evaluation process and measures from the SPE outlined below. The SPE and evaluation process are located in a shared folder for all nursing faculty. Faculty formulate summary findings and recommendations. These are shared with the Nursing Advisory Board for feedback.

The Nursing Program SPE includes tools, student outcomes, faculty outcomes, expected level of achievement, timeframe, and process. These are presented in the SPE table below:

SPE: Tools, Outcomes, Expected Level of Achievement, Timeframe, & Process

SPE			
Tools, Outcomes, Expected Level of Achievement, Timeframe, & Process			
Faculty Outcome			
Tools	Outcomes	Expected Level of Achievement	Timeframe & Process
<ul style="list-style-type: none"> • Faculty Report on Student Learning Outcomes • Faculty Updates (continuing education, advising, community service, University service, committee service, & professional growth activities) 	<ul style="list-style-type: none"> • Educate the nurse of today for the future. 	<ul style="list-style-type: none"> • 100% Completion of Faculty Report on Student Learning Outcomes • 50% of nursing faculty will have either a terminal degree (DNP or PhD) OR certification signaling expertise in a specialty, e.g. certified nurse educator (CNE) • 75% of nursing faculty attend 1 or more continuing education offering on best practice in teaching-learning • 75% of program faculty serve as student advisors • 75% of nursing faculty participate in community service, University service or University committee • 75% of nursing faculty demonstrate at least 1 Category I Professional Growth Activity • 75% of nursing faculty demonstrate at least 1 Category II Professional Growth Activity 	<ul style="list-style-type: none"> • Annual in spring • Faculty complete annual Faculty Report of Student Learning Outcomes and submit to Chief Nurse Administrator. Data is analyzed and changes made through Annual Department Meeting • Faculty members submit completed Faculty Update to Chief Nurse Administrator in June • Chief Nurse Administrator compiles faculty accomplishments and completes Aggregate Faculty Expectations Related to Nursing Faculty Outcomes

Tools	Outcomes	Expected Level of Achievement	Timeframe & Process
Student Outcomes			
NCLEX Pass Rates	<ul style="list-style-type: none"> • Student Outcome 1: Integrate professional values in nursing practice • Student Outcome 2: Make clinical decisions on evidence • Student Outcome 3: Utilize information resources & systems to improve care • Student Outcome 4: Collaborate with interprofessional teams toward quality and safety • Student Outcome 5: Analyze and interpret nursing research, identify disparities, advocate for change 	<ul style="list-style-type: none"> • 85% of MMU BSN Pre-Licensure students will pass the NCLEX licensure exam (measured as annual pass rate) 	<p>Timeframe:</p> <ul style="list-style-type: none"> • Measured as annual pass rate <p>Process:</p> <p>NCLEX Pass Rate Data</p> <ul style="list-style-type: none"> • Chief Nurse Administrator reviews report of data from Wisconsin Board of Nursing • Pass rate data are shared with Nursing Assessment Committee for review and action
Course Completion Rates	<ul style="list-style-type: none"> • Student Outcome 1: Integrate professional values in nursing practice • Student Outcome 2: Make clinical decisions on evidence • Student Outcome 3: Utilize information resources & systems to improve care • Student Outcome 4: Collaborate with 	<ul style="list-style-type: none"> • NUR courses will have a course completion of 85% at BC or higher 	<p>Timeframe:</p> <ul style="list-style-type: none"> • Faculty report course completion rates to Chief Nurse Administrator at conclusion of each course <p>Process:</p> <ul style="list-style-type: none"> • Chief Nurse Administrator compiles course completion rates and updates SPE

	<ul style="list-style-type: none"> interprofessional teams toward quality and safety Student Outcome 5: Analyze and interpret nursing research, identify disparities, advocate for change 		<ul style="list-style-type: none"> Report is shared with Nursing Assessment Committee for review and action
Program Completion Rates	<ul style="list-style-type: none"> Student Outcome 1: Integrate professional values in nursing practice 	<ul style="list-style-type: none"> The MMU Nursing Program expected level of achievement for program completion rates is 60%. 	<p>Timeframe:</p> <ul style="list-style-type: none"> Chief Nurse Administrator receives annual report from IR on Program Completion Rates. <p>Process:</p> <ul style="list-style-type: none"> Report is shared with Nursing Assessment Committee for review and action
Nursing Student Graduation Survey	<ul style="list-style-type: none"> Student Outcome 1: Integrate professional values in nursing practice Student Outcome 2: Make clinical decisions on evidence Student Outcome 3: Utilize information resources & systems to improve care Student Outcome 4: Collaborate with interprofessional teams toward quality and safety Student Outcome 5: Analyze and interpret nursing research, identify disparities, advocate for change 	<p>Student responses will average 4.0 or higher on a Likert Scale of 5 being strongly agree and 1 strongly disagree to the following statements:</p> <p>The MMU BSN Pre-Licensure Nursing Program prepared me to:</p> <ul style="list-style-type: none"> Integrate professional values in nursing practice Make clinical decisions on evidence. Utilize information resources & systems to improve care. Collaborate with interprofessional teams toward quality and safety. 	<p>Timeframe:</p> <ul style="list-style-type: none"> At conclusion of each NUR 491: Nursing Clinical Transitions course <p>Process:</p> <ul style="list-style-type: none"> NUR 491 course faculty administer the Nursing Student Graduation Survey at week 15 of 16 in the NUR 491 course NUR 491 course faculty share results of Nursing Student Graduation Survey with Nursing Assessment Committee and Chief Nurse Administrator Nursing Assessment Committee reviews results and develops recommendations with plan of action to Chief Nurse Administrator

		<ul style="list-style-type: none"> Analyze and interpret nursing research, identify disparities, advocate for change. 	
Nursing Student Satisfaction	<ul style="list-style-type: none"> Student Outcome 1: Integrate professional values in nursing practice Student Outcome 2: Make clinical decisions on evidence Student Outcome 3: Utilize information resources & systems to improve care Student Outcome 4: Collaborate with interprofessional teams toward quality and safety Student Outcome 5: Analyze and interpret nursing research, identify disparities, advocate for change 	<p>Student responses will average 4.0 or higher on a Likert Scale of 5 being strongly agree and 1 strongly disagree to these statements:</p> <p>I am satisfied with my experience in the MMU Nursing Program.</p> <p>The MMU BSN Pre-Licensure Nursing Program prepared me to:</p> <ul style="list-style-type: none"> Integrate professional values in nursing practice Make clinical decisions on evidence. Utilize information resources & systems to improve care. Collaborate with interprofessional teams toward quality and safety. Analyze and interpret nursing research, identify disparities, advocate for change. 	<p>Timeframe: At conclusion of each NUR 491: Nursing Clinical Transitions course</p> <ul style="list-style-type: none"> NUR 491 course faculty administer the Nursing Student Graduation Survey at week 15 of 16 in the NUR 491 course NUR 491 course faculty share results of Nursing Student Graduation Survey with Nursing Assessment Committee and Chief Nurse Administrator Nursing Assessment Committee reviews results of quantitative and qualitative responses to develops recommendations with plan of action to Chief Nurse Administrator

Course Completion Rates

Course completion rates are maintained for all courses. Each course is mapped to a student outcome. Course completion rates are one indicator of student success in meeting the linked student outcomes. Course completion rates are reviewed at least annually as part of the SPE process. MMU Nursing Program has a target course completion rate for NUR coded courses of BC or higher at 85%.

Program Completion Rates

Program completion rates are maintained for students in the BSN Pre-Licensure Nursing Program. Program completion rates are one data measure for program success in meeting student outcome #1. The MMU Nursing Program expected level of achievement for program completion rates is 60%. MMU has a University-wide student graduation rate of 48%, thus the program expected level of achievement is set to build on the graduation rate of the University.

Nursing Student Graduation Survey

At the conclusion of their capstone course, students evaluate the MMU Nursing Program in preparing the student to meet the MMU Nursing Program Student Outcomes. The survey is administered via an online survey link posted to their 491: Nursing Clinical Transitions course. Students are asked to respond to a 5 point Likert Scale with 5 being strongly agree and 1 strongly disagree to the following statements:

The MMU BSN Pre-Licensure Nursing Program prepared me to:

- Integrate professional values in nursing practice
- Make clinical decisions on evidence.
- Utilize information resources & systems to improve care.
- Collaborate with interprofessional teams toward quality and safety.
- Analyze and interpret nursing research, identify disparities, advocate for change.

Students will also be asked to respond to a 5 point Likert Scale with 5 being strongly agree and 1 strongly disagree to the following statements:

- I am satisfied with my experience in the MMU Nursing Program.

In addition, the Nursing Student Graduation Survey provides students an opportunity to add comments responding to the following prompts:

- Have you applied or do you have a position as a nurse after graduation?
- Please share examples of how MMU prepared you to integrate professional values in nursing practice, make clinical decisions on evidence, utilize information resources & systems to improve care, collaborate with interprofessional teams toward quality and safety, and/or analyze and interpret nursing research, identify disparities, advocate for change.
- Please share ways MMU could better prepare you to integrate professional values in nursing practice, make clinical decisions on evidence, utilize information resources & systems to improve care, collaborate with interprofessional teams toward quality and safety, and/or analyze and interpret nursing research, identify disparities, advocate for change.

- Please share any additional feedback you have regarding your experience in the MMU BSN Pre-Licensure Nursing Program.

Qualitative feedback from these questions will also be used to inform program effectiveness.

Review and Revision of SPE

The MMU Nursing Department SPE will be periodically reviewed and revised as appropriate. This will occur as part of program strategic planning initiatives.

6. Verification of establishment of student policies for admission, progression, retention, and graduation

Mount Mary University and the Mount Mary Nursing Program have established student policies for admission, progression, retention, and graduation. All the descriptions of the University's program offerings, including nursing, are available online and in the Undergraduate Bulletin: <https://mtmary.edu/campuslife/resources/registrar.html>. Included are the course descriptions, credits and prerequisites, and the curriculum worksheet for each major.

In addition, program specific information is included in the Nursing Student Handbook. The Nursing Student Handbook is available to all nursing students on My Mount Mary intranet portal. A copy of the Nursing Student Handbook is provided below.

Admission

MMU admission requirements to the University are found in the Undergraduate Bulletin and online <https://mtmary.edu/majors-programs/undergraduate/nursing/admission.html>. Individual departments may require specific courses and/or grade point for admission into their programs.

Students are direct-admitted to the nursing program at the time of their application to MMU. Additional admission requirements to the Nursing BSN Pre-Licensure program include:

- Minimum cumulative unweighted high school GPA of 2.5 or higher (GPA of 2.0 or higher for transfer students)
- ACT composite score of 18 or higher (high school students only)

The MMU BSN Pre-Licensure Program is open to women only. This is consistent with MMU's admission criteria of women at the undergraduate level and women and men at the graduate level.

Progression

The MMU grading guidelines for undergraduate students are published in the Undergraduate Bulletin. Grading policies for the Nursing program are the same as the University grading policies. Academic standing in college and the requirements for graduation are determined by the quality and quantity of work completed. *Quantity of work* is measured by the number of credits in courses successfully completed. *Quality of work* is registered by the number of quality points earned for that work. The relationship between quality and quantity of work yields the cumulative grade point average.

Progression policies are fair and equitable. Grading Policies of MMU are outlined in the Undergraduate Bulletin and are as follows:

MMU Grade and Quality Points

Grade Equivalent	Quality Points	Grade Point	Numerical Equivalent
A	Superior	4.00	95-100
AB	Between A and B	3.50	91-94

B	Above Average	3.00	87-90
BC	Between B and C	2.50	83-86
C	Average	2.00	79-82
CD	Below Average	1.50	75-78
D	Unsatisfactory, but Passing	1.00	70-74
F	Failing	0	69 or below
P	Pass		70 or above
I	Incomplete		
AU	Audit		
W	Withdrawn		
NR	Not Recorded		

MMU has policies to evaluate a student's progression toward graduation which are documented in the Undergraduate Bulletin. Each student is expected to maintain a minimum 2.0 grade point average (GPA). A student whose cumulative average falls below the minimum requirement of 2.0 will be placed on academic probation. If a student's grade point average drops below 2.0 in the final semester, they will not be permitted to graduate until the student raises their GPA to the required minimum.

A full-time degree-seeking student will be placed on academic probation for failure to maintain a minimum cumulative 2.0 GPA.

- A student whose cumulative GPA stays the same or decreases in the probationary semester will be subject to dismissal.
- If the cumulative GPA increases but is still below 2.0, the student may be granted a second probationary semester to achieve the required 2.0 GPA
- Although summer coursework counts in the GPA, students receive a full fall or spring probationary semester to raise their GPA.

A part-time degree-seeking student placed on probation for failure to maintain a 2.0 cumulative GPA must achieve a 2.0 cumulative GPA within 12 additional attempted credits of work; to extend the probationary period, the student must demonstrate steady progress toward a cumulative GPA of 2.0.

A student who is dismissed from the University for failure to maintain a minimum cumulative 2.0 GPA may appeal the decision if there are extenuating circumstances. The student must request a Dismissal Appeal from the School Dean.

MMU Nursing Program Progression

The MMU Undergraduate Bulletin includes language that allows for differences in program-specific regulations, programs, or policies. For example, the Undergraduate Bulletin indicates "It is especially important that students note that it is their responsibility to keep themselves apprised of current graduation requirements for their particular degree program."

A grade of BC or better is required in BIO 100, BIO 211, BIO 212, and BIO 325. Students must achieve a grade of BC or better in all NUR coded courses and a grade of Pass in all nursing

clinical courses. Courses below a BC need to be repeated per the Nursing Course Progression Policy. Additionally, for NUR coded courses, a student can repeat each NUR coded course once and a student can repeat a maximum of 3 times for NUR coded courses over the entire program.

Nursing Success Strategies

The nursing program uses several strategies to promote student success in courses. Early Alerts and a Nursing Success Plan will be implemented by course faculty/advisor when they are concerned about a students' academic progress.

Nursing Program Dismissal

The following academic situations will result in dismissal from the nursing program:

1. Earning less than a "BC" in three required nursing courses (this includes all NUR courses).
2. Earning less than a "BC" in the same NUR course twice.
3. Withdrawal from the same NUR course more than two times for poor academic performance will be considered as one less than "BC" grade.

Other progression differences in the Nursing BSN Pre-Licensure Program are that students need to complete Caregiver Background Check, drug screen, health requirements, and American Heart Association (AHA) approved Healthcare Provider cardio-pulmonary resuscitation (CPR) in order to enroll in any clinical course. Compliance with the above clinical progression requirements are monitored through CastleBranch.

Any undergraduate or post-baccalaureate student who receives an unsatisfactory decision in an academic matter, including matters of retention and progression, has the right to appeal the decision. The appeal process is intended to ensure that students and faculty have access to procedures that ensure due process. The Grade and Other Academic Appeal process is in the Undergraduate Bulletin.

Retention

Mount Mary has a number of services in place to assist with nursing student retention.

Student Success Center

The Student Success Center provides many student support services at the University, from the time of registration through graduation from the University. The services provided through the Student Success Center include student registration, academic advising, personal mental health counseling, career development, testing, tutoring, and accessibility services. Access to these services has been enhanced through the construction of a centralized location for the Student Success Center through remodeling that was completed in 2012. Mount Mary's welcoming and supportive Student Success Center provides personal attention for our students.

Academic Advising and Career Development

Academic advising at Mount Mary University is based on a developmental advising model. Incoming students are assigned an advisor in their major department, and students with double majors are assigned advisors in both departments. Students who are exploring and have not yet

declared a major, or students in transition between majors, will be provided with an advisor through the Academic Advising and Career Development department.

The Office of Academic Advising and Career Development provides assistance to all students in making career-related decisions and in choosing and changing their academic programs. Students receive assistance in all stages of academic and career planning via individual counseling, workshops, classes and activities available throughout their University years and within a year after graduation. MMU intentionally blends advising and career development to support students in connecting academic and career goals for life-long success. Through a holistic, student-centered approach, students are empowered to transform the world utilizing their knowledge and gifts.

Students can be referred to The Office of Academic Advising and Career Development for assistance with all of the following:

Academic Advising

- Support and advocacy to ensure sense of belonging and success in and out of the classroom
- Connections to faculty, staff, other students, and resources on campus
- Academic planning, course selection, and registration guidance
- Undeclared student advising

Personal Career Counseling & Professional Development

- Administer and interpret Myers-Briggs Type Indicator and Strong Interest Inventory
- Major and career exploration
- Translate majors into career options
- Resume/cover letter development
- Learn about and practice effective interviewing
- Internship/job search tactics
- Develop professionalism
- Plan and prepare to apply to graduate school

Career Counselors are available to attend classes to speak with students on a variety of career related topics including: resume/cover letter writing, dressing for success, interviewing skills, Career Connect, networking/Linked In, professionalism, career planning, job search strategies, and graduate school prep. MMU's Career Development Office has a resource called *Purple Briefcase*. Purple Briefcase is an interactive website that provides access to many great career and internship resources, and job/internship/volunteer listings.

Accessibility Services

Mount Mary University is committed to providing equal opportunities in higher education to academically qualified students with disabilities. Students with recognized physical, learning, sensory or psychological disabilities or medical impairments can access tools and resources to help them master course content. Mount Mary's accessibility services coordinator helps students to determine and address needs.

Counseling

Mount Mary University's Counseling Center provides free, individual and group counseling services to all undergraduate and graduate students. This confidential, safe resource for students provides support for personal and academic needs, including coping with life transitions, stress management, anxiety, depression, loss, relationship and family issues, substance abuse, crisis and critical incident intervention, self-esteem, motivation and concentration, consultation with faculty and administrators, and coping with multiple roles and responsibilities. The Counseling Center also provides students with referrals to local mental health professionals.

Learning Services

Learning Services provides student support in the areas of testing and tutoring. Learning services staff provide testing for student with accessibility accommodations, as well as make-up testing. Make-up testing is provided for students with an excused absence and faculty approval.

Professional tutors work with students to identify academic needs and provide related support. Tutors meet with students in one-on-one tutoring sessions in core subject areas, specialize in assisting students in 100/200 level courses, and are also available to discuss general techniques for college success, such as time management and study strategies. Study groups led by tutors are available for some courses. Peer tutors, who have successfully completed specific courses, are available to provide course-specific tutoring to students. Examples of courses tutors support include mathematics, English composition, biology, communication skills for English language learners (ELL), chemistry, Search for Meaning, behavioral science statistics and anthropology/sociology, microeconomics, American sign language, GRE/GMAT/LSAT/PRAXIS test preparation and study skills, and Spanish language and conversation.

Student Support Consultants

Student Support Consultants respond to a campus-wide electronic Early Alert system. The Early Alert system allows faculty and staff to identify students facing academic, financial, or personal challenges with the Student Outreach and Success Team (SOST). The SOST helps the student access resources and continues to communicate with the student until issues are resolved. Student Support Consultants help students navigate Mount Mary University systems and services, assist students one-on-one with academic and social challenges, refer students to other campus resources for support, and serve as student advocates.

Campus Ministry

Mount Mary University is a Catholic institution, sponsored by the School Sisters of Notre Dame. The University welcomes students of all faiths and strives to promote unity. Through campus ministry activities and programs, students learn about Catholic social teaching, grow in their faith, and learn to appreciate diverse religious practices. Campus Ministry activities include retreat opportunities, connections with the School Sisters of Notre Dame, regular prayer/worship offerings, pet therapy, Bible Study, and interfaith dialogue and faith sharing opportunities.

Student Engagement

The Office of Student Engagement provides Mount Mary students with opportunities to connect within the University community, from their initial orientation through their graduation. Mount

Mary's Student Government Association is the voice for student advocacy and serves to represent student needs on University committees. Over 30 student organizations, including honors societies and interest groups, are sponsored by the University. Social and educational program is regularly offered through the Office of Student Engagement.

Library Services

Haggerty Library at Mount Mary University is a spacious and comfortable space to promote student learning. The library is easily accessible to all MMU students. An indoor passageway connects the library to the adjacent Bergstrom and Caroline Hall, which in turn are connected to Notre Dame Hall, the main classroom building, and the Gerhardinger Center, the main science classroom building.

The library includes a variety of study spaces on both floors. The 2nd floor, which also houses the main book collection and Circulation desk, is also the Quiet Floor, while the Learning Commons is on the main floor. The Learning Commons, an often-bustling group workspace, contains the library service desk, three sizable group study rooms, 36 computers, and color printing. Both floors have a multifunctional device (MFD) and the Learning Commons has a second smaller printer. Fifteen laptops and nine iPads are also available for checkout at the Learning Commons desk.

Relevant library formats include nearly 90,000 print books, over 160,000 e-books, hundreds of documentary DVDs, many with a mental and physical health, or social science focus, and three large streaming video databases. A Library Liaison assigned to Nursing keeps dozens of nursing textbooks and testing books regularly updated as new editions are published, and orders new nursing titles to keep current. Many other health- or mental health-related titles contain nursing or medical chapters. This includes both print and e-books.

Another longstanding Library Liaison responsibility is providing library instruction in classes. This instruction typically takes place upon faculty request, and is taking root in more disciplines each year. Librarians will teach research strategies and how to locate and use library tools, or teach to an assignment. Liaisons also accept individual appointment requests from both students and faculty.

Liaisons also maintain extensive online research guides for their subject areas, branded at Mount Mary as Haggerty Help Guides. Between overall department research guides, topic guides, course guides, and others, plenty of useful, curated resources are highlighted. A Public Health and Nursing Guide is available, as well as a databases page highlighting those areas.

Student Affairs

Student Affairs offers a depth and breadth of support for both the traditional undergraduate student and a non-traditional returning student. Student Affairs includes Residence Life, Student Success Center Staff (Academic Advising and Career Development, Accessibility Services, Counseling, Learning Services, and Student Support Consultants) and Campus Ministry, Student Engagement, and a TRIO student support services program, called the Promise Program. These student services are described below.

Residence Life

Living on-campus is a great way for students to be integrated into the Mount Mary community and to have convenient access to campus services, events, and facilities. All first-year, transfer and female graduate students can choose to live on campus in Caroline Hall, the Lorenz House, or Mary John Place Apartments. Traditional first-year students enrolling directly from high school are required to live on campus for their first year unless commuting from their home with family. Caroline Hall offers comfortable single, double or triple occupancy rooms with private or shared bathrooms for all students. Graduate student housing options are also available.

Graduation

Graduation policies are published in the Undergraduate Bulletin on Mount Mary's Registrar's Office website: <https://www.mtmary.edu/campuslife/resources/registrar.html>

To qualify for graduation, all baccalaureate degree students must complete a minimum of 120 credits with a grade point average (GPA) of 2.0 or better. These credits must include the graduation course and competency requirements, a minimum of 48 core credits, a minimum of 24 credits in the major and enough credits in elective courses to complete the 120-credit requirement.

The bulletins are guides that describe all courses in the curriculum, list majors for study, provide graduation requirements and set forth official university policies. The bulletins are accurate at the time of publication but changes do occur. Students are notified about changes through notices from the University.



Nursing Student Handbook

Academic Year 2020-2021

Mount Mary University
2900 N. Menomonee River Parkway
Milwaukee, Wisconsin, 53222

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“Live for something. Do good, and leave behind you a monument of virtue that the storm of time can never destroy. Write your name in kindness, love and mercy, on the hearts of the thousands you come in contact with year by year. You will never be forgotten. Good deeds will shine as brightly on the earth as the stars of heaven.”

-Florence Nightingale

Here's to the BOLD

Mount Mary University Nursing Program is committed to developing nursing leaders to fulfill the mission of the University and the mission of the Nursing Profession, which ultimately serves the health and well-being of our society.

The health care team is evolving daily. BOLD nursing leadership is a priority for today's generation of health professionals. Graduates of the Mount Mary University Nursing Program are prepared to lead in multiple settings with proven quality and safe competencies as innovative, creative and transformational leaders.

“Quality patient care hinges on having a highly educated nursing workforce. Research has shown the lower mortality rates, fewer medication errors and quality outcomes are all linked to nurses prepared at the baccalaureate and higher degree level.”

-American Association of Colleges of Nursing

Mount Mary University Mission

Mount Mary University, an urban Catholic university for women, sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

Mount Mary University Vision: Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

Mount Mary University Values: At Mount Mary University education reflects a core group of values and is distinguished by the following characteristics:

Competence: A commitment to excellence that is reflected in the classroom experience and in the resulting knowledge base and skill set demonstrated by graduates.

Community: A shared sense of purpose within the Mount Mary environment to work in the spirit of the School Sisters of Notre Dame by creating a better world through education.

Compassion: An overt expression of concern and purposeful action that fosters human development and unity.

Commitment: A deliberate approach to advancing the universality of human dignity by encouraging leadership in the areas of personal development and global change.

Accreditation

Mount Mary University (MMU) is accredited by the Higher Learning Commission (HLC). HLC is listed by the U.S. Department of Education as a nationally recognized accrediting agency, and is a recognized member of the Council for Higher Education Accreditation.



HIGHER LEARNING COMMISSION

Higher Learning Commission
230 South LaSalle Street
Suite 7-500
Chicago, IL 60604

The baccalaureate degree program in nursing at Mount Mary University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).



Purpose of the Nursing Student Handbook

This handbook is prepared as a means to inform you of policies and procedures and share information regarding the nursing program. In the following pages, you will find policies, procedures, and guidelines to follow during your time in the Mount Mary Nursing Program. This information supplements information found in the Mount Mary Undergraduate Bulletin and the Mount Mary Student Conduct Code. In addition, you will have access to the Mount Mary Nursing Program Canvas site for additional reference. It is your responsibility as a Mount Mary nursing student to be aware of and adhere to the policies and procedures in these publications, this handbook, and the information on the Canvas site.

All policies/procedures in the following pages apply to any student registered in the nursing program. Exceptions to policies/procedures maybe made under extenuating circumstances. These circumstances will be examined on an individual basis by involved faculty, the program Chief Nurse Administrator and Dean of Natural and Health Sciences & Education.

Any changes to policy and procedures within this handbook and/or changes to clinical agency requirements that take effect during the academic year will be communicated to students via Mount Mary student email or announcements posted on Canvas. Students are expected to comply with these additional changes.

Nursing faculty review and update this handbook on a yearly basis. Both new and continuing nursing students are required to review this handbook on at least a yearly basis. Students have the opportunity to ask questions regarding program policies to their nursing advisor, faculty, or Chief Nurse Administrator.

Nursing Program Conceptual Framework

The MMU Nursing Program Conceptual Framework includes the Program Mission, Vision, and Values presented in the table above as well as Program Goals and Student Outcomes.

MMU & Nursing Program Mission, Vision, & Values

	MMU	MMU Nursing Program
Mission	MMU, an urban Catholic University for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from sensitivity to moral values and Christian principles. MMU commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.	The Nursing Program commits itself to excellence in teaching and learning, preparing nurses with leadership skills, integrity, and a deep sense of social justice to deliver high quality and safe patient care.
Vision	MMU is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.	Mount Mary University is recognized as a diverse learning community that prepares nurses to practice with individuals, families, communities, and global populations in diverse health care environments to transform patient care.
Values	<p>A MMU education reflects a core group of values and is distinguished by the following four characteristics:</p> <ul style="list-style-type: none"> • Competence: a commitment to excellence that is reflected in the classroom experience and in the resulting knowledge base and skill set demonstrated by graduates • Community: a shared sense of purpose within the Mount Mary environment to work in the spirit of the School Sisters of Notre Dame by creating a better world through education • Compassion: an overt expression of concern and purposeful action that fosters human development and unity • Commitment: a deliberate approach to advancing the universality of human dignity by encouraging leadership in the areas of personal development and global change. 	The Nursing Program will develop nurse leaders whose competence, community, compassion and commitment to excellence lead to delivering high quality and safe patient care.

Essentials of Baccalaureate Education for Professional Nursing Practice

The program prepares the next generation of nurse leaders and offers coursework designed to meet the Essentials of Baccalaureate Education for Professional Nursing Practice required by the American Association of Colleges of Nursing (AACN). Information on the Essentials of Baccalaureate Education for Professional Nursing Practice can be found at: <https://www.aacnnursing.org/Education-Resources/AACN-Essentials>

Nursing Program Goals & Student Outcomes

RN to BSN Program Goals			BSN Program Goals	
	Description	Alignment with Nursing Essentials	Description	Alignment with Nursing Essentials
1	Lead with a strong sense of community, compassion, competence and commitment in diverse health care settings	II, V	Practice safe nursing care with a strong sense of community, compassion, competence and commitment in diverse health care settings	V, IX
2	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.	III, IV	Think critically and creatively in the application of their own evidence-based practice across the life span, analyze and utilize technologies in the delivery of quality nursing care and the management of patient information.	III, IV
3	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.	I, II, VI	Integrate the liberal arts with career preparation as an aspiring leader and advocate continuous quality improvement and patient safety.	I, II, VI
4	Commit to lifelong learning and advancing practice in nursing.	VII, VIII, IX	Commit to lifelong learning and advancing practice in nursing.	VII, VIII, IX

RN to BSN Student Outcomes			BSN Student Outcomes	
	MMU RN to BSN graduates are prepared to:	Alignment with Nursing Essentials	MMU BSN Pre-Licensure graduates are prepared to:	Alignment with Nursing Essentials
1	Seek positions as nurse leaders	II, VIII	Integrate professional values in nursing practice	VIII
2	Make clinical decisions based on evidence of nursing practice.	III, IX	Make clinical decisions based on evidence of nursing practice.	III, IX
3	Utilize information resources and systems to improve patient care.	IV, V	Utilize information resources and systems to improve patient care.	IV, V
4	Collaborate with inter-professional teams toward quality and safe patient care.	II, VI	Collaborate with inter-professional teams toward quality and safe patient care.	II, VI
5	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.	I, VII	Analyze and interpret nursing research, identify disparities, and advocate for change in health care.	I, VII

Liberal Arts Education Requirements

A solid base in liberal education provides the distinguishing cornerstone for the study and practice of professional nursing. Liberal education enables the nurse to integrate knowledge, skills, and values from the arts and sciences to provide humanistic, safe quality care; to act as advocates for individuals, families, groups, communities, and/or populations; and to promote social justice. Information on MMU liberal education requirements can be found in the Undergraduate Bulletin:

<https://mtmary.edu/campuslife/resources/registrar.html>

The core courses provide breadth within the liberal arts by allowing students to construct an understanding of the perspectives that each of the disciplines offers in each person's lifelong search for meaning. The goals of the core curriculum are articulated in seven mission-based liberal education student learning outcomes.

A minimum of 48 credits is required to meet the core requirements. Departments designate specific courses to fulfill core requirements. Courses that count towards fulfillment of core requirements in a specific realm have a parenthetical realm designator following the course code. For example, COM 104 (cm) counts in the Communication/Mathematics realm.

The Philosophy/Theology (phi/thy) realm presents an overall definition of the meaning of life. Through study of theology and philosophy, students reflect on their own identity, their purpose in life and their relationship with God. Students are required to earn 10 or more credits in the philosophy/theology realm. These credits must include the introductory course entitled "Search for Meaning," three or more credits in theology and three or more credits in philosophy.

The Communication/Mathematics (cm) realm develops a student's ability to express herself and translate others' self-expression. Through the communication arts of composition, speech, linguistics, world language, mathematics and computers, students learn to communicate the meanings they discover in other realms. Students are required to earn eight or more credits in the Communication/Mathematics realm. These credits must include an appropriate mathematics course, one semester of a world language, Composition II, and a minimum of two credits in a designated public speaking course. (Refer to the Academic Policies section of this Bulletin for details on specific graduation requirements.)

The Humanistics (ant/hum/bes/his/psy/soc) realm focuses on the relationships among people. Through the study of history, political science, sociology, psychology, anthropology, cultural geography and economics, students explore past and present societies. Students are required to earn nine or more credits in the Humanistics realm. These credits must include three or more credits in history and three or more credits in the behavioral or social science area.

The Literature/Fine Arts (lit/fa) realm emphasizes the human relationship to beauty. Students study literature, music, art, drama and dance to understand and appreciate this relationship. Students are required to earn nine or more credits in the Literature/Fine Arts realm. These credits must include three or more credits in fine arts and three or more credits in literature.

The Science (sci) realm examines the relationship between people and their physical environment. Students study earth science, biology, chemistry or physics. Students are required to earn three or more credits in the Science realm.

Accessibility Statement

Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the University will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see me or Sara Sharpe, Coordinator of Accessibility Services so that such accommodations may be arranged. She can be reached at 414-930-3173. Her email is sharpes@mtmary.edu. The Accessibility Services Coordinator's office is located in the Student Success Center on the first floor of Haggerty Library, room 124.

Academic Honesty and Integrity Statement

Mount Mary University is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission of the University. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary University Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic integrity shall be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

Copies of the full Academic Honesty and Integrity Policy and Procedures are available through the office of the Dean for Academic Affairs. The policy and procedures are included in the Mount Mary University Undergraduate and Graduate Bulletins online.

Policies and Regulations

Nursing students are guided by the policies and regulations as outlined in the Mount Mary University undergraduate bulletin and student handbook. In certain situations, policies governing nursing students may differ, and are specified here.

Expectations of Students in the Nursing Program

Ethical and Professional Behavior: Students are to comply with the American Nurses Association (ANA) Code of Ethics for Nurses (2015).

The Provisions of the Code of Ethics for Nurses are:

Provision 1

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2

The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3

The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4

The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5

The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6

The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7

The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8

The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9

The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Violations of this code may include but are not limited to:

1. Acts of Incivility: Defined as rude, inconsiderate, or disrespectful behavior. Examples include use of cell phones in class, inattentive, creating unnecessary disruptions or noise, holding side conversations, repeatedly arriving late for class.
2. Disruptive Behavior: Defined as any behavior that creates discomfort in another and that distracts from or interferes with a positive learning environment. This may include overt behaviors such as showing disrespect or questioning a faculty member's authority in front of other students; making sarcastic remarks; mimicking; mean-spirited criticism of another's ideas; or interrupting or dominating a discussion. Refusal to cooperate with others is a subtle form of disruptive behavior, as are groaning,

sighing, or eye rolling.

3. Bullying: Defined as any repeated, purposefully aggressive words, acts, or behavior (including gestures). Other instances of bullying include: real or perceived threats to an individual's safety or physical well-being; verbal abuse, use of taunts or loud, demeaning, or profane language; engaging personal attacks; use of humiliation; harassing comments. Mistreatment of one or more persons that takes one or more of the following forms: manipulation or intimidation; work interference or sabotage that prevents work from getting done; exclusion of students from workgroup; or gossip and spreading or rumors, including by email, text, or posting via social media.

4. Lack of integrity: Defined as failure to do what is expected, keep commitments, or adhere to class standards. Examples of this occur when a person repeatedly misses deadlines, fails to complete his or her full share of a group project, or unfairly benefits from the work or actions of others.

5. Dishonesty: Defined as lying or misrepresentation, either verbally, or by falsifying patient data. Academic dishonesty is defined in the Student Conduct Code and Undergraduate Academic Catalog.

6. Violations of student or patient privacy.

Social Media Guidelines

Online social media allow Mount Mary nursing students to engage in professional and personal conversations. The goal of these guidelines is to protect both students and Mount Mary. Because of the emerging nature of social media platforms, these guidelines do not attempt to name every possible platform. Rather, they apply to any online platform, both current and emerging ones, including social networking sites and sites with user-generated content. Examples include, but are not limited to: YouTube, Facebook, My Space, LinkedIn, Twitter, Blogs, Internet forums.

These guidelines represent a set of standards of conduct when students identify themselves with the Mount Mary nursing program and/or use their MyMountMary email address in social media venues. These guidelines apply whether the online activity is related to professional purposes, or occurs as part of personal social activities.

1. Students are personally responsible for content published on blogs, wiki, social forums or networks, or on any other user-generated media. When students post to friends, there is the need to realize these sites are in reality open to the general public. Therefore, be thoughtful about what is published. **DO NOT** disclose any information or publish any details about patients or their families, even if altered, or by using initials. Do not discuss clinical situations, staff, or the institutions. Doing so is a major violation of HIPAA. Violation of HIPAA privacy protections can incur fines to the institution and has serious consequences. It can lead to being banned from attending clinical in an agency, an entire healthcare system, and probably prevent you from getting a job with healthcare systems in the future. It might also impair Mount Mary's ability to use that facility/resource as a future clinical site.
2. If a student identifies him/herself as a Mount Mary Nursing student in any online forums, and/or uses their Mount Mary email to post comments, the student needs to make it clear that he or she is not speaking for the Mount Mary. In addition, the student needs to make it clear what is posted represents their personal views and opinions, not the view of Mount Mary. By virtue of self-identifying as part of the Mount Mary nursing program, students connect themselves to, and reflect upon the faculty, staff, student body, and alumni and on our partner agencies.
3. Be thoughtful about posting, and about the tone of writing. Students are preparing for a career providing services to the public. Be sure personal profile and any related content is consistent with manner of presentation to current and future colleagues, clients, patients, and potential employers. Employers routinely review personal pages on websites of persons they are considering hiring. Employers use what is found to assess attitudes, judgment, behavior, and discretion. Content contributed on all platforms becomes immediately searchable and can be immediately shared with anyone. Content can be archived and immediately leaves the individual student's control.
4. Always show respect to peers, co-workers, and faculty and staff when using social media. The Mount Mary is a community with faculty, staff and students who hold diverse values, customs, and points of view; the same is true of the patients and families served, and of the broader healthcare and general communities. Be sensitive to the thoughts, feelings, and perspectives of others. Respect others; this includes not only avoiding obvious offenses (racial or ethnic slurs, personal insults, or obscenity; provocative or racy, suggestive, or pornographic images; crude

jokes, etc.) but includes thinking carefully before posting about controversial or inflammatory topics, including politics and religion. Remember, what may be humorous to some may be offensive to others. When comments are made, think carefully about wording before submitting. There is a responsibility as a professional to help maintain civility in online forums.

5. During courses and clinical, students are strongly encouraged to take their concerns to the faculty as needed for assistance in resolving conflicts. It is never appropriate to malign any member of the Mount Mary community in social forums, where that person may be unable to defend him or herself. In addition, students are routinely provided with opportunities to share their voices. Please use those structures and opportunities open to address issues, and work with others to create a positive atmosphere in the SON. Social media outlets are an inappropriate and harmful forum for such comments.
 6. Faculty members request students to wait to comment if contacted by the media about posts on a forum or a social media site that relate to Mount Mary. Please speak first with the Chief Nursing Administrator before responding.
-

Nursing Program Progression Policy

Students must achieve a grade of BC or better in all NUR coded courses and Pass grade in all clinical courses. Courses below a BC need to be repeated per the Nursing Course Progression Policy.

Additionally, for NUR coded courses, a student can repeat each NUR coded course once and a student can repeat a maximum of 3 times for NUR coded courses over the entire program.

Nursing Success Strategies

The nursing program uses several strategies to promote student success in courses. Early Alerts and a Nursing Success Plan will be implemented by course faculty/advisor when they are concerned about a students' academic progress.

Nursing Success Plan: See Appendix

Nursing Program Dismissal

The following academic situations will result in dismissal from the nursing program:

1. Earning less than a "BC" in three required nursing courses (this includes all NUR courses).
2. Earning less than a "BC" in the same NUR course twice.
3. Withdrawal from the same NUR course more than two times for poor academic performance will be considered as one less than "BC" grade.

Appeal: See Undergraduate Bulletin

Academic Difficulty / Incompletes

If you, as the student, are having any difficulties in class due to personal or health reasons, or are at risk of not passing a course, it is important that you talk to your professor to discuss options/strategies that will help you to be successful. There are many things to consider including accessing resources, requesting an incomplete, and dropping a course. Your academic advisor can provide advice and guidance on this process

Academic Advising

All students are assigned to a nursing faculty for academic advising. Working with your advisor, you, as the student, will be provided with guidance, insight, and support. Your advisor will help you choose courses each quarter and will provide a listening ear, answer general questions, and direct you to other campus resources, as necessary. It is recommended that students consult with their advisor frequently regarding their academic progress. At a minimum, you will meet once every semester to discuss classes and plans for the following semester.

Advisee Responsibilities:

1. Schedule an appointment with your advisor each semester to discuss course selection for the following term.
2. Provide a realistic assessment of current academic progress at advisor meetings.
3. Carefully consider advisor's recommendations on course selection when registering for classes.
4. Consult advisor if you are struggling in a course or thinking about dropping a course.
5. Check progress towards graduation requirements at the end of each term.
6. Take responsibility for your academic plans and decisions.
7. Clarify your values, interests, and goals.
8. Make yourself aware of pertinent policies, procedures and requirements as outlined in the Mount Mary Undergraduate Bulletin and Nursing Program Student Handbook.
9. Take advantage of all resources that will improve and enhance your educational experience.
10. Be prepared to ask questions regarding continuing education.

Advisor Responsibilities:

1. Schedule an appointment with each advisee to recommend courses for the following semester.
2. Remove academic hold for each advisee individually after his/her advising appointment is complete.
3. Discuss educational and career objectives that are suited to each advisee's demonstrated abilities and expressed interests.
4. Help each advisee plan an appropriate plan of study (curriculum track).
5. Inform each advisee about the prerequisites for subsequent courses in the advisee's program.
6. Make an effort to establish a personal relationship with advisees.
7. Provide accurate information about policies, procedures and requirements in the Undergraduate Bulletin and Nursing Student Handbook when necessary or appropriate.
8. Understand campus resources available to students.
9. Refer advisees to additional resources when necessary or appropriate.

Student Governance

Students have input into the workings of Mount Mary University and the nursing program through a variety of resources. Course evaluations are one means of seeking student feedback from each course. At the completion of the Nursing Program, graduates are also given a survey to assess how they feel their personal learning objectives were met. As alumni, survey data helps to determine how well the nursing program prepared graduates to meet the roles for which Mount Mary's Nursing Program has trained you.

Formal committees at Mount Mary University and within the nursing program provide another avenue for student input.

Nursing Program Advisory Board

Purpose: The Nursing Program Advisory Board acts in an advisory and consultative capacity to promote, assist, and perpetuate the goals and objectives of the MMU Nursing Program.

Functions:

- Identify emerging health care needs that may require programmatic and institutional response.
- Provide an opportunity for the exchange of viewpoints between business/professional persons, alumni, and academicians as they relate to nursing education.
- Provide a direct liaison between faculty and the community for the purpose of promoting the activities and mission of the MMU nursing program and the nursing profession.
- Advise and inform about local, state, and national perceptions regarding nursing education and the nursing profession, suggest possible avenues for marketing the program.

Membership: Chief Nurse Administrator, Dean School of Natural and Health Sciences and Education, Nursing Faculty, representatives from associate degree and baccalaureate degree programs in the region, leaders in nursing and health care, clinical affiliates, student and alumni.

Students interested in serving on the Nursing Program Advisory Board must complete the following steps:

1. Submit a request in writing to the Chief Nursing Administrator
2. Be in good academic standing at MMU and in the Nursing Program
3. If more than 1 student is interested, faculty will select the student representative
4. Students may serve for no more than 2 calendar years

Nursing Program Communication Process

MMU Nursing Program has a Communication Process for formal complaints not otherwise covered in the Undergraduate Bulletin. The MMU Nursing Program recognizes and respects the student right to full participation in their education. At times, student concerns with the educational experience may arise. The MMU Nursing Program has established a procedure for the communication of student concerns. This process is designed so students can voice their concerns and resolve issues as close to the source of distress as possible. When possible, the student communicates directly with the peer, preceptor, faculty member, or other participant to share the concern and resolve the conflict.

1. If #1 does not resolve the concern or the student does not feel comfortable with step 1, the student may choose to next bring their concern to the attention of the course faculty.
2. If communicating the student concern with course faculty does not achieve resolution, the student may choose to bring their concern to the attention of the Chief Nurse Administrator.
3. If communicating the concern to the Chief Nurse Administrator does not resolve the concern, the student may choose to initiate a formal complaint.
4. Formal complaints are complaints received in writing by the Chief Nurse Administrator stating “formal complaint”.
5. The Chief Nurse Administrator will conduct fact finding regarding the formal complaint and inform the Dean, School of Natural and Health Sciences & Education about all complaints, findings, and resolution.

The MMU Nursing Program Chief Nurse Administrator maintains a record of all formal complaints received and notifies the Dean, School of Natural and Health Sciences and Education about all complaints, findings, and resolution.

NURSING PROGRAM DIVERSITY AND INCLUSION STATEMENT

The MMU Nursing Program values a diverse and inclusive environment in our program and in the broader healthcare environment. However, we recognize that much of science including nursing science is subjective and is historically built on a small subset of privileged voices. We also recognize health inequities and disparities in healthcare delivery.

In this class, we will make an effort to read papers from a diverse group of nurse scientists and leaders, but limits still exist on this diversity. We acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of nursing science. We would like to discuss issues of diversity in nursing and healthcare as part of the course.

We value inclusive excellence - the guiding principle for access, student success and high-quality learning through the integration of diversity, equity and educational quality efforts into the mission and institutional operations. As part of this goal, we seek to build an environment that invites advocacy and critique.

Program Specific Information: RN to BSN Program

RN-to-BSN Program Features

Flexible

Log on day or night and you're in class. Network as you learn. Interact with respected technology leaders and fellow professionals from around the globe, or opt for even more flexibility with courses facilitated one-on-one with the instructor. Then apply what you've learned right away in your professional environment.

Tailored for the Adult Learner

Mount Mary University understands your educational needs as a working professional in this business climate and your need to have relevant opportunities for lifelong learning. All Mount Mary University courses are facilitated by expert instructors with advanced degrees, so you can be assured of a high level of relevant and meaningful feedback.

RN to BSN Program Admission

Provide documentation of a current, unencumbered license to practice as a registered nurse.

Curriculum

The RN to BSN Completion Program requires SYM 110 Leadership Seminar for Social Justice as part of its emphasis on nursing leadership.

Global Competency

All Mount Mary students are required to take one Mount Mary University "global designated" (g) course (3- 4 credits). NUR 402 Nursing Care in the Community is a global designated course.

RN-to-BSN Program Degree Completion Requirements

The RN-to-BSN Completion program offers a leadership-based curriculum that is consistent with the health care industry, including technology and communication, evidence-based practice and ethics, quality patient-care and advocacy, and business for healthcare.

The program is offered online to accommodate the schedules of working RNs. Courses are offered in 8-week sessions, two sessions each fall and spring semester for accelerated completion. The program culminates in a 16-week precepted clinical experience with a nurse leader.

Reference the MMU Undergraduate Bulletin: <https://mtmary.edu/campuslife/resources/registrar.html> for all degree requirements. Degree completion requirements are summarized below:

RN to BSN Major Requirements

Course Code	Course Title	Credits
SYM 110	Leadership for Social Justice Seminar	3
NUR 310	Evidenced Based Practice	3
NUR 356	Technology and Communication	3
NUR 401	Healthcare Economics and Regulation	3
NUR 402	Nursing Care in the Community	3
NUR 420	Nursing Leadership I	3
NUR 421	Nursing Leadership II	3
NUR 485	Capstone	3
Choose 1 of the following courses:		
MAT 208	Statistical Literacy	3
MAT 216	Elementary Statistics	4
PSY 310	Behavioral Science Statistics	4

Course Descriptions

NUR 310 Evidence Based Practice | 3 Credits

The study of basic research and quality improvement principles and their application in the practice of nursing and healthcare. Using various statistical and quality methods and metrics, current research and patient care improvement techniques will be evaluated for applicability in the clinical setting. Critique of current nursing research and case studies will enhance understanding of available information and how it impacts the current delivery of nursing and health care. Pre-requisite MAT 208/216/346 or PSY 310.

NUR 356 Technology and Communication | 3 Credits

Exploration of the principles of electronic/verbal/written patient communication and its value in the delivery of both individual and population health. The course will include an assessment of current available electronic medical record (EMR) systems and their effectiveness in care delivery with special emphasis on their value in interdisciplinary communication and information sharing. Documentation gaps, barriers, and legal requirements will be studied to understand the challenges of communicating in complex environments. Nursing students will assess their own communication styles and those of others to increase awareness of human diversity and the need to modify styles to increase personal effectiveness in teams and with patients/families.

NUR 401 Health Care Economics and Regulation | 3 Credits

Reading and discussion of the evolution of health care as an industry and its overall impact on the economy of the United States and the world in the context of changing demographics. The study of modern day attempts to reign in health care costs, including available nursing research on maintaining or improving quality outcomes while encouraging clinical advancements. Additional focus on the impact of regulation and the legal system on clinical decision-making and patient satisfaction.

NUR 402 Nursing Care in the Community | 3 Credits

This course will enable the student's acquisition of knowledge and experience of the nursing process in home and community settings. Topics will include concepts of infectious disease, epidemiology, and disease surveillance and control. The impacts of cultural diversity, social and physical environments and policy will be included in a community needs assessment based on National Health Care Objectives. Students will demonstrate skills of communication, critical thinking and decision making in non-traditional health care settings.

NUR 420 Nursing Leadership I | 3 Credits

The role of a leader is explored in a health care team environment. Leadership styles as well as the power of authority and influence are explored with appreciation of various patient care situations. Strategies such as patient care simulation, role-play, and clinical case study critique will be utilized to enable the student to explore their personal comfort in a role as a nursing leader. Various nursing leadership roles within the health care setting will be examined for their respective challenges and contributions to quality patient care and healthy work environments.

NUR 421 Nursing Leadership II | 3 Credits

This course enables the nursing student to practice their nursing leadership skills and assess their effectiveness in reflective writings. The emphasis will be on increasing the student's comfort in the role of nurse leader while expanding their personal impact and responsibility in health care settings. Student's will also explore potential nursing career goals and prepare a personal development plan toward their nursing goal achievement. Pre-requisite NUR 420.

NUR 485 Capstone | 3 Credits

This course culminates the program and allows the student to incorporate new knowledge and skills into a clinical practice setting unlike their current work role. The blend of past experience with new will be assessed through personal reflection with interpretation for meaning. Discussions will reinforce the need for continuous learning and self-improvement as well as purpose and meaningful contributions to the care of patients and families.

Course Participation

Initially, all students must establish their attendance in the course in the first week, following Mount Mary University's academic participation policy. Throughout the course, students must participate in all academic activities of a course in a regular and substantive manner. Student participation is required and monitored.

Academic or academic-related activities include: a) submitting an academic assignment; b) taking a quiz or exam; or c) making a contribution to the online discussion forum.

Course syllabi include a schedule for all course activities to help the student stay on pace to successfully complete the course. Students should adhere to the academic participation schedule to avoid the risk of being administratively withdrawn from a class for failure to demonstrate adequate course participation and progress. Assignments are due each week on designated day established by the instructor, with a new module opening each week during an 8-week session. Assignments submitted late may incur a late penalty.

Refer to each course's syllabus for specific instructor expectations on academic participation.

Grading Policies: Discussion Participation

Students are expected to actively participate in online discussions if assigned during the session. Students will make a minimum of one original posting to the discussion assignment prior to being able to see anyone's original posting. Students will then respond to a fellow learners' posting. If there are no other students in the course, the dialogue interaction will occur with the faculty member. Discussion participation allows the university to create a learning community in which the perspectives and viewpoints of others with diverse personal and professional experiences enhances the learning environment.

Discussions are to be short and to the point – a synthesis of your thought/topic. The quality of comments is as important as the quantity. Students are expected to be reflective in their original posts and responses (i.e. not “cut and paste” from a website or reiterate material directly from the textbook!). Generally, 250-350 words are adequate for your initial postings. Responses to fellow learners need to seek clarification, question, and help enhance the student's original thoughts. A minimum of 150-200 words is expected to accomplish this. Due dates are provided within each course by the respective instructors.

Grading Policy: Written Assignments

Written assignments will be graded in three main components. Each component area is independent of the other component areas, and is used to fully evaluate the completeness of your responses. A grading rubric for writing assignments is included in Appendix B.

Demonstrated Understanding of Material (50%): Comprehension and content are the highest priority. Evidenced-Based Practice (EBP) is the goal of the literature used in all writings for the nursing profession. Reliable resources that provide accurate information is significant.

APA, Grammar and Spelling (30%): Formatting for easy reading and appropriate English is

necessary in all writing. Misspelled words and inappropriate grammar are not acceptable.

Citation of Resources (20%) Finally, instructors will grade your papers based on citation of appropriate copyrights. Make sure that credit is given even in the smallest use of quotes. Look for a clear writing style, and sufficient usage of resources, both your textbook as the primary source and additional scholarly research as appropriate to support your presented answers and arguments.

Submitting Assignments

Submit only one assignment at a time, completing them in sequence. Assignments are submitted via the eLearning uploading system. Generally, all assignments are given a date and are due by 11:55 pm (CST). Late assignments are penalized based on the rule set by the course instructor.

Course Grades

The letter grade earned at the completion of each course in the RN-to-BSN program is based on a percentage of total points earned for all assignments (exercises, discussion questions, professional developments, etc.) in the course.

The nursing program follows the grading criteria outlined in the MMU Undergraduate Bulletin

Student Capstone Requirements

Students are required to complete all necessary clinical site orientation requirements. Failure to complete the clinical site orientation will result in inability to attend complete the Capstone course.

Specific health requirements must be met prior to the Capstone experience. The requirements are based on the Wisconsin State-Wide Health Requirements (4/2016) for students starting clinical rotations. Students will not be permitted to progress in the course if the required information is not current and on file on CastleBranch. If clinical time is missed due to missing information, student progression may be affected. Health requirements may not expire during the Capstone course. Any clinical requirements that are due to expire during the Capstone experience must be renewed prior to the start of the course. CastleBranch is the vendor used to submit and track your clinical requirements. Students are responsible for the cost. All documentation required by the nursing program must be submitted to CastleBranch.

While at clinical agencies, students are responsible for personal expenses including meals, parking, and any medical care.

Clinical experiences may occur in a variety of area facilities. Though public transportation is available to many sites within the metro Milwaukee area, students are expected to provide their own transportation to assigned agencies.

Further expectations regarding capstone clinical is in the NUR 485: Capstone course syllabus.

All information regarding clients, clinical agencies, staff and other students is to be kept in strict

confidence and may be shared ONLY in faculty-led conferences per the Health Insurance Portability and Accountability Act (HIPAA). Documents from patient records are not to be removed from clinical sites. This includes photocopies and computer printouts, even if the patient name is cut off or blacked out. Clients cannot be identified by full name on any written document. In accordance with professional standards, full names of clients should not be used in any written work or computer documentation. Breaching confidentiality is a serious offense. Students who breach a client's or other student's confidentiality are subject to disciplinary action ranging from reprimand to exclusion from clinical experiences as required by federal regulations.

RUBRICS

Appendix A: Discussion Board Grading Rubric

Appendix B: Grading Rubric for Writing Assignments

Appendix A: Discussion Board and Reflection Grading Rubric

Points	20	15	10	5
Critical Thinking	<ul style="list-style-type: none"> Rich in content Full of thought, insight, and analysis 	<ul style="list-style-type: none"> Substantial information Thought, insight, and analysis has taken place 	<ul style="list-style-type: none"> Generally competent Information is thin and commonplace 	<ul style="list-style-type: none"> Rudimentary and superficial No analysis or insight is displayed
Connections	<ul style="list-style-type: none"> Clear connections to previous or current experiences Clear connections to real-life situations 	<ul style="list-style-type: none"> Superficial connections Lack relevance 	<ul style="list-style-type: none"> Limited, if any connections Vague generalities 	<ul style="list-style-type: none"> No connections are made Off topic
Uniqueness	<ul style="list-style-type: none"> New ideas or new connections Made with depth and detail 	<ul style="list-style-type: none"> New ideas or connections Lack depth and/or detail 	<ul style="list-style-type: none"> Few, if any new ideas or connections Rehash or summarize other postings 	<ul style="list-style-type: none"> No new ideas “I agree with...” statements
Stylistics	<ul style="list-style-type: none"> Few grammatical or stylistic errors 	<ul style="list-style-type: none"> Several grammatical or stylistic errors 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Errors interfere with content 	<ul style="list-style-type: none"> Obvious grammatical or stylistic errors Makes understanding impossible
Contribution to the Learning Community	<ul style="list-style-type: none"> Aware of needs of community. Frequently attempts to motivate the group discussion Presents creative approaches to topic Posts answered by deadline 	<ul style="list-style-type: none"> Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group Interacts freely 	<ul style="list-style-type: none"> Occasionally makes meaningful reflection on group’s efforts Marginal effort to become involved with group 	<ul style="list-style-type: none"> Does not make effort to participate in learning community as it develops Seems indifferent Does not post

Appendix B: Grading Rubric for Writing Assignments

	Exceptional	Meets Expectations	Elements Missing	Below Expectations	Insufficient
Content 50 points	<ul style="list-style-type: none"> • Main idea is clearly stated. Writes in clear language throughout the paper • Information is accurate and based on readings • Sufficient and accurate supporting information (references used - a minimal of 3) • 50 points 	<ul style="list-style-type: none"> • Main idea is stated. Writes in clear language throughout the paper • Information is accurate and fairly thorough based on readings • Sufficient and accurate supporting information (references used 2 - 3) • 40 points 	<ul style="list-style-type: none"> • Main idea is not clearly stated. Writes in a throughout the paper • Information is inaccurate or not thorough based on readings • Supporting information is insufficient but mostly accurate (references used 1-2) • 30 points 	<ul style="list-style-type: none"> • Missing main idea/purpose of paper. There are many issues with language usage • Information is inaccurate or not thorough based on readings • Writing is not easily followed by the reader • Supporting information is insufficient or inaccurate (no citations) • 20 points 	<ul style="list-style-type: none"> • Component Missing • 0 points
APA Format, Grammar and Spelling 30 points	<ul style="list-style-type: none"> • Responses demonstrate proper APA format that are grammatically and structurally correct sentences with no misspelled words • 30 points 	<ul style="list-style-type: none"> • Responses contain slight APA format errors and/or infrequent misspelled words. • 24 points 	<ul style="list-style-type: none"> • Responses contain frequent APA format errors and/or sentences with grammatical and/or structural errors. • 18 points 	<ul style="list-style-type: none"> • Responses contain six or more APA format errors, or sentences with grammatical and/or structural errors. • 12 points 	<ul style="list-style-type: none"> • Missing APA format • 0 points
Citations 20 points	<ul style="list-style-type: none"> • >1 High quality references beyond textbook/course materials cited using APA format • 20 points 	<ul style="list-style-type: none"> • At least 1 quality references beyond textbook/course materials cited using APA format • 16 points 	<ul style="list-style-type: none"> • Textbook/course materials referenced & cited using APA format • 12 points 	<ul style="list-style-type: none"> • References missing or not professionally appropriate • 8 points 	<ul style="list-style-type: none"> • No references • 0 points

Program Specific Information: Nursing 1-2-1 Program

Enrollment in RN to BSN courses (NUR 310, 356, 401, 402, 420, 421 & 485) requires an active RN licensure. Nursing 1-2-1 or concurrent enrollment students can enroll in NUR 310, 356, 401, 402, 420, 421 with recommendation from their advisor and permission of department chair. Consideration for exception to RN licensure are made with the following:

1. Recommendation from student's advisor
2. Completion of all other MMU core course work
3. Career GPA of 3.5 or higher

Nursing 1-2-1 Students

There are additional academic policies for the Nursing 1-2-1 Program, as shown in the Undergraduate Bulletin.

- To remain in good standing in the program, a grade of C or better is required for all courses, a grade of BC or better is required in BIO 100, BIO 211, BIO 212, and BIO 325.

Other progression differences in the Nursing 1-2-1 Program are:

- Students need to complete American Heart Association (AHA) approved Healthcare Provider cardio-pulmonary resuscitation (CPR) in order to begin progression in the MATC or WCTC ADN portion of their program
- Other progression requirements to begin progression in the MATC or WCTC ADN program are completion of a Certified Nursing Assistant (CNA) course, and
- National League for Nursing (NLN) Pre-admission exam score of greater or equal to 100

Program Specific Information:
BSN Pre-Licensure Program

Progression Policy

The MMU Undergraduate Bulletin includes language that allows for differences in program-specific regulations, programs, or policies. For example, the Undergraduate Bulletin indicates “It is especially important that students note that it is their responsibility to keep themselves apprised of current graduation requirements for their particular degree program.”

The Nursing Program does have differences from MMU. A grade of BC or better is required in BIO 100, BIO 211, BIO 212, and BIO 325. Students must achieve a grade of BC or better in all NUR coded courses and a grade of Pass in all nursing clinical courses. Courses below a BC need to be repeated per the Course Progression Policy.

Additionally, for NUR coded courses, a student can repeat each NUR coded course once and a student can repeat a maximum of 3 times for NUR coded courses over the entire program. The Nursing Course Progression Policy is clearly delineated in the Nursing Student Handbook, below.

Other progression differences in the Nursing BSN Pre-Licensure Program are that students need to complete Caregiver Background Check, drug screen, health requirements, and American Heart Association (AHA) approved Healthcare Provider cardio-pulmonary resuscitation (CPR) in order to enroll in any clinical course. Compliance with the above clinical progression requirements are monitored through CastleBranch.

Any undergraduate or post-baccalaureate student who receives an unsatisfactory decision in an academic matter, including matters of retention and progression, has the right to appeal the decision. The appeal process is intended to ensure that students and faculty have access to procedures that ensure due process. The Grade and Other Academic Appeal process is in the Undergraduate Bulletin.

MMU
Action Plan for Nursing

Professor: _____

Date: _____

Advisor: _____

Student: _____

Baseline goal: To obtain a passing score on each exam in this course.

List Course Here

Additional student goal:

Resources & Strategies used to reach my goals:	Frequency of completion: (dates)	Task Accomplished	Comments
○ Update planner	Nightly		
○ Read * Review * Study	_____ hrs/night		
○ <u>Professors Office Hours</u> Course: Course:	Date/Time		
○ <u>Tutoring Sessions:</u> Course: Course:	Weekly	Initial	
○ <u>Seek/form study group</u> Course:			
○ Meet with advisor			
○ Meet with professor			
○ <u>Attend exam review before exam</u>	Date/Time		
○ Review exam responses with professor	Date/Time		
○ Reduce extracurricular/work activities List examples			
○ Be aware of current academic standing (review current grade & timeline to improve) Course:	Weekly		
○ Seek out counseling services			
○ Other:			

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

Mount Mary Nursing Program has a plan and process for student and prospective student access to student policies. All the descriptions of the University's program offerings, including nursing, are available online and in the Undergraduate Bulletin. The Undergraduate Bulletin is published for public access at: <https://mtmary.edu/campuslife/resources/registrar.html>. Included are the course descriptions, credits and prerequisites, and the curriculum worksheet for each major.

Mount Mary's Nursing Program's website includes information on Admission, Curriculum, Program Mission, Vision, and Values, Program Goals, and Student Outcomes:
<https://www.mtmary.edu/majors-programs/undergraduate/bsn/index.html>

In addition, a group page has been created on the My Mount Mary intranet portal to share access to student policies including the Nursing Student Handbook. The Nursing Student Handbook is included above in response to Item #6.

8. Verification of students' ability to acquire clinical skills

- a. Contracts from clinical facilities securing clinical opportunities and documentation of the facility type, size, number of beds, and type of patients
- b. Documentation of simulation equipment and experiences

Clinical Facility Contracts

Mount Mary has established clinical contracts with clinical facilities to ensure students' ability to acquire clinical skills. Copies of clinical contracts and documentation of the facility type, size, number of beds, and type of patients are provided below.

- Advocate Aurora Healthcare
- Ascension Wisconsin
- Childrens Hospital of Wisconsin
- Clement Manor
- Community Memorial Hospital
- Froedtert Hospital
- Froedtert & The Medical College of Wisconsin Community Physicians
- Milwaukee Academy
- Milwaukee Catholic Home
- ProHealth Care
- Rogers Behavior Health
- St. Josephs Hospital

Wisconsin Department of Safety and Professional Services

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

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

4822 Madison Yards Way
Madison, WI 53705-8366

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

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

A. Name of facility: Advocate Aurora Healthcare

Address: 750 West Virginia Street

Milwaukee, WI 53204

Telephone: 262-251-1000

B. Type of facility: Hospital Nursing Home Community Health Agency

Other: _____

C. Number of beds at facility: Any Aurora facility including 15 hospitals and more than 150 clinics

D. Types of patients: 15 hospitals and 150 clinics with full range of speciality services

E. Administrator of facility: Randall Lambrecht, PhD, SVP

F. Director of nursing service: Mary Beth Kingston, MSN, RN, NEA-BC, Chief Nursing Officer

G. School(s) of nursing utilizing the facility: BSN

II. EXHIBITS (*attach to this form*)

A. Copy of formal agreement signed by:

1. Administrator of facility
2. Educational administrator of nursing school

B. Copy of the position description for:

1. Registered Nurses
2. Licensed Practical Nurses

C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? Yes No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? Yes No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? Yes No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)

Yes No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)

Yes No

Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

N/A _____

Mount Mary University
Nursing School

Kara Groom, PhD, RN
Educational Administrator

Kara Groom
Signature

414-930-3391
Telephone Number

BSN
Nursing Program(s) Utilizing Facility/Simulated Setting

Chief Nurse Administrator
Title

08/10/20
Date

groomk@mtmary.edu
Email Address

SCHOOL AFFILIATION AGREEMENT

This SCHOOL AFFILIATION AGREEMENT (the "Agreement") is made and entered into as of the 1st day of September, 2016 (the "Effective Date"), by and between Aurora Health Care, Inc. ("Aurora") and Mount Mary University ("School").

Recitals

WHEREAS, School provides courses of training in various health-related fields and desires to place its students in a clinical program; and

WHEREAS, Aurora operates a variety of health care facilities and is willing to accept students of School as part of a clinical program for the Aurora facilities defined below subject to the terms of this Agreement.

NOW, THEREFORE, for good and valuable consideration, the adequacy and receipt of which are acknowledged, it is agreed as follows:

1. Clinical Program. School desires to participate in a clinical education program with Aurora pursuant to which School's students will spend time at Aurora Facilities (defined below). On an annual basis, in advance, School will provide Aurora with a Program Memorandum detailing the proposed clinical education program prior to the students starting the clinical. A sample Program Memorandum is attached hereto as Exhibit A, (there may be refinements to such Program Memorandum as the effective date draws close in time). Any modifications to the Program Memorandum are subject to the prior review and written approval of Aurora. Once approved, the Program Memorandum as revised will be incorporated herein; provided that in the event of a conflict between any Program Memorandum and this Agreement, the terms of this Agreement shall control.

The Program Memorandum will set forth: (i) the number of students to be placed in the Aurora Facilities and the number at each Aurora Facility; (ii) the schedule of placement times at each Aurora Facility; (iii) the program content; and (iv) the rights of Aurora Facilities to review the program content. School shall also provide, before any placement occurs, a list of the participating students by name and level assigned to each Aurora Facility, and a list of any School personnel to be placed as supervisors and/or instructors at each Aurora Facility. School shall be responsible to update such listings promptly following any changes therein.

2. Aurora's Participation. Aurora agrees to accept School's students at Aurora Health Care, Inc. facilities that are identified in approved Program Memoranda (the "Aurora Facilities").

3. Requirements for Students and School Personnel. All students accepted under the terms of this Agreement for placement at any Aurora Facility, and all School

personnel placed as supervisors and/or instructors who are on-site at any Aurora Facility, must:

- a. be certified in writing for participation by School;
- b. have successfully completed an orientation program of the Aurora Facility;
- c. agree to comply with any applicable rules, regulations, policies and procedures concerning student conduct as may be adopted by Aurora or any Aurora Facility;
- d. have satisfied and passed any health screening or other health requirements imposed from time to time by Aurora or any Aurora Facility;
- e. have completed for him or her a criminal background check, the results of which have been presented to and approved by Aurora, meeting legal requirements and showing no adverse matter;
- f. agree to complete incident reports pursuant to any Aurora policy and agree to report any observed or known incident to the applicable Aurora Facility's department manager promptly; and
- g. for personnel placed as supervisors and/or instructors at an Aurora Facility, be certified by School that they are appropriately qualified and licensed.

4. No Billing. School agrees not to render any bill to any patient or third party for any service provided hereunder. To the extent any billable service is provided hereunder, School and its personnel assign to Aurora fully all rights to bill any patient or third party payor (governmental or otherwise) for such service.

5. Further Agreements of the Parties.

A. School shall in no event place any student or other personnel at any Aurora Facility or permit any student or personnel to provide services for Aurora or any Aurora Facility who has been suspended or excluded from participation in any state or federally funded health care program, including without limitation, Medicare and Medicaid.

B. School and Aurora agree that there shall be no discrimination against any student or other personnel placed at any Aurora Facility on the basis of race, color, creed, religion, sex, gender identity, sexual orientation, national origin or disability in violation of any law applicable in such circumstance to School or Aurora.

C. The parties acknowledge their respective obligations governing the privacy and security of health information pursuant to the Health Insurance Portability and Accountability Act of 1996, as amended (“HIPAA”) and its implementing regulations (“the Privacy Rule”). School agrees that students and School personnel who participate in the program hereunder will not use or disclose Protected Health Information, as that term is defined in 45 C.F.R. § 160.103, obtained in the course of the program for purposes other than those related to the program. Further, School shall require participating students and School personnel to agree not to use or disclose Protected Health Information obtained in the clinical setting for any non-clinical purposes, including teaching or educational purposes, unless the participant has written approval of Aurora. If written approval is given, participant must either (1) obtain an authorization, compliant with the Privacy Rule, from each patient whose Protected Health Information is sought to be used; (2) de-identify the Protected Health Information in accordance with the Privacy Rule; or (3) use a “limited data set” as defined in the Privacy Rule, and sign a Data Use Agreement with Aurora. The parties agree that if future modifications or clarifications are made to the Privacy Rule that necessitate amendments to this Agreement, the parties will make such amendments. For purposes of HIPAA only, students are, with respect to their interactions with patients/clients and their educational activities at Aurora, under the direct control of Aurora and are thus considered to be members of Aurora's “workforce,” as that term is defined in 45 C.F.R. § 160.103.

D. All records of any service provided hereunder shall belong to Aurora or the applicable Aurora Facility.

E. School, its students and personnel shall not disclose to any third party or use (other than in fulfilling their duties under the program) any confidential or proprietary information of Aurora or its affiliates.

F. Aurora has the right to refuse, suspend or remove a student or any School personnel, including supervisors or instructors, from a clinical education program for any reason Aurora deems appropriate, provided that Aurora shall subsequently notify School in writing of the reasons that the refusal, suspension or removal occurred.

6. Independent Contractors. It is acknowledged and agreed by the parties that School, its personnel and students are “independent contractors” with respect to Aurora and the Aurora Facilities and that nothing in this Agreement is intended to nor shall be construed to create any employer/employee relationship or any relationship other than that of independent contractors. Aurora and Aurora Facilities shall in no event have any obligations to School, its personnel or students, including payment of any compensation, any withholding, social security, or any other employee-related obligations. School shall be solely responsible for the actions and omissions of its students, faculty and other personnel and for any resulting damages.

7. Insurance.

A. School agrees to maintain, during the term of this Agreement, the following insurance covering both students and faculty: (i) comprehensive General Liability Insurance with a limit of not less than One Million Dollars (\$1,000,000) for each occurrence, with coverage to include, but not be limited to, personal and bodily injury, and broad form property damage liability and (ii) Professional Liability Insurance with minimum limits of One Million Dollars (\$1,000,000) for each occurrence and Three Million Dollars (\$3,000,000) annual aggregate. School shall also maintain Worker's Compensation Insurance in the minimum amounts required by applicable Wisconsin Statutes for its participating faculty and employees. School shall provide Aurora with a certificate of insurance evidencing such insurance coverage.

B. Aurora agrees to maintain, during the term of this Agreement, Comprehensive General Liability Insurance with a combined single limit of not less than One Million Dollars (\$1,000,000) for each occurrence, with coverage to include, but not be limited to, personal and bodily injury, and broad form property damage liability. Aurora shall also maintain Professional Liability Insurance with minimum limits of One Million Dollars (\$1,000,000) for each occurrence and Three Million Dollars (\$3,000,000) annual aggregate, for its employees. Upon request, Aurora shall provide School with a certificate of insurance evidencing such insurance coverage.

8. Term and Termination. This Agreement shall remain effective for a term of one (1) year, commencing on the Effective Date. This Agreement shall automatically renew for successive one (1) year terms; provided either party may terminate this Agreement at any time by giving the other party not less than thirty (30) days prior written notice.

In the event of a breach of any of the terms hereof which is not cured within twenty (20) days after written notice, either party may terminate this Agreement on written notice to the other party.

Notwithstanding any termination of this Agreement, the provisions of this Agreement insofar as applicable to any students who are enrolled in a clinical program on the date of termination shall be observed by both parties until the end of the clinical program then in effect for such students.

9. Miscellaneous.

A. Notice. Notice or communications required or permitted to be given under this Agreement shall be given to the respective parties by hand delivery, certified mail return receipt requested, or recognized overnight mail service, and shall be addressed as follows:

if to Aurora, to: Aurora Health Care, Inc.
750 West Virginia Street
Milwaukee, WI 53204
Attn: General Counsel

if to School, to: Mount Mary University
2900 N. Menomonee River Parkway
Milwaukee, WI 53222
Attn: Fieldwork Coordinator

Either party may change the address for notice by a notice given in conformance with this Section.

B. Entire Agreement. This is the entire agreement between the parties. No understanding not set forth herein as incorporated hereby shall have any force or effect. This Agreement supersedes all previous contracts relating to the subject matter described herein.

C. Governing Law; Venue; Proceedings. This Agreement and each and all of the terms, covenants and conditions hereof shall be interpreted in accordance with and governed in all respects by the laws of the State of Wisconsin. The venue for any dispute hereunder shall be in the Wisconsin Circuit Court for Milwaukee County and no party shall bring or consent to an action in any other forum.

D. No Third Party Beneficiaries. This Agreement does not create any third party beneficiaries.

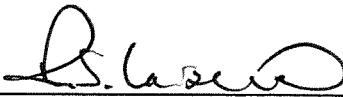
E. Assignment and Amendment. School may not assign this Agreement without Aurora's prior written consent. This Agreement may be amended during its term only by a writing signed by the parties hereto.

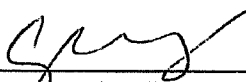
F. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one in the same instrument.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date set forth above.

Aurora Health Care, Inc.

Mount Mary University

By 
Randall Lambrecht, Ph.D., SVP

By 
Name Cheryl Bailey
Title Dean of School of Natural Health and Sciences



Job Description

Profile Title:	Job Code(s):	Job Title(s):	FLSA Status:
Registered Nurse I ANPAM	110097	Registered Nurse I ANPAM	Nonexempt
	110815	Registered Nurse I CS I	Nonexempt
	103990	Registered Nurse I CS II	Nonexempt
	103803	Registered Nurse I CS III	Nonexempt
	110753	Registered Nurse I CVT FLT	Nonexempt
	109672	Registered Nurse I LTA	Nonexempt
	110099	Registered Nurse I PL A ANPAM	Nonexempt
	110100	Registered Nurse I PL B ANPAM	Nonexempt
	110098	Registered Nurse I WP ANPAM	Nonexempt

Date Created: 07/29/2013	Date Revised:
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Primary Purpose:

Performs the nursing process to deliver safe, therapeutic, and quality patient care through assessment of patients, establishment and implementation of the nursing care plan, and evaluation of clinical outcomes within an inpatient environment. Integrates theoretical knowledge with clinical experience in the care of patients and families. Consistently makes sound clinical decision and delivers care utilizing a deliberate, systematic approach, and increases awareness of patterns of patient responses in recurrent situations.

Major Responsibilities:

Provides ongoing patient centered nursing care. Completes initial assessment of patient including obtaining vital signs and gathering pertinent health information while following decision trees and protocols. Provides triage and consultation to patient, family, and/or significant others according to protocol and established guidelines.

Initiates and implements a nursing plan of care individualized to the needs of each patient. Assesses patient/family readiness for participation and involves them in planning and implementing care. Seeks consultation as needed.

Recognizes significant changes in patient's condition, status and need for care. Provides ongoing assessment of patient and takes appropriate nursing actions when changes occur. Evaluates and implements changes of the plan of care as needed and collaborates with other health care team members to coordinate patient centered care.

Communicates with physicians and other members of the health care team. Provides patient status updates to physicians on a regular basis. Documents, maintains and updates accurate patient records according to agency, state, and federal guidelines.

Administers medications, under physician/provider orders, which may include: antibiotics, narcotic pain medications, vitamins, topical agents, insulin, blood thinners, and allergy antigens. Initiates, maintains and discontinues IV therapy; performs mixing of medications according to protocols.

Monitors the patient's medication needs and response to treatment. Adjusts medication as appropriate within scope of practice and utilizing protocols established by the physician. Performs laboratory procedures and assists the physician/provider with procedures and surgeries using principles of aseptic technique and standard precautions/infection control guidelines

Assists the physician/provider with procedures and/or surgeries. Performs advanced clinical tasks or skills such as complex wound care, hickman/port-a-cath/PIC line, central line care, conscious sedation, hyperalimentation, venipuncture, etc., with demonstrated competency and under clinical supervision.

Coordinates the discharge planning process by utilizing the interdisciplinary approach with the patient/family, physician, social worker, and other staff members as appropriate. Assesses and provides patient education and counseling to the patient, family, and/or significant others.

Completes routine maintenance and quality monitoring of equipment using appropriate technique when cleaning, sterilizing and caring for instruments and other equipment.

Participates in at least one initiative to impact quality with demonstrated results. For example: conducts chart audits, collects data, implements performance improvement interventions, and/or offers suggestions for performance improvement. Participates in professional activities which contribute to personal professional

Profile Title:	Job Code(s):	Job Title(s):	FLSA Status:
Registered Nurse I ANPAM	110097	Registered Nurse I ANPAM	Nonexempt
	110815	Registered Nurse I CS I	Nonexempt
	103990	Registered Nurse I CS II	Nonexempt
	103803	Registered Nurse I CS III	Nonexempt
	110753	Registered Nurse I CVT FLT	Nonexempt
	109672	Registered Nurse I LTA	Nonexempt
	110099	Registered Nurse I PL A ANPAM	Nonexempt
	110100	Registered Nurse I PL B ANPAM	Nonexempt
	110098	Registered Nurse I WP ANPAM	Nonexempt

development and the development of others.

Must be able to demonstrate knowledge and skills necessary to provide care appropriate to the age of the patients served. Must demonstrate knowledge of the principles of growth and development over the life span and possess the ability to assess data reflective of the patient's status and interpret the appropriate information needed to identify each patient's requirements relative to his/her age-specific needs, and to provide the care needed as described in the department's policies and procedures. Age-specific information is developed further in the departmental job standards.

Licensure, Registration and/or Certification Required:

Registered Nurse license issued by the state in which the team member practices, and

Basic Life Support (BLS) for Healthcare Providers certification issued by the American Heart Association (AHA) needs to be obtained within 6 months unless department leader has determined it is not required.

Education Required:

Associate's Degree in Nursing.

Experience Required:

Typically requires 1 year of experience in clinical nursing.

Knowledge, Skills & Abilities Required:

Demonstrates mastery of most technical skills and begins to view clinical situations from a patient and family focus.

Demonstrates awareness of and application of research-based findings to develop an individualized plan of care and to achieve quality patient/family outcomes.

Proficient computer skills including keyboarding, navigation within a windows operating system, use of electronic mail and electronic medical records systems.

Excellent communication (written and verbal), listening and interpersonal skills.

Demonstrates human relation skills with the ability to develop rapport and maintain positive, professional relationships with a variety of patients, staff and physicians.

Demonstrated ability to effectively make critical, independent decisions.

Good organization, prioritization and problem solving skills.

Demonstrates time management skills with an ability to multi-task and prioritize with frequent interruptions.

Demonstrates coordination, collaboration, delegation and team building skills.

Must meet the 'Accomplished Characteristics of Practice' as defined by the "Aurora Nursing Professional Advancement Model (ANPAM)".

Physical Requirements and Working Conditions:

Profile Title:	Job Code(s):	Job Title(s):	FLSA Status:
Registered Nurse I ANPAM	110097	Registered Nurse I ANPAM	Nonexempt
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	103803	Registered Nurse I CS III	Nonexempt
	110753	Registered Nurse I CVT FLT	Nonexempt
	109672	Registered Nurse I LTA	Nonexempt
	110099	Registered Nurse I PL A ANPAM	Nonexempt
	110100	Registered Nurse I PL B ANPAM	Nonexempt
	110098	Registered Nurse I WP ANPAM	Nonexempt

Must be able to sit, stand, walk, lift, squat, bend, reach above shoulders, and twist frequently throughout the workday.

Must be able to:
lift up to 50 lbs. from floor to waist.
lift up to 20 lbs. over the head.
carry up to 40 lbs. a reasonable distance.

Must be able to:
push/pull with 30 lbs. of force.
perform a sliding transfer of 150 lbs. with a second person present.

Position requires use of foot pedals on carts or machines.

May be exposed to chemical and hazardous waste as well as blood and body fluids and communicable disease. Therefore, protective clothing and equipment must be worn as necessary.

Must have functional speech, vision, hearing, and touch with ability to use fine hand manipulation skills for IV insertion and other procedures/functions.

Operates all equipment necessary to perform the job.

This job description indicates the general nature and level of work expected of the incumbent. It is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities required of the incumbent. Incumbent may be required to perform other related duties.

Wisconsin Department of Safety and Professional Services

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

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

4822 Madison Yards Way
Madison, WI 53705-8366

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

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

- A. Name of facility: Ascension Wisconsin
- Address: 400 W. River Woods Parkway
Glendale, WI 53212
- Telephone: 414-465-3738
- B. Type of facility: Hospital Nursing Home Community Health Agency
 Other: Health System
- C. Number of beds at facility: 23 hospitals, 110 clinics
- D. Types of patients: Full spectrum of primary and specialty care including inpatient, outpatient, emergency and cardiac patients
- E. Administrator of facility: Monica Erdmann, Student Affiliations Manager
- F. Director of nursing service: Karen Springer, Executive Vice President Nursing Operations
- G. School(s) of nursing utilizing the facility: BSN

II. EXHIBITS (*attach to this form*)

- A. Copy of formal agreement signed by:
1. Administrator of facility
 2. Educational administrator of nursing school
- B. Copy of the position description for:
1. Registered Nurses
 2. Licensed Practical Nurses
- C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? Yes No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? Yes No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? Yes No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.) Yes No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.) Yes No

Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

N/A _____

Mount Mary University
Nursing School

Kara Groom, PhD, RN
Educational Administrator

Kara Groom
Signature

414-930-3391
Telephone Number

BSN
Nursing Program(s) Utilizing Facility/Simulated Setting

ChiefNurseAdministrator
Title

08/10/20
Date

groomk@mtmary.edu
Email Address

MASTER AFFILIATION AGREEMENT

THIS AGREEMENT is made effective **June 3, 2019**, by and between **MINISTRY HEALTH CARE, INC., COLUMBIA ST. MARY'S, INC. and WHEATON FRANCISCAN HEALTHCARE – SOUTHEAST WISCONSIN, INC.** on behalf of themselves and their affiliates, a Wisconsin not-for-profit corporation (hereinafter referred to as “ASCENSION WISCONSIN”), and **MOUNT MARY UNIVERSITY** (hereinafter referred to as the “SCHOOL”).

WITNESSETH:

WHEREAS, SCHOOL wishes to establish a clinical site for the education of its Students, and ASCENSION WISCONSIN, as part of its mission, encourages and supports training/education programs; and

WHEREAS, SCHOOL administers education curricula for various health occupations (“Programs”), and seeks to provide, as part of the curricula, supervised experiences at a ASCENSION WISCONSIN affiliated location for Students enrolled in the Programs (“Student(s)”); and

WHEREAS, ASCENSION WISCONSIN and SCHOOL have determined that each may best accomplish its objectives by mutual assistance and seek to describe their Affiliation in this Agreement.

THEREFORE, in consideration of the mutual promises set forth herein, ASCENSION WISCONSIN and SCHOOL agree as follows:

I. Rights and Responsibilities of SCHOOL

In addition to its rights and responsibilities described elsewhere in this Agreement, SCHOOL shall have the following rights and responsibilities:

A. **Assigning Students to Facility.** SCHOOL agrees to recommend for placement at one or more of the ASCENSION WISCONSIN campuses, or its related clinics (hereinafter referred to as “the Facility(ies)”), only those Students who are qualified pursuant to the requirements established by the SCHOOL, appropriate regulatory agencies, and the ASCENSION WISCONSIN Facility.

B. **Educational/Clinical Coordinator.** SCHOOL shall designate and communicate to the Facility the name of a faculty member who shall be primarily responsible for coordinating the training/education program conducted at Facility(ies) and monitoring Student progress (“Faculty”).

Faculty who will be monitoring Students on site at any Facility are required to meet the same requirements as Students as provided in this Agreement.

C. **Program Memoranda.** SCHOOL will provide the Facility with a description of syllabus requirements or other clinical objective expectations in the form of a Program Memorandum, for each program/discipline association, and such Program Memoranda may be updated or modified from time to time. SCHOOL and Facility will collaborate reasonably toward fulfillment of Program Memorandum expectations, but such expectations shall not constitute the legally binding obligation of Facility. In the event of conflicting provisions in any Program Memorandum and this Agreement, the provisions of this Agreement will control.

D. **OSHA.** SCHOOL will provide health care worker safety education including Occupational Safety and Health Administration's (hereinafter "OSHA(s)"), Tuberculosis Standard Training and Hazard Communication Standard Training, and Bloodborne Pathogen Training to Students who may be exposed to blood and body fluids, as applicable, to the extent that such education is part of SCHOOL's accredited curriculum. Facility will provide applicable site-specific OSHA training for Students participating in on-site clinical rotations. SCHOOL will ensure that Students cooperate and participate with Facility in OSHA training for on-site clinical rotation placement.

E. **Health Work.** The SCHOOL shall ensure that all Students and Faculty have completed appropriate health work including appropriate diagnostic testing, immunizations and vaccines as required by ASCENSION WISCONSIN policies and practices for Student and Faculty health work. Further, each Student and Faculty shall have shown evidence of immunity as required by Facility policies and practices, prior to being granted access to the Facility.

F. **Wisconsin Caregiver Background Check Law.** Prior to placement at Facility, Students and Faculty shall have a background check performed by the SCHOOL in accordance with the Wisconsin Caregiver Background Check Law, which shall include obtaining information from the Department of Justice, the Department of Safety and Professional Services f/k/a the Department of Regulation and Licensing, the Department of Health Services, and from out-of-state agencies if the individual has lived outside of Wisconsin within the past three years.

Prior to placement, the SCHOOL will provide the Facility with a letter indicating the names(s) of the Students and Faculty listing any convictions learned of during the course of the required background checks along with any substantiated findings of misconduct, licensure denial or restriction or any other credential limitation found by either the Wisconsin Department of Health Services or the Department of Safety and Professional Services f/k/a the Department of Regulation and Licensing. As to Students, the letter shall be provided by the SCHOOL no sooner than when the Students have completed enough of their education at the SCHOOL that the learning experience is required for the Students to complete or progress with their degree(s). The SCHOOL will also supply the Student's and Faculty's Background Information Disclosure Form ("BID"). ASCENSION WISCONSIN or its designee will notify the SCHOOL whether a Student has been

rejected or accepted for participation in the learning experience at the Facility. ASCENSION WISCONSIN reserves the right to refuse placement of any individual ASCENSION WISCONSIN believes could put its patients, employees and/or visitors at risk.

SCHOOL hereby agrees to notify ASCENSION WISCONSIN as soon as possible when the SCHOOL becomes aware that an individual, who is currently on site at the Facility, has been charged with or convicted of any crime or has been investigated by any governmental agency.

SCHOOL hereby agrees it will complete a background check consistent with the requirements of the Wisconsin Caregiver Background Check Law as outlined above. SCHOOL agrees that it will indemnify, defend and hold harmless the Facility, its Management Committee, its officers, and employees from all demands, claims, suits, and expenses which may arise as a result of the Facility's reliance on the SCHOOL's actions related to the completion of the background check required under Wisconsin Caregiver Background Check Law and subsequent placement of individuals at ASCENSION WISCONSIN's locations.

G. Policies and Procedures. SCHOOL agrees that all its Students and on-site Faculty shall abide by all applicable bylaws, directives, orders, rules, regulations, policies and procedures of the Facility and its medical staff, including all standards established by The Joint Commission or any other accrediting organization and those related to privacy and confidentiality, including those of patient health care information, and use and possession of alcohol, drugs, and weapons at the worksite.

ASCENSION WISCONSIN has a Corporate Responsibility Program ("CRP") which has as its goal to ensure that its customers comply with federal, state and local laws and regulations. The CRP focuses on risk management, the promotion of good corporate citizenship, including the commitment to uphold a high standard of ethical and legal business practices, and the prevention of misconduct. SCHOOL acknowledges ASCENSION WISCONSIN's commitment to the CRP and agrees to conduct itself, and ensure the Students and on-site Faculty conduct themselves, in accordance with the underlying philosophy of the CRP.

SCHOOL further acknowledges that the operations of ASCENSION WISCONSIN and its affiliates are in accordance with the Ethical and Religious Directives for Catholic Health Care Services, as promulgated from time to time by the United States Conference of Catholic Bishops, Washington, D.C., of the Roman Catholic Church or its successor ("Directives") and that the principles and beliefs of the Roman Catholic Church are a matter of conscience to ASCENSION WISCONSIN and its affiliates. The Directives are located at <http://www.usccb.org/issues-and-action/human-life-and-dignity/health-care/upload/Ethical-Religious-Directives-Catholic-Health-Care-Services-fifth-edition-2009.pdf>. It is the intent and agreement of the parties that this Agreement shall not be construed to require ASCENSION WISCONSIN, or its affiliates, to violate said Directives in its operation and all parts of this Agreement must be interpreted in a manner that is consistent with said Directives.

Facility may refuse access to a Student or Faculty who fails to comply or fails to meet Facility's standards for safety, health or appropriate conduct. Students and Faculty shall not be deemed to be employees of ASCENSION WISCONSIN for purposes of compensation, fringe benefits, workers compensation or any other purpose.

H. **Patient Confidentiality.** The SCHOOL further agrees that its Students and Faculty shall maintain patient confidentiality. If a Student or Faculty member participating pursuant to this Agreement and individual Program Memorandum violates patient privacy under the Wisconsin Statutes, Wisconsin Administrative Code or Federal Regulations, including but not limited to the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended by the Health Information Technology for Economic and Clinical Health Act ("HITECH"), and its' implementing regulations, SCHOOL agrees that such Faculty or Student(s) will be removed from the Program contemplated by this Agreement and relevant Program Memorandum.

I. **Accreditation and Licensure.** SCHOOL shall maintain at all times during the term of this Agreement: (i) all necessary licensures and approvals from the State of Wisconsin; and (ii) with respect to each Program, accreditation from the appropriate accrediting organization, unless such Program does not require specific accreditation. SCHOOL shall immediately notify Facility of any change in its accreditation or licensure status.

Copies of records identified in the above Sections shall be provided to the Facility immediately upon request (subject to law governing confidentiality of such records).

J. **Quality Commitment and Review.** SCHOOL acknowledges that the provision of high quality healthcare to patients in accordance with accreditation standards and legal requirements is of utmost concern to Facility. Therefore, SCHOOL covenants to perform its obligations pursuant to this Agreement in accordance with best clinical practices pursuant to recognized parameters, which include accreditation and industry standards and applicable laws. In so doing, the parties agree:

1. ASCENSION WISCONSIN may, at any time during this Agreement provide SCHOOL with a review and assessment of the SCHOOL's performance of this Agreement. SCHOOL agrees to give all due consideration to Facility's review and assessment. SCHOOL agrees to implement such actions toward clinical affiliation program improvement or enhancement as Facility identifies, to the extent reasonably feasible within the scope and intent of the Agreement, and as mutually agreed upon.
2. SCHOOL shall periodically, and at least annually, conduct a performance assessment of its personnel performing pursuant to this Agreement. Such assessment shall include on-site performance assessment at ASCENSION WISCONSIN's Facility(ies), if applicable, and a written assessment of such

on-site performance, as applicable, to include observations and recommendations for improvement.

3. SCHOOL personnel shall participate in Facility's quality improvement initiatives, as reasonably requested by Facility pursuant to this Agreement. Such quality improvement initiatives may include clinical practice quality improvement and participation in organization efficiency and improvement programs toward improvements in ASCENSION WISCONSIN's clinical service offerings and outcomes.

K. In the event ASCENSION WISCONSIN requests SCHOOL to verify Student and/or Faculty requirements, SCHOOL will have 24 hours to produce the actual documentation (proof) of the requirement to ASCENSION WISCONSIN. ASCENSION WISCONSIN has the ongoing right, but not the obligation, to periodically audit SCHOOL for compliance with ASCENSION WISCONSIN's published student/instructor requirements for Student placements under this Agreement. If during the audit SCHOOL is found to be noncompliant, the Student and/or Faculty will not be allowed to continue their placement with ASCENSION WISCONSIN until all requirements have been met. If on a subsequent audit SCHOOL does not meet the ASCENSION WISCONSIN's student affiliation requirements, SCHOOL agrees that ASCENSION WISCONSIN has the right to discontinue affiliation with SCHOOL.

L. SCHOOL's Faculty who will be providing oversight to Students completing a ASCENSION WISCONSIN placement are required to complete the same requirements as Students including health work, orientation, a background check, signing a confidentiality agreement and completing an authorization form.

II. Facility Rights and Responsibilities

A. **Accreditation and Licensure.** Facility warrants and represents that it has all the necessary qualifications, certifications and/or licenses to operate the Facilities pursuant to Federal and State laws and regulations.

B. **Student and Faculty Access.** ASCENSION WISCONSIN agrees to allow the SCHOOL's Students and Faculty access to clinical practice areas as reasonably required to support Students' clinical development. The Faculty and Students shall also have the right to use the Facility's cafeteria, classroom and library facilities.

C. **Number of Placements.** The parties will mutually decide upon an appropriate number of Students in each Program to be assigned to the Facility. The Facility, however, shall have the sole discretion to determine its capacity to accept Students for clinical placement under this Agreement, whether such capacity is described in terms of number of Students on-site at any one time, the number of hours of clinical supervision that Facility can provide over a period of time, or other such description of capacity.

D. **Program Development.** Representatives of the SCHOOL and the Facility will be in contact as often as necessary to coordinate and improve the SCHOOL's training/education program. The Facility and its employees will cooperate with the SCHOOL's Faculty in planning educational experiences for Students.

E. **Termination of Access to Facility.** ASCENSION WISCONSIN reserves the right to terminate the access of a Student or Faculty member to its clinical areas if:

1. The person has performed unsatisfactorily; or
2. The person's health status would interfere with successful completion of the assignment; or
3. A determination by ASCENSION WISCONSIN that the person's continuance is not in the best interests of ASCENSION WISCONSIN or its patients.

F. **Emergency Medical Services.** Emergency care as is available to the general public will be available to the SCHOOL's Students or Faculty who require such services while they are practicing in the SCHOOL's Program at the Facility. The Student or Faculty member receiving such services shall be responsible to pay the usual and customary charges for such care.

G. **FERPA.** ASCENSION WISCONSIN acknowledges that Student educational records are protected by the Family Education Rights and Privacy Act ("FERPA"), and that it may be necessary to obtain Student permission before releasing Student data to any party except SCHOOL. ASCENSION WISCONSIN will abide by the provisions of FERPA with respect to any requests for Student information by any party except SCHOOL.

III. Miscellaneous.

A. **Insurance.** In order to insure against potential liability arising out of the activities performed hereunder, or in any manner related to, this Agreement, SCHOOL and ASCENSION WISCONSIN each agree to obtain and maintain, in full force and effect, liability insurance in the types and amounts set forth below. SCHOOL agrees to maintain professional liability insurance (with minimum limits of \$1,000,000 per occurrence and \$3,000,000 annual aggregate) for its participating Students, Faculty, employees and agents. ASCENSION WISCONSIN agrees to maintain professional liability insurance with the aforementioned limits for its employees and agents. Further, both parties agree to individually maintain comprehensive general liability (CGL) insurance (with minimum limits of \$1,000,000 per occurrence and \$3,000,000 annual aggregate).

B. **Indemnification.** Each party is responsible for all acts or omissions of itself and its employees and agents. Neither party agrees to indemnify the other for such acts and omissions. This provision shall not constitute a waiver of any right to indemnification, contribution, subrogation, or

other remedy available at law or in equity. Each party shall bear its own costs in enforcing this Agreement, including attorney's fees.

C. **Non-discrimination.** Both parties agree not to discriminate against Students on the basis of race, national origin, sex, age, creed, handicap or veterans status. It is the policy of ASCENSION WISCONSIN to provide service to all persons without regard to race, color, national origin, handicap or age in compliance with 45 CFR Parts 80, 84, and 91, respectively. The same requirements are applied to all, and there is no distinction in eligibility for, or in the manner of providing services.

D. **Non-Exclusive.** This Agreement is not exclusive, and both parties are free to participate in similar programs with other entities.

E. **Entire Agreement.** This Agreement supersedes all previous contracts regarding the SCHOOL's Students in all Programs and, with the Recitals set forth above, constitutes the entire agreement between the parties.

F. **Invalid Provision.** The invalidity or unenforceability of any particular provision of this Agreement shall not affect the other provisions hereof; and this Agreement shall be construed in all respects as if such invalid or unenforceable provision were omitted.

G. **Assignment.** This Agreement shall not be assigned without the written consent of the other party; such consent shall not be unreasonably withheld.

H. **Amendment.** This Agreement may be amended at any time with the signed, written approval of the parties. Such amendments or modifications will be typed separately and signed by the parties, and made a part of this Agreement.

I. **Independent Contracting Parties** Nothing contained in this Agreement will be deemed or construed by the parties or by any third person to create the relationship of principal and agent or of partnership and joint venture between the SCHOOL and ASCENSION WISCONSIN and/or the Facility. Likewise, the Students and Faculty assigned to the Facility under this Agreement are not Facility or ASCENSION WISCONSIN employees and are not entitled to any benefits of employees, including, but not limited to fringe benefits, unemployment compensation, minimum wage laws, social security or worker's compensation coverage.

J. **Drug, Alcohol and Tobacco Free Environment.** As a major health care provider, the goal of the Facility is to maintain a safe environment and to protect its patients, visitors, employees and volunteers. The Facility expects SCHOOL's Students and Faculty who are at Facility locations to be drug, alcohol and tobacco free while on duty. Possession, distribution, manufacture, dispensation or sale of alcohol, smoking materials, drugs (other than prescription medication used pursuant to physician order and direction) on any of the Facility's premises is prohibited, except as required for patient care.

K. **Governing Law and Compliance with Law.** This Agreement shall be governed by the laws of the State of Wisconsin and any controversy or litigation hereunder shall be adjudicated in Milwaukee County, Wisconsin. All parties under this Agreement agree to abide by all applicable federal, state and local laws and regulations, including, but not limited to, HIPAA, in their performance hereunder.

L. **Term and Termination.** The term of this Agreement shall commence effective the date first above written and continue thereafter until terminated by either party upon ninety (90) days prior written notice, providing that Students participating in clinical studies at the time of said notice of termination will be allowed to complete the curriculum. In the event any provision of this Agreement is breached, the non-breaching party may terminate this Agreement upon thirty (30) days written notice to the breaching party.

M. **Notices.** All notices under this Agreement shall be given in writing and shall be deemed to have been properly given if and when delivered, or sent by certified mail:

If to SCHOOL: Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222
Attn: Nicole Boyington
Email: boyingtn@mtmary.edu

If to Ascension Wisconsin: Ascension Wisconsin
400 W. River Woods Parkway
Glendale, WI 53212
Attn: Office of the General Counsel

Cc: Ascension Wisconsin
4300 W. Brown Deer Road, Suite 114
Brown Deer, WI 53233
Attn: Monica Erdmann, Student Affiliations Manager
Phone: 414-465-3738
Email: monica.erdmann@ascension.org

N. **Counterparts.** The parties may execute this Agreement in any number of duplicate originals, each of which constitutes an original, and all of which collectively constitute only one Agreement. The signatures of the parties need not appear on the same counterpart, and delivery of an executed counterpart signature page is as effective as executing and delivering this Agreement in the presence of the other party to this Agreement. Any party delivering an executed counterpart of this Agreement by facsimile or e-mail shall also deliver a manually executed counterpart of this Agreement, but the failure to do so does not affect the validity, enforceability or binding effect of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement by their duly authorized representatives on the dates below written.

ASCENSION WISCONSIN

By: T. A. Conklin

Print Name: Todd Conklin

Title: COO

Date: 08-16-19

MOUNT MARY UNIVERSITY

By: Cheryl Bailey

Print Name: Cheryl Bailey, Ph.D.

Title: Dean Natural & Health Science

Date: 6/18/2019

What You Will Do

As an Associate with Wheaton Franciscan-WI, you will have the opportunity to provide direct nursing care in accordance with established policies, procedures and protocols of the healthcare organization.

Responsibilities:

- Implements and monitors patient care plans. Monitors, records and communicates patient condition as appropriate.
- Serves as a primary coordinator of all disciplines for well-coordinated patient care.
- Notes and carries out physician and nursing orders.
- Assesses and coordinates patient's discharge planning needs with members of the healthcare team.

What You Will Need

Licenses/Certifications/Registration:

• Required Credential(s):

- BLS Provider credentialed from the American Heart Association (AHA) obtained prior to hire date or job transfer date.
- Licensed Registered Nurse credentialed from the Wisconsin Board of Nursing or current home state license for multi-state license recognition "Compact State" obtained prior to hire date or job transfer date.

Education:

- Diploma
Graduate of a board-approved Registered Nurse Program required Bachelor of Science in Nursing (BSN) preferred

Work Experience:

- RN with approximately 18 months or less of experience. Ability to manage complex workload required.

Equal Employment Opportunity

Ascension Wisconsin is an equal opportunity employer and will not discriminate against employees or prospective employees on basis of age, race, creed, color, religion, marital status, sex, national origin, ancestry, citizenship, sexual orientation, disability, arrest and/or conviction record, military status, protected veteran status, or any other characteristic or status protected by law.

For further information regarding your EEO rights, click on the following link to the "EEO is the Law" poster:

<http://www.dol.gov/ofccp/regs/compliance/posters/pdf/eeopost.pdf>

M/F/Disabled/Vet

EEO is the Law Poster Supplement

http://www.dol.gov/ofccp/regs/compliance/posters/pdf/ofccp_eeo_supplement_final_jrf_qa_508c.pdf



Job ID: 346880

Category: Nursing

Facility: WIMIL WFH St Francis Hospital

Ministry: Ascension Wisconsin, WI

Location: Milwaukee, WI

[Apply Now](#)

Wisconsin Department of Safety and Professional Services

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

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

4822 Madison Yards Way
Madison, WI 53705-8366
E-Mail: dsps@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

- A. Name of facility: Children's Hospital and Health System
- Address: PO Box 1997
Milwaukee, WI 53226
- Telephone: 414-266-2000
- B. Type of facility: Hospital Nursing Home Community Health Agency
 Other: Health System
- C. Number of beds at facility: 23 hospitals, 110 clinics
- D. Types of patients: Full spectrum of pediatric care including inpatient, outpatient, hospital, surgery centers and clinics
- E. Administrator of facility: Nancy Korom, Chief Nursing Officer and Vice President
- F. Director of nursing service: Nancy Korom, Chief Nursing Officer and Vice President
- G. School(s) of nursing utilizing the facility: BSN

II. EXHIBITS (*attach to this form*)

- A. Copy of formal agreement signed by:
1. Administrator of facility
 2. Educational administrator of nursing school
- B. Copy of the position description for:
1. Registered Nurses
 2. Licensed Practical Nurses
- C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? Yes No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? Yes No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? Yes No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.) Yes No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.) Yes No

Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

N/A _____

Mount Mary University
Nursing School

Kara Groom, PhD, RN
Educational Administrator

Kara Groom
Signature

414-930-3391
Telephone Number

BSN
Nursing Program(s) Utilizing Facility/Simulated Setting

ChiefNurseAdministrator
Title

08/10/20
Date

groomk@mtmary.edu
Email Address

**PROGRAM AGREEMENT
BY AND BETWEEN
CHILDREN'S HOSPITAL AND HEALTH SYSTEM, INC.
AND
Mount Mary University**

THIS PROGRAM AGREEMENT ("Agreement") is between Children's Hospital and Health System, Inc. on behalf of each of its affiliates ("CHHS") and Mount Mary University ("Facility"), a non-profit educational and/or healthcare institution (CHHS and Facility collectively referred to as the "Parties").

This Program Agreement establishes the educational program between CHHS and the Facility by identifying the academic and clinical components of the educational program as it relates to the use of CHHS clinical facilities and/or the delivery of patient care.

This Agreement serves as an understanding between CHHS and Facility for the use of CHHS clinical facilities in Nursing - BSN Clinical Group education.

1. Term and Termination

The term of this Agreement shall be in effect 6/1/2020 through 5/31/2021 and is subject to renewal upon mutual written Agreement by the Parties. Subject to the immediate termination provision below, either Party may terminate this Agreement with ninety (90) days written notice by registered mail.

In the event of termination, the Parties will use reasonable efforts to accommodate students then enrolled in the Nursing - BSN Clinical Group course in order to complete their clinical experience and curriculum.

CHHS reserves the right to immediately terminate this relationship in the event of Facility's failure to comply with federal or state laws, rules, regulations or hospital policies described in Sections 3(C), (D), (E) and (F) of the Affiliation Agreement.

2. Program Objectives

This Program Agreement is executed in accordance with a clinical Affiliation Agreement between the Parties, which is hereby incorporated by reference. The Facility agrees that it will submit to CHHS the written educational Program objectives that will contain at minimum, the following:

- academic content and nature of anticipated clinical experience;
- qualifications of its faculty and students as needed for the clinical experience;
- anticipated schedule of the clinical experience and Facility's attendance policy; and
- the educational responsibilities of the Facility and CHHS as it applies to this Agreement.

3. Clinical Activities and Supervision

CHHS will review the objectives and educational guidelines developed as described in paragraph two above and will assign clinical activities as it deems appropriate.

Each defined group of students will have an assigned Facility faculty member who will be on-site at CHHS and will be responsible for the clinical activities carried out by the students. Facility agrees to provide adequate numbers of faculty with academic qualifications acceptable to CHHS and with clinical competency in the area of pediatric care.

4. Evaluations

Evaluations of clinical performance will be the sole responsibility of Facility. CHHS may participate in evaluation of student's performance by providing oral feedback if requested by Facility.

5. Student Placement

- A. Facility will be responsible for determining the adequacy of the educational background of students and will assign to CHHS only those students who have satisfactorily completed any required didactic and/or clinical portions of the Program's curriculum.
- B. Prior to the field assignment, the determination of the number of students assigned to CHHS shall be a joint decision between CHHS and Facility based on staff and space available in CHHS and eligible students enrolled in the appropriate Facility Program.
- C. Facility will provide CHHS a copy of its attendance policy along with a student roster which indicates the exact days and hours the students will be at CHHS.
- D. Facility will complete the student placement certification form attached hereto as Exhibit A prior to any student or on-site faculty starting their program at CHHS. Facility will provide to CHHS all information required pursuant to the Caregiver Background Check Law, Chapters DHS 12 and 13, Wis. Admin Code, that Facility found in the course of the required caregiver checks. Facility will ensure that its students and on-site faculty (if applicable) certify to CHHS their agreement to follow CHHS policies regarding patient privacy.

6. Program Coordination

The following persons are responsible for arranging placement of students, development of the educational Program and development of a tool for evaluating students.

Facility: Kara Groom	Phone: (414) 930-3391	E-Mail:
CHHS: Kate Aiello	Phone: (414) 266-3963	E-Mail:

7. Orientation

CHHS will provide Facility faculty or student, as appropriate, an orientation of CHHS Administrative Policies and Procedures, appropriate departmental policies and procedures, and hospital policies and procedures relevant to safe clinical placement.

8. Facilities

Upon reasonable request, CHHS will permit the inspection of its clinical facilities, services available for clinical experience, student records and other items pertaining to the clinical experience by representatives of the Facility or agencies, or both, charged with the responsibility for approval of the facilities or accreditation of the curriculum.

9. Authority

The persons executing and attesting to the provisions of this Agreement on behalf of CHHS and Facility, respectively, represent and warrant that they have full power, authority and right to execute this Agreement and that the execution of this Agreement by each such person is sufficient and legally binding on such respective party without the joinder or approval of any other person or party.

Each party to this Agreement has caused its duly authorized representative to execute this Agreement on the date referenced below.

This Agreement is requested on behalf of CHHS and approved by:

Signature: Nancy K. Korom

Title: VP & Chief Nursing Officer

(Director or Vice President, except for nursing students, which shall be signed by the Patient Care Services Vice President's designee)

CHILDREN'S HOSPITAL AND HEALTH SYSTEM, INC.

Signature: Nancy K. Korom
President/Executive Vice President or designee

Date: 6-18-2020

MOUNT MARY UNIVERSITY

Signature: Cheryl Barber

Title: Dean of Natural and Health Sciences & Education

Date: 6/11/2020

Job Description

[◀ Previous Job](#)**Pediatric Nurse Weekend Program**[Next Job ▶](#)[Apply for Job](#)**Job ID** 32104**Department** CHW - Operative Services**Recruiting Location** Metro Milwaukee Area**Full/Part Time** Part Time**Location** Childrens Hospital-Milw Campus**FTE** 0.60[☆ Add to Favorite Jobs](#)[✉ Email this Job](#)

Job Description

Responsibilities include being a partner in the care management team, providing coordination and management of patient care to pediatric patients and families within a continuum of care and delegating patient activities as appropriate within a care management assignment.

- Graduate of an accredited school of nursing in order to meet the recommended entry level for a professional nurse (or equivalent academic and/or professional experience).
- A license to practice professional nursing in the State of Wisconsin.

Additional Posting Description

This position is for a weekend/day bonus program in which an employee will work Saturday and Sunday from 6:50am-7:20pm. However please note that orientation will occur Monday through Friday from 0650-1520 with some off shift rotation.

Holiday call is a requirement of this position.

Organizational Information

At Children's Hospital of Wisconsin, we believe kids deserve the best.

Children's Hospital is a nationally recognized health system dedicated solely to the health and well-being of children. We provide primary care, specialty care, urgent care, emergency care, community health services, foster and adoption services, child and family counseling, child advocacy services and family resource centers. Our reputation draws patients and families from around the country.

We offer a wide variety of rewarding career opportunities and are seeking individuals dedicated to helping us achieve our vision of the healthiest kids in the country. If you want to work for an organization that makes a difference for children and families, and encourages you to be at your best every day, please apply today.

Please follow this link for a closer look at what it's like to work at Children's Hospital of Wisconsin:

<https://www.instagram.com/lifeatchw/>

Wisconsin Department of Safety and Professional Services

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

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

4822 Madison Yards Way
Madison, WI 53705-8366
E-Mail: dsps@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

- A. Name of facility: Clement Manor
- Address: 3939 South 92nd Street
Greenfield, WI 53228
- Telephone: 414-321-1800
- B. Type of facility: Hospital Nursing Home Community Health Agency
 Other: _____
- C. Number of beds at facility: 153
- D. Types of patients: Memory Care Assisted Living, Adult Day Services and Brain Stretch Club, Health Center with short-term and long-term care
- E. Administrator of facility: Dennis Ferger, CEO/Administrator
- F. Director of nursing service: Roberta Banach, Director of Nursing
- G. School(s) of nursing utilizing the facility: BSN

II. EXHIBITS (*attach to this form*)

- A. Copy of formal agreement signed by:
1. Administrator of facility
 2. Educational administrator of nursing school
- B. Copy of the position description for:
1. Registered Nurses
 2. Licensed Practical Nurses
- C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? Yes No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? Yes No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? Yes No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)

Yes No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)

Yes No

Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

N/A _____

Mount Mary University
Nursing School

Kara Groom, PhD, RN
Educational Administrator

Kara Groom
Signature

414-930-3391
Telephone Number

BSN
Nursing Program(s) Utilizing Facility/Simulated Setting

ChiefNurseAdministrator
Title

08/10/20
Date

groomk@mtmary.edu
Email Address



STATEMENT OF UNDERSTANDING

BETWEEN

MOUNT MARY UNIVERSITY

AND

CLEMENT MANOR

CONCERNING THE CLINICAL EDUCATION OF STUDENTS

This understanding exists between the administrations of Mount Mary University (hereinafter referred to as "University") and Clement Manor (hereinafter referred to as "Facility").

The participating institutions agree to cooperate in the conduct of educational activities as described below.

THE UNIVERSITY AGREES:

1. To recommend for placement in the clinical education program of the Facility only those students who have completed all necessary requirements for field experience prior to assignment.
2. To assign students to the Facility with the student's knowledge and consent.
3. To provide the Facility with student name, contact information, fieldwork course objectives prior to assignment date.
4. To keep the Facility informed about the educational philosophy of the University, as well as curriculum and faculty of the Department.

5. To extend to authorized representatives of the Facility an open invitation to visit the University and consult with its faculty and students.
6. To be available to the Facility for assistance and consultation as the need arises.
7. To maintain appropriate school and program accreditations.
8. To require students to carry liability insurance throughout clinical education experience.
9. To make health requirements of the Facility known to the student and health insurance coverage available through the University.

THE FACILITY AGREES:

1. To provide clinical education opportunities at the Facility when requested by applicable University programs.
2. To provide quality supervision of the student in the clinical education program of the Facility.
3. To keep the University informed concerning the performance of each student, and to communicate problems back to the University.
4. To encourage review of the clinical education program in the Facility by the Chairperson and/or faculty at the University.
5. To support continuing education and professional growth and development of those staff who are responsible for student supervision.
6. To inform the University of health requirements that a student must complete prior to placement.

THE UNIVERSITY AND THE FACILITY JOINTLY AGREE:


1. That no student will be discriminated against on the basis of religion, disability, age or national origin in any aspect of this program.
2. That this document does not limit the Facility to accept only students from this University into the clinical education program.
3. That there will be ongoing, open communication between the University and the Facility to ensure understanding of the expectations and roles of both institutions in providing clinical education for students.
4. Either party may terminate this agreement by written notice to the other party at least six months in advance of proposed termination date.



Date

Cheryl Bailey, Ph.D.
Dean of Natural and Health Sciences
Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222-4597

June 22, 2020
Date



Signature

Dennis Ferger
CEO
Clement Manor, Inc.
3939 S. 92nd Street
Greenfield, WI 53228

Updated July 2019

Wisconsin Department of Safety and Professional Services

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

FAX #: (608) 266-2602
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BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

- A. Name of facility: Community Memorial Hospital
- Address: W180 N8085 Town Hall Road
Menomonee Falls, WI 53051
- Telephone: 262-251-1000
- B. Type of facility: Hospital Nursing Home Community Health Agency
 Other: _____
- C. Number of beds at facility: 202
- D. Types of patients: Full-service hospital that specializes in cancer care, heart and vascular care, orthopaedics, women's health and advanced surgical procedures
- E. Administrator of facility: Teresa M. Lux, President, Community Memorial Hospital, Jane Hendricks, Education Coordinator
- F. Director of nursing service: Shelly Waala, Chief Nursing Officer
- G. School(s) of nursing utilizing the facility: BSN

II. EXHIBITS (*attach to this form*)

- A. Copy of formal agreement signed by:
1. Administrator of facility
 2. Educational administrator of nursing school
- B. Copy of the position description for:
1. Registered Nurses
 2. Licensed Practical Nurses
- C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? Yes No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? Yes No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? Yes No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.) Yes No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.) Yes No

Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

N/A

Mount Mary University
Nursing School

Kara Groom, PhD, RN
Educational Administrator

Kara Groom
Signature

414-930-3391
Telephone Number

BSN
Nursing Program(s) Utilizing Facility/Simulated Setting

ChiefNurseAdministrator
Title

08/10/20
Date

groomk@mtmary.edu
Email Address

**PROGRAM MEMORANDUM FOR AFFILIATION AGREEMENT BETWEEN
COMMUNITY MEMORIAL HOSPITAL (“FH AFFILIATE”) AND MOUNT MARY
UNIVERSITY (“SCHOOL”)**

This Program Memorandum pertains to the Affiliation Agreement (“the Agreement”) effective as of the 1st day of January, 2012, between the two institutions named above. This Program Memorandum is an integral part of the Agreement and all terms used in both documents are intended to have the same meanings unless the context clearly indicates otherwise. If more than one Program is subject to the Agreement, however, the term “the Program” as used in this Program Memorandum is intended to refer only to the particular program identified in Paragraph 1 below.

1. Program. The Program to which this Program Memorandum applies: **BSN**

2. Term of the Program.

Not applicable; or if the Program is limited to a specific time period, the clinical experiences under the Program will begin on _____, 20__ and end on _____, 20__.

3. Liaison (see section 1(b) of the Agreement).

(a) Name and/or title and telephone number of the employee of the School responsible for maintaining liaison with the FH Affiliate for purposes of the Program: **Kara K. Groom, RN, MSN, PhD., Chief Nurse Administrator, 414-930-3391**

(b) Name and/or title and telephone number of the employee of the FH Affiliate responsible for maintaining liaison with the School for purposes of the Program: **Jane Hendricks, Education Coordinator, 414-805-5392**

4. Preceptor (see Sections 6 and 7 of the Agreement). Must the FH Affiliate assign a preceptor? Yes (for precepted students not in a clinical group) No.

5. Maximum Number of Students (see Section 1(d) of the Agreement). Maximum number of students from the School who will be permitted to participate in the Program at the FH Affiliate during any one semester or session: **TBD**

6. Clinical Coordinator (see Sections 4 and 7 of the Agreement). Name and/or title of the School's clinical coordinator: **Kara K. Groom**

7. Address of the FH Affiliate and the School (see Section 19 of the Agreement).

FH Affiliate: **Community Memorial Hospital**
 W180 N8085 Town Hall Road
 Menomonee Falls, WI 53051
 Attention: Jane Hendricks, Education Coordinator

School: **Mount Mary University**
 2900 North Menomonee River Parkway
 Milwaukee, WI 53222
 Attention: Kara K. Groom

8. Miscellaneous. Any other terms and conditions appropriate for the implementation and operation of the Program and agreed to by both the School and the FH

Affiliate should be set forth below or on additional sheets and attached to this Program Memorandum.

Effective as of the date signed by both parties.

“FH AFFILIATE” (Community Memorial Hospital)

By: Jane Hendricks

Title: Education Coordinator

Date: 7/6/2020

“SCHOOL” (Mount Mary University)

By: Cheryl Bailey

Title: Dean, School of Natural and Health Sciences & Education

Date: 7/6/20

RN, CMH - NURSING ICU (2021310010)(Job Id 29536)

Location: US:WI:MENOMONEE
FALLS

Category: NURSING

Employment Type: EMPLOYEE

Post Date:

Description

Come join our award winning team! See What Is Possible in the ICU!

Community Memorial's Intensive Care Unit is seeking nursing professionals to join our team. ICU is a 15 bed unit for critically ill patients with a 1:1 or 2:1 patient/nurse ratio.

Patient Types:

- Sepsis
- Respiratory Failure/Chronic respiratory conditions
- GI bleeding
- Acute and Chronic Liver/Renal failure

- Pulmonary Edema/Pulmonary Hypertension

- Congestive Heart Failure

- Diabetic Ketoacidosis (DKA)/Hyperosmolar nonketotic coma

- Hypertensive emergencies/crises

- Acute drug overdoses-intentional and non-intentional

- Multi-Organ Dysfunction Syndrome

- Systemic Shock

- Cardiovascular Surgery

- Traumatic Brain Injury

- Stroke

The Froedtert & the Medical College of Wisconsin regional health care network is composed of an academic medical center, two community hospitals and more than 25 primary and specialty care health centers and clinics. The Froedtert & MCW health network offers exceptional care in the community and streamlined, coordinated access to specialty expertise, clinical trials and the full range of tertiary care capabilities of eastern Wisconsin's only academic medical center when the need for more complex treatment arises.

Froedtert Health has been widely recognized for our dedication to our staff, providing a work environment full of encouragement, innovation, collaboration and respect.

Our best-in-class wellness program has earned us recognition in the *Milwaukee Business Journal* as a Healthiest Employer and a Gold Well Workplace award from the Wellness Council of America.

We invite you to review the job posting below. If you meet the requirements and qualifications for this opportunity, you are encouraged to apply.

continued...

Thank you for considering a career with Froedtert Health!

Location: US:WI:MENOMONEE FALLS at our COMMUNITY MEMORIAL HOSPITAL facility.

FTE: 0.900000

1.0 FTE is Full-Time, any position less than 1.0 FTE is Part-Time, and .001 FTE is Optional Part-Time

Positions with an "FTE" (full time equivalency) of .875 - 1.0 are eligible for full-time medical, dental and vision benefits. Positions with an "FTE" of .5 - .874 are eligible for part-time pro-rated medical, dental and vision benefits

Shift 3

Three 12-hour Night shifts with rotating weekends and holidays.

Responsibilities:

The Registered Nurse is a practitioner who is responsible for assessing, planning, implementing, and evaluating nursing care for an identified group of patients. This individual demonstrates competency in delivery of care to a primarily adult population. The Registered Nurse job description has incorporated the 15 essential functions of the job description which are adapted from the ANA Standards of Clinical Nursing Practice. Other duties as assigned.

Summary:

- Professional knowledge of nursing theory and practice at a level normally acquired through completion of a minimum of two years education at an accredited School of Nursing in order to be eligible for licensure as a Registered Nurse is required.
- Requires current state of Wisconsin Registered Nurse License or a Multi-state Nursing License from a participating state in the NLC (Nurse Licensure Compact).
- American Heart Association (AHA) Basic Life Support for the Healthcare Provider (BLS) or an AHA approved equivalent is required before completing orientation.
- American Heart Association (AHA) Advanced Cardiac Life Support (ACLS) is required within 6-12 months of hire date.

We are proud to be an Equal Opportunity Employer who values and maintains an environment that attracts, recruits, engages and retains a diverse workforce. As a federal contractor/subcontractor, we take affirmative action in employment based on race, sex, disability and status as a protected veteran. We welcome protected veterans to share their priority consideration status with us at 262-439-1961. We maintain a drug-free workplace and perform pre-employment substance abuse testing

Wisconsin Department of Safety and Professional Services

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

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

4822 Madison Yards Way
Madison, WI 53705-8366
E-Mail: dsps@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

- A. Name of facility: Froedtert Hospital
- Address: 9200 W. Wisconsin Ave.
Milwaukee, WI 53226
- Telephone: 414-805-3000
- B. Type of facility: Hospital Nursing Home Community Health Agency
 Other: _____
- C. Number of beds at facility: 604
- D. Types of patients: Academic medical center that serves as an eastern Wisconsin referral center for advanced medical practice in 37 specialties.
- E. Administrator of facility: Catherine Buck, MSN, RN, President of Froedtert Hospital; Jane Hendricks, Education Coordinator
- F. Director of nursing service: Kathy Bechtel, MSN, RN, NEA-BC, Chief Nursing Officer
- G. School(s) of nursing utilizing the facility: BSN

II. EXHIBITS (*attach to this form*)

- A. Copy of formal agreement signed by:
1. Administrator of facility
 2. Educational administrator of nursing school
- B. Copy of the position description for:
1. Registered Nurses
 2. Licensed Practical Nurses
- C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? Yes No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? Yes No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? Yes No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.) Yes No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.) Yes No

Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

N/A _____

Mount Mary University
Nursing School

Kara Groom, PhD, RN
Educational Administrator

Kara Groom
Signature

414-930-3391
Telephone Number

BSN
Nursing Program(s) Utilizing Facility/Simulated Setting

ChiefNurseAdministrator
Title

07/10/20
Date

groomk@mtmary.edu
Email Address

**PROGRAM MEMORANDUM FOR AFFILIATION AGREEMENT BETWEEN
FROEDTERT HOSPITAL (“FH AFFILIATE”) AND MOUNT MARY UNIVERSITY
 (“SCHOOL”)**

This Program Memorandum pertains to the Affiliation Agreement (“the Agreement”) effective as of the 1st day of January, 2012, between the two institutions named above. This Program Memorandum is an integral part of the Agreement and all terms used in both documents are intended to have the same meanings unless the context clearly indicates otherwise. If more than one Program is subject to the Agreement, however, the term “the Program” as used in this Program Memorandum is intended to refer only to the particular program identified in Paragraph 1 below.

1. Program. The Program to which this Program Memorandum applies: **BSN**

2. Term of the Program.

Not applicable; or if the Program is limited to a specific time period, the clinical experiences under the Program will begin on _____, 20__ and end on _____, 20__.

3. Liaison (see section 1(b) of the Agreement).

(a) Name and/or title and telephone number of the employee of the School responsible for maintaining liaison with the FH Affiliate for purposes of the Program: **Kara K. Groom, RN, MSN, PhD., Chief Nurse Administrator, 414-930-3391**

(b) Name and/or title and telephone number of the employee of the FH Affiliate responsible for maintaining liaison with the School for purposes of the Program: **Jane Hendricks, Education Coordinator, 414-805-5392**

4. Preceptor (see Sections 6 and 7 of the Agreement). Must the FH Affiliate assign a preceptor? Yes No.

5. Maximum Number of Students (see Section 1(d) of the Agreement). Maximum number of students from the School who will be permitted to participate in the Program at the FH Affiliate during any one semester or session: **to be determined**

6. **Clinical Coordinator (see Sections 4 and 7 of the Agreement).** Name and/or title of the School's clinical coordinator: **Kara K. Groom**

7. **Address of the FH Affiliate and the School (see Section 19 of the Agreement).**

FH Affiliate: **Froedtert Hospital**
9200 West Wisconsin Avenue
Milwaukee, WI 53226
Attention: Jane Hendricks, Education Coordinator

School: **Mount Mary University**
2900 North Menomonee River Parkway
Milwaukee, WI 53222
Attention: Kara K. Groom

8. **Miscellaneous.** Any other terms and conditions appropriate for the implementation and operation of the Program and agreed to by both the School and the FH

Affiliate should be set forth below or on additional sheets and attached to this Program Memorandum.

Effective as of the date signed by both parties.

“FH AFFILIATE” (Froedtert Hospital)

By: Jane Hendricks

Title: Education Coordinator

Date: 7/6/2020

“SCHOOL” (Mount Mary University)

By: Cheryl Bentley

Title: Dean, School of Natural and Health Sciences & Education

Date: 7/6/20

STAFF RN, FH - SURGERY (2002015045)(Job Id 29617)

Location: US:WI:MILWAUKEE

Category: NURSING

Employment Type: EMPLOYEE

Post Date:

Description

Come join our award winning team! See What Is Possible....

The Froedtert & the Medical College of Wisconsin regional health care network is composed of an academic medical center, two community hospitals and more than 25 primary and specialty care health centers and clinics. The Froedtert & MCW health network offers exceptional care in the community and streamlined, coordinated access to specialty expertise, clinical trials and the full range of tertiary care capabilities of eastern Wisconsin's only academic medical center when the need for more complex treatment arises.

Froedtert Health has been widely recognized for our dedication to our staff, providing a work environment full of encouragement, innovation, collaboration and respect.

We invite you to review the job posting below. If you meet the requirements and qualifications for this opportunity, you are encouraged to apply.

Thank you for considering a career with Froedtert Health!

Location: US:WI:MILWAUKEE at our FROEDTERT HOSPITAL facility.

FTE: 0.9

Shift: 2nd working 3/12s per week 1030-2300 on the Vascular/Transplant Team. On-call obligations.

Froedtert Health sees our nurses as professionals and we are invested in seeing them deepen their skills by moving from novice to expert in particular procedures as well as broadening their skills by learning new procedures or services. At Froedtert we perform over 17 thousand surgeries annually. Many are very complex and require the highest level of expertise from all team members.

The Operating Room Nurse (OR RN) is an indispensable member of the surgical team. The OR RN performs:

- Nursing activities during the intraoperative phase of the patient's surgery.
- Provides continuity of care throughout the perioperative period.
- Uses scientific and behavioral practices with the eventual goal of meeting the individual needs of the patient who is undergoing surgical intervention.
- Accompanies the patient from Procedure Arrival and Recovery to the OR.
- Answers last minute questions patient or their family members may have.
- Helps to position and prepare the patient on the table.
- Assists in helping set up the room for surgery.
- Often accompanies patient back to the Post-Anesthesia Care Unit (PACU) and reports relevant information to the PACU nurse.

As an OR RN you can perform one of two vital roles during surgery:

1. Circulate outside the sterile field
 - a. Obtaining and opening up supplies
 - b. Positioning and calibrating equipment
 - c. Sending specimens to the laboratory
 - d. Hanging medications
 - e. Recording intraoperative events and data
 - f. Ensuring that the surgeon and others working at the surgical field have what they need
2. Scrub as a member of the team
 - a. Hand instruments to the surgeon as necessary
 - b. Help to manipulate the patient and the wound to enable the surgeon to work effectively
 - c. Receive instruments and supplies from the circulator.

Nurses must be capable of circulating, or learn to circulate, but are encouraged to learn to scrub as well.

At Froedtert Hospital we have many general nurses, but most nurses eventually choose, or are selected, for a service pod (i.e. specialization). This is an important aspect of their development as nurses.

Pods include:

- Neurosurgery/Ear/Nose/Throat/Oral

continued...

- Orthopedics/Plastic Surgery
- Gynecology/Urology
- General/Endo/Oncology
- Transplant/Vascular
- Cardiac/Thoracic
- Robotic
- General/Endo/Oncology

Froedtert Health follows the Standard and Recommended Practices for Perioperative Nursing by the AORN-the Association of PeriOperative Registered Nurses. We provide many opportunities for you to grow the depth and breadth of your expertise as an OR RN.

Summary:

Clinical competence and experience in the care and management of target patient populations specific to area of employment. Professional knowledge of nursing theory and practice at a level normally acquired through completion of education at an accredited School of Nursing in order to be eligible for licensure as a Registered Nurse is required. Baccalaureate Degree in Nursing is preferred. Requires current state of Wisconsin Registered Nurse License or a Multi-state Nursing License from a participating state in the NLC (Nurse Licensure Compact). Mandatory BLS certification within 90 days of hire.

We are proud to be an Equal Opportunity Employer who values and maintains an environment that attracts, recruits, engages and retains a diverse workforce. As a federal contractor/subcontractor, we take affirmative action in employment based on race, sex, disability and status as a protected veteran. We welcome protected veterans to share their priority consideration status with us at 262-439-1961. We maintain a drug-free workplace and perform pre-employment substance abuse testing.

Wisconsin Department of Safety and Professional Services

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

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

4822 Madison Yards Way
Madison, WI 53705-8366
E-Mail: dsps@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

- A. Name of facility: Froedtert & Medical College of Wisconsin Community Physicians
- Address: W126 N7338 Flint Drive,
Menomonee Falls, WI 53051
- Telephone: 414-777-5270
- B. Type of facility: Hospital Nursing Home Community Health Agency
 Other: Primary care and multispeciality group with 35 health centers and clinics in southeastern Wisconsin
- C. Number of beds at facility: N/A
- D. Types of patients: Internal medicine, family medicine, pediatrics, orthopaedics, and obstetrics/gynecology.
- E. Administrator of facility: Vincent Mathews, Interim President, Froedtert & MCW Community Physicians; Jane Hendricks, Education Coordinator
- F. Director of nursing service: Kathy Bechtel, MSN, RN, NEA-BC, Chief Nursing Officer
- G. School(s) of nursing utilizing the facility: BSN

II. EXHIBITS (*attach to this form*)

- A. Copy of formal agreement signed by:
1. Administrator of facility
 2. Educational administrator of nursing school
- B. Copy of the position description for:
1. Registered Nurses
 2. Licensed Practical Nurses
- C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? Yes No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? Yes No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? Yes No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)

Yes No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)

Yes No

Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

N/A

Mount Mary University
Nursing School

Kara Groom, PhD, RN
Educational Administrator

Kara Groom
Signature

414-930-3391
Telephone Number

BSN
Nursing Program(s) Utilizing Facility/Simulated Setting

ChiefNurseAdministrator
Title

08/10/20
Date

groomk@mtmary.edu
Email Address

**PROGRAM MEMORANDUM FOR AFFILIATION AGREEMENT BETWEEN
FROEDTERT & THE MEDICAL COLLEGE OF WISCONSIN COMMUNITY
PHYSICIANS, INC. ("FH AFFILIATE") AND MOUNT MARY UNIVERSITY
("SCHOOL")**

This Program Memorandum pertains to the Affiliation Agreement ("the Agreement") effective as of the 1st day of January, 2012, between the two institutions named above. This Program Memorandum is an integral part of the Agreement and all terms used in both documents are intended to have the same meanings unless the context clearly indicates otherwise. If more than one Program is subject to the Agreement, however, the term "the Program" as used in this Program Memorandum is intended to refer only to the particular program identified in Paragraph 1 below.

1. **Program.** The Program to which this Program Memorandum applies: **BSN**

2. **Term of the Program.**

Not applicable; or if the Program is limited to a specific time period, the clinical experiences under the Program will begin on _____, 20__ and end on _____, 20__.

3. **Liaison (see section 1(b) of the Agreement).**

(a) Name and/or title and telephone number of the employee of the School responsible for maintaining liaison with the FH Affiliate for purposes of the Program: **Kara K. Groom, RN, MSN, PhD, Chief Nurse Administrator, 414-930-3391**

(b) Name and/or title and telephone number of the employee of the FH Affiliate responsible for maintaining liaison with the School for purposes of the Program: **Jane Hendricks, System Education Coordinator, RN, 414-805-5392**

4. **Preceptor (see Sections 6 and 7 of the Agreement).** Must the FH Affiliate assign a preceptor? Yes No.

5. **Maximum Number of Students (see Section 1(d) of the Agreement).** Maximum number of students from the School who will be permitted to participate in the Program at the FH Affiliate during any one semester or session: **to be determined**

6. **Clinical Coordinator (see Sections 4 and 7 of the Agreement).** Name and/or title of the School's clinical coordinator: **Kara K. Groom**

7. **Address of the FH Affiliate and the School (see Section 19 of the Agreement).**
The clinical experiences under the Program may occur at any FH Affiliate clinic location as mutually agreed to by the School and the FH Affiliate.

FH Affiliate: **Froedtert & The Medical College of Wisconsin
Community Physicians, Inc.
200 Woodland Prime
W126 N7338 Flint Drive
Menomonee Falls, WI 53051**

School: **Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222
Attention: Kara K. Groom**

8. **Miscellaneous.** Any other terms and conditions appropriate for the implementation and operation of the Program and agreed to by both the School and the FH Affiliate should be set forth below or on additional sheets and attached to this Program Memorandum.

Effective as of the date signed by both parties.

“**FH AFFILIATE**” (Froedtert & The Medical College of Wisconsin Community Physicians, Inc.)

By: *Jane Hendricks*

Title: System Education Coordinator, RN

Date: *7/6/2020*

“**SCHOOL**” (Mount Mary University)

By: *Cheryl Bailey*

Title: Dean, School of Natural and Health Sciences & Education

Date: *7/6/20*

Staff RN - Part-time - North Hills Health Center, Urgent Care Clinic(Job Id 29834)

Location: US:WI:MENOMONEE FALLS

Category: NURSING

Employment Type: EMPLOYEE

Post Date:

Description

Hiring a Staff RN for the Urgent Care Clinic at North Hills Health Center

Shift details: Part-time, 3-11PM with every other weekend rotation. 3 holidays per year are required

Come join our award winning team! See What Is Possible

We invite you to review the job posting below. If you meet the requirements and qualifications for this opportunity, you are encouraged to apply.

Thank you for considering a career with Froedtert Health!

Location: US:WI:MENOMONEE FALLS at our CP-NORTH HILLS HEALTH CENTER facility.

FTE: 0.800000

1.0 FTE is Full-Time, any position less than 1.0 FTE is Part-Time, and .001 FTE is Optional Part-Time

Positions with an "FTE" (full time equivalency) of .875 - 1.0 are eligible for full-time medical, dental and vision benefits. Positions with an "FTE" of .5 - .874 are eligible for part-time pro-rated medical, dental and vision benefits

Shift: Shift 2

Responsibilities:

The Staff RN - CP (CP = Community Physicians Clinics) is a practitioner who is responsible for assessing, planning, implementing and evaluating care for an identified group of patients. Responsibilities may include triage (both telephone and in-person), providing patient and family education, managing test results, coordinating patient care needs, medication refills and prior-authorizations. Competencies may include, but are not limited to: medication administration, vascular access and maintenance, point of care testing and annual wellness visits. Other duties as assigned. The "Staff RN - CP" job description is adapted from the ANA Nursing: Scope and Standards of Practice, 2nd Edition (2010), the AACN Scope and Standards of Practice for Professional Telehealth Nursing, 5th Edition (2011), and the AACN Scope and Standards of Practice for Professional Ambulatory Care Nursing, 8th Edition (2010).

Summary:

Two years of clinical experience is required. One year of RN experience or nursing student clinical rotation experience may be considered. Three to five years of clinical nursing experience in an applicable specialty is preferred. Professional knowledge of nursing theory and practice at a level normally acquired through completion of education at an accredited School of Nursing in order to be eligible for licensure as a Registered Nurse is required. Baccalaureate degree in Nursing is preferred. Requires current state of Wisconsin Registered Nurse License or a Multi-state Nursing License from a participating state in the NLC (Nurse Licensure Compact). American Heart Association (AHA) Basic Life Support for the Healthcare Provider (BLS) or an AHA approved equivalent is required within 90 days of hire.

Other information:

National certification in nursing specialty is preferred. Able to utilize electronic health records and other technology necessary for

continued...

setting. Able to perform focused or comprehensive nursing assessments in person or via telephone, as applicable to specific practice setting and patient population. Ability to concentrate and pay close attention to detail when planning and performing professional nursing care, resolving patient care issues and working with patients and their families, often during stressful situations.

We are proud to be an Equal Opportunity Employer who values and maintains an environment that attracts, recruits, engages and retains a diverse workforce. As a federal contractor/subcontractor, we take affirmative action in employment based on race, sex, disability and status as a protected veteran. We welcome protected veterans to share their priority consideration status with us at 262-439-1961. We maintain a drug-free workplace and perform pre-employment substance abuse testing

Wisconsin Department of Safety and Professional Services

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

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

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Madison, WI 53705-8366
E-Mail: dsps@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

- A. Name of facility: Milwaukee Academy
- Address: 8915 W. Capitol Drive
Milwaukee, WI 53222
- Telephone: 414-545-9490
- B. Type of facility: Hospital Nursing Home Community Health Agency
 Other: _____
- C. Number of beds at facility: 22
- D. Types of patients: Residential Treatment Facility, adolescent females with mental health and trauma symptoms, integrated clinical services, therapeutic environment, medical health
- E. Administrator of facility: Dana Dorn, Director
- F. Director of nursing service: Megan Cahill, Director of Nursing
- G. School(s) of nursing utilizing the facility: BSN

II. EXHIBITS (*attach to this form*)

- A. Copy of formal agreement signed by:
1. Administrator of facility
 2. Educational administrator of nursing school
- B. Copy of the position description for:
1. Registered Nurses
 2. Licensed Practical Nurses
- C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? Yes No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? Yes No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? Yes No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.) Yes No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.) Yes No

Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

N/A _____

Mount Mary University
Nursing School

Kara Groom, PhD, RN
Educational Administrator

Kara Groom
Signature

414-930-3391
Telephone Number

BSN
Nursing Program(s) Utilizing Facility/Simulated Setting

ChiefNurseAdministrator
Title

08/10/20
Date

groomk@mtmary.edu
Email Address



STATEMENT OF UNDERSTANDING

BETWEEN

MOUNT MARY UNIVERSITY

AND

MILWAUKEE ACADEMY

CONCERNING THE CLINICAL EDUCATION OF STUDENTS

This understanding exists between the administrations of Mount Mary University (hereinafter referred to as "University") and Milwaukee Academy (hereinafter referred to as "Facility").

The participating institutions agree to cooperate in the conduct of educational activities as described below.

THE UNIVERSITY AGREES:

1. To recommend for placement in the clinical education program of the Facility only those students who have completed all necessary requirements for field experience prior to assignment.
2. To assign students to the Facility with the student's knowledge and consent.
3. To provide the Facility with student name, contact information, fieldwork course objectives prior to assignment date.
4. To keep the Facility informed about the educational philosophy of the University, as well as curriculum and faculty of the Department.

5. To extend to authorized representatives of the Facility an open invitation to visit the University and consult with its faculty and students.
6. To be available to the Facility for assistance and consultation as the need arises.
7. To maintain appropriate school and program accreditations.
8. To require students to carry liability insurance throughout clinical education experience.
9. To make health requirements of the Facility known to the student and health insurance coverage available through the University.

THE FACILITY AGREES:

1. To provide clinical education opportunities at the Facility when requested by applicable University programs.
2. To provide quality supervision of the student in the clinical education program of the Facility.
3. To keep the University informed concerning the performance of each student, and to communicate problems back to the University.
4. To encourage review of the clinical education program in the Facility by the Chairperson and/or faculty at the University.
5. To support continuing education and professional growth and development of those staff who are responsible for student supervision.
6. To inform the University of health requirements that a student must complete prior to placement.

THE UNIVERSITY AND THE FACILITY JOINTLY AGREE:

1. That no student will be discriminated against on the basis of religion, disability, age or national origin in any aspect of this program.
2. That this document does not limit the Facility to accept only students from this University into the clinical education program.
3. That there will be ongoing, open communication between the University and the Facility to ensure understanding of the expectations and roles of both institutions in providing clinical education for students.
4. Either party may terminate this agreement by written notice to the other party at least six months in advance of proposed termination date.

7/13/2020

Date

Cheryl Bailey

Cheryl Bailey, Ph.D.
Dean of Natural and Health Sciences
Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222-4597

7/14/2020
Date

Dana K Dorn

Signature

Dana K. Dorn

Printed Name

Director

Title/Position

Site Name *Milwaukee Academy*
Address *8915 W. Capitol Dr.*
City, State Zip *Milwaukee, WI 53222*

Wisconsin Department of Safety and Professional Services

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

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Phone #: (608) 266-2112

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Madison, WI 53705-8366
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Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

- A. Name of facility: Milwaukee Catholic Home
- Address: 2330 & 2462 N. Prospect Avenue
Milwaukee, WI 53211
- Telephone: 414-224-9700
- B. Type of facility: Hospital Nursing Home Community Health Agency
 Other: _____
- C. Number of beds at facility: 270
- D. Types of patients: Independent Living, Assisted Living, Skilled Nursing, Memory Care, Transitions Rehabilitation
- E. Administrator of facility: David Fulcher, CEO
- F. Director of nursing service: Chris Cotter, Director of Nursing
- G. School(s) of nursing utilizing the facility: BSN

II. EXHIBITS (*attach to this form*)

- A. Copy of formal agreement signed by:
1. Administrator of facility
 2. Educational administrator of nursing school
- B. Copy of the position description for:
1. Registered Nurses
 2. Licensed Practical Nurses
- C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? Yes No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? Yes No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? Yes No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.) Yes No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.) Yes No

Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

N/A _____

Mount Mary University
Nursing School

Kara Groom, PhD, RN
Educational Administrator

Kara Groom
Signature

414-930-3391
Telephone Number

BSN
Nursing Program(s) Utilizing Facility/Simulated Setting

ChiefNurseAdministrator
Title

08/10/20
Date

groomk@mtmary.edu
Email Address



STATEMENT OF UNDERSTANDING

BETWEEN

MOUNT MARY UNIVERSITY

AND

MILWAUKEE CATHOLIC HOME

CONCERNING THE CLINICAL EDUCATION OF STUDENTS

This understanding exists between the administrations of Mount Mary University (hereinafter referred to as "University") and Milwaukee Catholic Home (hereinafter referred to as "Facility").

The participating institutions agree to cooperate in the conduct of educational activities as described below.

THE UNIVERSITY AGREES:

1. To recommend for placement in the clinical education program of the Facility only those students who have completed all necessary requirements for field experience prior to assignment.
2. To assign students to the Facility with the student's knowledge and consent.
3. To provide the Facility with student name, contact information, fieldwork course objectives prior to assignment date.
4. To keep the Facility informed about the educational philosophy of the University, as well as curriculum and faculty of the Department.
5. To extend to authorized representatives of the Facility an open invitation to visit the University and consult with its faculty and students.

6. To be available to the Facility for assistance and consultation as the need arises.
7. To maintain appropriate school and program accreditations.
8. To require students to carry liability insurance throughout clinical education experience.
9. To make health requirements of the Facility known to the student and health insurance coverage available through the University.

THE FACILITY AGREES:

1. To provide clinical education opportunities at the Facility when requested by applicable University programs.
2. To provide quality supervision of the student in the clinical education program of the Facility.
3. To keep the University informed concerning the performance of each student, and to communicate problems back to the University.
4. To encourage review of the clinical education program in the Facility by the Chairperson and/or faculty at the University.
5. To support continuing education and professional growth and development of those staff who are responsible for student supervision.
6. To inform the University of health requirements that a student must complete prior to placement.

THE UNIVERSITY AND THE FACILITY JOINTLY AGREE:

1. That no student will be discriminated against on the basis of religion, disability, age or national origin in any aspect of this program.
2. That this document does not limit the Facility to accept only students from this University into the clinical education program.
3. That there will be ongoing, open communication between the University and the Facility to ensure understanding of the expectations and roles of both institutions in providing clinical education for students.
4. Either party may terminate this agreement by written notice to the other party at least six months in advance of proposed termination date.

6/17/20

Date

Cheryl Bailey

Cheryl Bailey, Ph.D.
Dean of Natural and Health Sciences
Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222-4597

6/17/20

Date

Robert F. Frediani

Signature

ROBERT F. FREDIANI

Printed Name

VP Operations & Mission Integration

Title/Position

Site Name *Milwaukee Catholic Home*

Address *2462 N. Prospect Ave*

City, State Zip

Milwaukee WI 53211

Updated July 2019

Wisconsin Department of Safety and Professional Services

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

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

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

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

- A. Name of facility: ProHealth Care
- Address: N17 W24100 Riverwood Drive, Suite 130
Waukesha, WI 53188
- Telephone: 262-928-2777
- B. Type of facility: Hospital Nursing Home Community Health Agency
 Other: Health System
- C. Number of beds at facility: 3 hospitals, 12 clinics
- D. Types of patients: Full spectrum of primary and specialty care including inpatient, outpatient, emergency and cardiac patients
- E. Administrator of facility: Susan Edwards, CEO
- F. Director of nursing service: Claire Bletcher, Director of Nursing
- G. School(s) of nursing utilizing the facility: BSN

II. EXHIBITS (*attach to this form*)

- A. Copy of formal agreement signed by:
1. Administrator of facility
 2. Educational administrator of nursing school
- B. Copy of the position description for:
1. Registered Nurses
 2. Licensed Practical Nurses
- C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? Yes No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? Yes No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? Yes No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)

Yes No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)

Yes No

Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

N/A

Mount Mary University
Nursing School

Kara Groom, PhD, RN
Educational Administrator

Kara Groom
Signature

414-930-3391
Telephone Number

BSN
Nursing Program(s) Utilizing Facility/Simulated Setting

Chief Nurse Administrator
Title

08/10/20
Date

groomk@mtmary.edu
Email Address



PROHEALTH CARE

Student Affiliation Agreement

This Agreement (this "Agreement") is entered into effective **August 1, 2020**, or the date last signed below if later, by and between **Mount Mary University** ("Academic Institution") and ProHealth Care, Inc., on behalf of itself and system affiliates Waukesha Memorial Hospital, Inc., Oconomowoc Memorial Hospital, Inc., ProHealth Care Medical Associates, Inc. d/b/a ProHealth Medical Group, ProHealth Home Care, Inc., ProHealth Care Foundation, Inc., ProHealth Solutions, L.L.C., Empathia, Inc., and other ProHealth Care, Inc. affiliates, if approved by ProHealth Care, Inc. ("ProHealth Care").

Background

ProHealth Care owns and/or operates various health care facilities for the purpose of offering various patient care services, seeks to train future health care workers by providing students with practical experiences in the health care industry, and desires to provide educational placement opportunities for students. Academic Institution desires to place students at ProHealth Care.

NOW THEREFORE, in consideration of the mutual covenants and conditions set forth in this Agreement, ProHealth Care and Academic Institution ("Parties") agree as follows:

1. **Obligations of Academic Institution.** Academic Institution shall provide the following services relating to the implementation and operation of educational student programming ("Program");
 - a. Submit Program objectives, start and end dates, total student contact hours at least eight (8) weeks in advance of Program start;
 - b. Submit student and instructor names and supporting documentation at least six (6) weeks in advance of Program start;
 - c. Ensure student(s) assigned to ProHealth Care:
 - i. Meet the academic requirements established by Academic Institution for the Program;
 - ii. Provide Academic Institution proof of effective health insurance which provides coverage for emergency services while enrolled in the Program, or Academic Institution provides primary care student health services to students regardless of insurance; and
 - iii. Indicate, through academic course work, the academic ability to profit from enrollment in the Program.
 - d. Maintain for each student and instructor, prior to Program start, documentation of the following:
 - i. Successful completion of the caregiver background check required by section 50.065 of the Wisconsin Statutes every four (4) years and any further disclosure reporting during that time period. Students with conviction(s) not listed as an offense affecting caregiver eligibility may provide via Academic Institution additional letters of explanation, reference or community support, which ProHealth Care may consider in its evaluation and determination to accept or refuse placement.
 - ii. Freedom from communicable diseases including the following:
 - a. Vaccination from, or titer indicating immunity to, measles, mumps and rubella;
 - b. Vaccination from, or titer or statement of positive history indicating immunity to, varicella;

- c. Annual tuberculosis (TB) screening. Individuals with positive TB skin test shall be screened annually for TB symptomology and have a negative baseline chest x-ray on file;
 - d. Hepatitis B vaccine immunization dates or, if deemed acceptable by Academic Institution, indication of refusal of vaccination; and
 - e. Seasonal flu vaccination. Individuals requesting religious or medical waiver must, prior to Program start, submit application for organizational review and approval.
 - iii. Completion of training in hazardous materials and safety including, but not limited to, OSHA, MSDS, infection control, hand hygiene, blood borne pathogens and TB.
 - iv. Completion of training in confidentiality and privacy and a signed confidentiality statement.
 - v. Successful completion of OIG and GSA database check for governmental fraud and abuse.
 - vi. Successful completion of pre-placement drug and alcohol screening, consent to post-placement screening and consent to release of all screening results to Academic Institution and ProHealth Care. ProHealth Care reserves the right to request screening occur within thirty (30) days prior to program start date.
- e. Provide verification of student documentation within twenty-four (24) hours of request from ProHealth Care, in the event of an external review or upon reasonable request. Such requests may include, but are not limited to: review and verification of Academic Institution's student practices for active and former students; audit and attestation as to accuracy of information; and copies of information for each and all students or a sample percentage of students. ProHealth Care reserves the right to determine, when applicable, acceptable format(s) of documentation. Academic Institution will retain student records and files for at least seven (7) years.
 - f. Designate an Academic Institution faculty member to serve as liaison to ProHealth Care for purposes of this Agreement.
 - g. Maintain information regarding the objectives and goals of the Program; and shall work closely with ProHealth Care to identify appropriate evaluation tools for Program site evaluation. Academic Institution shall provide information in accordance with ProHealth Care reporting requirements and performance metrics as required for contracted services, which are designed to support the safety and efficacy of patient care.
 - h. Transmit complete, accurate and timely information in a standard format and/or *visa vi* an electronic portal for uploading information as requested by ProHealth Care. Academic Institution will abide by ProHealth Care standard access and use terms and policy to activate and maintain secure access to ProHealth Care portal computing resources, and as a condition to continued affiliation.
 - i. Provide professional liability insurance covering the acts and omissions of Academic Institution faculty members and students, with limits of liability of \$1,000,000 per occurrence and \$3,000,000 in the aggregate per year and to hold ProHealth Care and its employees and agents harmless for injury or damages caused by Academic Institution faculty members and students.
 - j. Unless otherwise permitted by this section, Academic Institution students shall be supervised by competent faculty of Academic Institution while present at any Program site. Academic Institution faculty assigned to student groups shall be on-site at all times. For mentorships and preceptorships, Academic Institution faculty shall be available by phone or pager.
 - k. Academic Institution students and faculty shall abide by all ProHealth Care policies and procedures at each Program site, as applicable.

2. **Obligations of ProHealth Care.** ProHealth Care shall provide the following services relating to Academic Institution program implementation and operation:
 - a. Cooperate in promotion and provision of Program objectives.
 - b. Provide and maintain for its health care staff professional liability insurance in an amount not less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate per year. In addition, ProHealth Care shall maintain comprehensive general insurance covering such individuals with limits of not less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate per year. ProHealth Care will hold Academic Institution and its employees and students harmless for injury or damages caused by ProHealth Care employees and agents. ProHealth Care staff shall oversee the supervision of students providing patient care, treatment and services as part of their training.
 - c. Maintain the confidentiality of all student records produced by it, or furnished to it by Academic Institution, to support Academic Institution compliance in accordance with the Federal Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; CFR Part 99) and implementing regulations; and will not disclose such information except as Academic Institution may request for its own use or as the student may direct.
3. **Right to Dismiss.** If ProHealth Care is not satisfied with performance of Academic Institution student(s) or faculty including, but not limited to, determination an individual is not qualified, has engaged in misconduct or has a health status detrimental to successful completion of the Program, ProHealth Care may require the student or faculty to leave the premises immediately and will notify Academic Institution.
4. **Term and Termination.** This Agreement will be in effect for one (1) year. This Agreement will automatically renew for successive one (1) year terms at the end of the Agreement's initial term and each subsequent year, unless terminated. In the case of successive year automatic renewals, Parties will attempt in good faith to revisit the terms of this agreement no less than every three (3) years. Either party may terminate this Agreement at any time, with or without cause, by providing at least thirty (30) days advance written notice of the termination date to the other party. In the event of termination, Parties will use reasonable efforts to accommodate students then enrolled to complete the Program.
5. **Independent Contractors.** Parties enter into this Agreement as independent contractors. Nothing contained in this Agreement will be construed to create a partnership, joint venture, agency or employment relationship between Parties.
6. **Severability.** In the event any provision of this Agreement is held to be invalid or unenforceable, the balance of this Agreement will remain in full force and effect.
7. **Non-Discrimination.** Parties shall not discriminate against any employee, applicant for employment, or student based on race, sex, age, religion, national origin, disability, marital status, sexual orientation, gender identity, or other category protected by applicable law, except where a bona fide occupational qualification exists which indicates or requires such action is not prohibited by applicable law, rule or regulation.
8. **The Joint Commission and Other Regulatory Standards.** Parties hereby agree to meet all applicable federal and state regulatory requirements, including but not limited to the standards for The Joint Commission. Furthermore, Parties agree to provide any and all necessary records in the event of an external review.
9. **Amendment.** Any changes to this Agreement must be made by mutual written consent of both parties.
10. **Governing Law.** This Agreement shall be interpreted, governed, and constructed in all respects by the laws of the State of Wisconsin.

11. **Assignment.** Academic Institution shall not have the right to assign this Agreement or delegate any of its responsibilities under this Agreement without the prior written consent of ProHealth Care.
12. **Entire Agreement.** This Agreement is the entire Agreement of Parties concerning the subject matter herein, superseding all prior or contemporaneous agreements or understandings concerning such subject matter. This Agreement shall take effect once the document has been fully signed by authorized representation of each party.

ProHealth Care, Inc.

By: *Ildiko Huppertz* Jul 14, 2020
Ildiko Huppertz (Jul 14, 2020 13:10 CDT) (Date)
(Signature)

Ildiko Huppertz, sHRBP, SWP
Vice President, Talent & Organizational Effectiveness

Address: ProHealth Care, Inc.
N17W24100 Riverwood Drive
Waukesha, WI 53188

Academic Institution

By: *Cheryl Bailey* Jul 14, 2020
(Signature) (Date)

Cheryl Bailey, Ph.D.
Dean, School of Natural and Health Sciences

Address: Mount Mary University
2900 N. Menomonee River Parkway
Milwaukee, WI 53222

Wisconsin Department of Safety and Professional Services

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

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

4822 Madison Yards Way
Madison, WI 53705-8366
E-Mail: dsps@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

- A. Name of facility: Rogers Behavioral Health
- Address: 11101 West Lincoln Ave.
West Allis, WI 53227
- Telephone: 414-327-3000
- B. Type of facility: Hospital Nursing Home Community Health Agency
 Other: Health System
- C. Number of beds at facility: 3 hospitals, 12 clinics
- D. Types of patients: Behavioral health services, specialized psychiatry and addiction services
- E. Administrator of facility: Patrick Hammer, President & CEO
- F. Director of nursing service: Terri Cohn, Executive Director of Nursing
- G. School(s) of nursing utilizing the facility: BSN

II. EXHIBITS (*attach to this form*)

- A. Copy of formal agreement signed by:
1. Administrator of facility
 2. Educational administrator of nursing school
- B. Copy of the position description for:
1. Registered Nurses
 2. Licensed Practical Nurses
- C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? Yes No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? Yes No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? Yes No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)

Yes No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)

Yes No

Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

N/A

Mount Mary University
Nursing School

Kara Groom, PhD, RN
Educational Administrator

Kara Groom
Signature

414-930-3391
Telephone Number

BSN
Nursing Program(s) Utilizing Facility/Simulated Setting

ChiefNurseAdministrator
Title

08/10/20
Date

groomk@mtmary.edu
Email Address

**SCHOOL AFFILIATION AGREEMENT
BETWEEN ROGERS MEMORIAL HOSPITAL INC.
AND
MOUNT MARY UNIVERSITY**

This **SCHOOL AFFILIATION AGREEMENT** (the "Agreement") between **MOUNT MARY UNIVERSITY** ("School") and Rogers Memorial Hospital Inc. marketed as **ROGERS** ("Rogers Memorial"), effective as of the date of last execution will be effective for a period of one (1) year. This Agreement shall be automatically renewed for successive periods of one year as of the effective termination date, unless either party terminates this Agreement in the manner provided herein.

RECITALS

WHEREAS, the School administers educational curricula for various health-related occupations and seeks to provide supervised experiences to enrolled students ("Students") through field training in various health-related occupations ("Clinical Education Programs");

WHEREAS, Rogers Memorial operates facilities that serve behavioral health patients and seeks to train future behavioral health care practitioners and leaders by providing students with supervised experiences as part of a Clinical Education Program at Rogers Memorial facilities, consistent with the educational objectives of the School and its Students;

NOW, THEREFORE, the School and Rogers Memorial have determined that each may best accomplish its objectives by mutual assistance, and seek to describe their affiliation in this Agreement, the School and Rogers Memorial agree as follows:

AGREEMENT

1. THE SCHOOL'S RIGHTS AND RESPONSIBILITIES.

In addition to its rights and responsibilities described elsewhere in this Agreement, the School shall have the following rights and responsibilities:

A. **Clinical Education Program Memorandum.** On an annual basis, the School shall provide Rogers Memorial, in advance, with a Clinical Education Program Memorandum ("Program Memorandum") detailing the proposed Clinical Education Program at a Rogers Memorial facility ("Clinical Site"). A sample Program Memorandum is attached hereto as Exhibit A (there may be refinements to such Program Memorandum as the effective date draws close in time). Any modifications to the Program Memorandum are subject to the prior review and written approval of Rogers Memorial. Once approved, the Program Memorandum as revised will be incorporated herein; provided that in the event of a conflict between any Program Memorandum and this Agreement, the terms of this Agreement shall control.

The Program Memorandum will set forth: (i) the name of each Student selected to participate in a Clinical Education Program through Rogers Memorial; (ii) the Student's Clinical Site assignment; (iii) the schedule of placement times; (iv) the name and contact information for the Educational Coordinator

assigned to each Clinical Site; and (v) details concerning the goals, objectives, and expectations for the Clinical Education Program. The School shall be responsible to update such listings promptly following any changes therein.

B. Student Assignments. After Rogers Memorial notifies the School regarding the number of Clinical Site placements available, the School shall select Students for placement at each Clinical Site.

C. Preparation of Students for Placement. The School shall assure that each Student assigned to a Clinical Education Program at a Clinical Site is adequately prepared to benefit from such assignment. A Student's preparedness shall be measured by: (1) academic performance indicating an ability to understand what Student will observe and/or perform during the placement; and (2) appreciation of the nature and seriousness of the work Student will observe and/or perform.

D. Educational Coordinator. The School shall appoint a faculty member to serve as Educational Coordinator, and shall communicate his or her name, title, and telephone number to the Clinical Site. The Educational Coordinator shall be responsible for overall management of the Students' educational experience, and may be assigned as Educational Coordinator for one or more Clinical Education Programs through Rogers Memorial.

E. Professional Liability Insurance - Student. The School shall provide or shall require each Student assigned to a Clinical Site be covered by, at no cost to the Clinical Site, professional liability insurance with limits of at least One Million Dollars (\$1,000,000) per occurrence and at least Three Million Dollars (\$3,000,000) in the aggregate, to cover professional liabilities of Students arising out of their participation in the Clinical Education Program. If the School requires a Student to purchase his or her own professional liability insurance, the School shall provide to the Clinical Site evidence of insurance in the form of a certificate of insurance prior to the placement of such Student at the Clinical Site

F. General and Professional Liability Insurance - School. The School shall maintain general and professional liability insurance coverage for its officers, employees, and agents while in the course of employment and/or when they are acting on behalf of the School.

G. Automobile Insurance. The School represents that each Student is covered by an automobile insurance policy for any vehicle the Student will operate at any Clinical Site, in accordance with state limits. The failure to maintain such insurance shall be considered a breach of this Agreement. The School and the Rogers Memorial agree that Students are prohibited from driving vehicles owned or leased by Rogers Memorial.

H. Breach. Failure to maintain any of the insurances required in sections E-G shall be considered breach of this Agreement. The failure of Rogers Memorial to request or the failure of School to provide certificates of insurance shall not invalidate the requirements listed in sections E-G. These provisions may only be waived in writing by the parties.

I. Background Investigation and Disclosure. All students who are assigned to a Clinical Site shall have a background check performed under the direction of the School. The background check shall include information relating to criminal records in Wisconsin and from out-of-state agencies if the individual has lived outside of Wisconsin within the past three years. If the Student has a criminal record, the School will evaluate whether the individual is barred from performing duties at the Clinical Site. Prior to placement of the Student, the School will notify the Clinical Site in writing of any crime of which

student has been convicted so the Clinical Site may make a determination as to how substantially related the conviction(s) is to the duties the Student would be performing. The Clinical Site may refuse placement of any Student the Clinical Site believes could put its patients, employees, and/or visitors at risk. The School hereby agrees to notify the Clinical Site when the School becomes aware that any participating Student is charged with or convicted of any crime or is or was the subject of investigation by a governmental agency.

J. Compliance with Laws, Regulations, Policies, Standards. The School shall require students and faculty to: (1) abide by all relevant policies, procedures, standards, and directives issued or adopted by the Clinical Site and made known to the School, Students and faculty. The School hereby acknowledges that it has received information from Rogers Memorial regarding the mission, vision, and values of Rogers Memorial and agrees that in the performance of all of its obligations under the terms of this Agreement, it shall at all times conduct itself, and shall take reasonable actions to ensure that its Students, faculty, employees and agents conduct themselves in a manner that is consistent with said mission, vision, and values.

K. Other Requirements for Students and School Personnel or Employees. All Students accepted under the terms of this Agreement for placement at a Clinical Site, and any School personnel or employees who will be placed at a Clinical Site, must:

- i). be certified in writing for participation by the School;
- ii). have successfully completed an orientation program of the Clinical Site;
- iii). agree to comply with any applicable rules, regulations, policies and procedures concerning Student conduct as may be adopted by Rogers Memorial or any Clinical Site;
- iv). have satisfied and passed any health screening or other health requirements imposed from time to time by Rogers Memorial or any Clinical Site;
- v). have completed for him or her a criminal background check, the results of which have been presented to and approved by Rogers Memorial, as noted above;
- vi). agree to complete incident reports pursuant to any Rogers Memorial policy and agree to report any observed or known incident to the applicable Clinical Site's department manager promptly; and
- vii). for School personnel placed as supervisors and/or instructors at any Rogers Memorial facility, be certified by the School that they are appropriately qualified and licensed.

L. No Billing. The School agrees not to render any bill to any patient or third party for any service provided hereunder. To the extent any billable service is provided hereunder, the School and its School personnel assign to Rogers Memorial fully all rights to bill any patient or third party payor (governmental or otherwise) for such service.

M. Placement Changes. If it becomes necessary to cancel a reserved space or change a Student's assignment, the School shall make every effort to notify the Clinical Site as far in advance of the scheduled beginning of the Clinical Education Program as possible. If a medical or personal emergency or a Student not completing prerequisites necessitates a last-minute cancellation of a space, the School will promptly notify the Clinical Site.

M. Grades/Credits. The School, through the Educational Coordinator shall be responsible for assigning grades and course credit to the Students upon successful completion of the Clinical Education Program.

N. Accreditation and Licensure. The School shall maintain, at all times during the term of this Agreement: (1) accreditation as an educational institution; (2) all licensures and approvals from the state in which it is located as necessary to administer its educational curricula; and (3) full and unrestricted accreditation of its educational curricula from an accrediting organization. The School shall promptly notify Rogers Memorial of any change in its accreditation or licensure status and shall provide Rogers Memorial with evidence of accreditation or licensure status upon request.

2. THE CLINICAL SITE'S RIGHTS AND RESPONSIBILITIES.

In addition to its rights and responsibilities described elsewhere in this Agreement, Rogers Memorial shall have the following rights and responsibilities:

A. Placements. The Clinical Site shall have the sole discretion to determine its capacity to accept Students for placement, whether such capacity is described in terms of the number of Students at a Clinical Site at any one time, the number of hours of supervision that the Clinical Site can provide over a period of time, or other such description of capacity. The Clinical Site shall communicate such capacity to the School before Students may be assigned to the Clinical Site.

B. Site Coordinator. The Clinical Site shall appoint an employee to serve as a coordinator ("Site Coordinator") at the Clinical Site and shall communicate his or her name, title and telephone number to the School. The Site Coordinator shall be responsible for overall management of the Students' experience at the Clinical Site, and may be assigned with respect to one or more Clinical Education Programs. The Site Coordinator shall ensure that Students obtain access to training experiences through Clinical Site practitioners that demonstrate interest and ability in teaching, and possesses adequate experience, qualifications, certification, and/or licensure in the Student's area of interest.

C. Orientation. The Clinical Site shall provide the School with orientation materials via the Rogers Memorial website. The Clinical Site shall also provide the School faculty with orientation materials about the Clinical Site, including work duties, equipment, and applicable policies and procedures, that can be presented to participating Students.

D. Student Access to the Clinical Site and Patients. The Clinical Site shall permit access by Students to any and all areas of the Clinical Site as reasonably required to support Students' development and as permitted under applicable law. These areas shall include, without limitation, patient care units, laboratories, ancillary departments, health science libraries, cafeteria and parking facilities. The Clinical Site reserves the right to refuse access to any Student who does not meet, in the Clinical Site's reasonable determination, its standards for safety, health, or proper conduct or appearance.

E. Licensure, Approvals and Eligibility. The Clinical Site shall maintain, at all times during the term of this Agreement: (i) necessary licensures and approvals from the requisite state and/or federal authorities; and (ii) if applicable, eligibility for participation in the Medicare and Medicaid

programs. The Clinical Site shall immediately notify the School of any change in the Clinical Site's licensure or eligibility status.

F. Insurance. Rogers Memorial agrees to maintain, during the term of this Agreement, Comprehensive General Liability Insurance that covers each Clinical Site for property damage or bodily injury that may occur at a Clinical Site. Rogers Memorial shall also maintain Professional Liability Insurance covering its employees.

G. Final Authority. The Clinical Site retains final authority for all aspects of operations at and management of the Clinical Site, and retains the right to terminate a Student's placement for cause at the sole discretion of the Clinical Site.

H. Remuneration. Students may not receive remuneration for services relating to the Clinical Education Program and performed for or on behalf of the Clinical Site.

3. FACULTY AND STUDENT RIGHTS AND RESPONSIBILITIES.

The School and the Clinical Site shall instruct the Students regarding Students' rights and responsibilities while they participate in a Clinical Education Program at a Clinical Site.

A. Conduct. Student shall, at all times while on the Clinical Site premises, conduct himself or herself in a professional manner and shall refrain from loud, boisterous, offensive or otherwise inappropriate conduct. Students shall refrain from the improper and illegal use of alcohol or other drugs, and shall not carry any firearms or other weapons except as permitted under applicable law.

B. Policies, Rules, and Regulations. Student shall abide by all policies, rules and regulations established by the Clinical Site and the School. If a Student or faculty member fails to so abide, the Clinical Site shall have the right to notify the School that such Student(s) or faculty member shall not return to the premises unless authorized to do so by Rogers Memorial.

C. Timeliness. Students shall report to the Clinical Site at the assigned place and time. Student shall immediately inform the Site Coordinator of the Student's inability to report to the Clinical Site as assigned.

D. Uniform and Identification. The Student shall wear appropriate uniform attire or other clothing as directed by the School or Clinical Site. The Student shall display proper identification as directed by the Clinical Site. The Student's appearance shall be, at all times, neat, clean, and professional.

E. Personal Expenses. While at the Clinical Site, the Student shall be responsible for the Student's personal expenses such as meals, travel, medical care and incidentals.

F. Evaluation of Experience. The Student shall, upon request of the School, Rogers Memorial, or the Clinical Site, provide a candid, written evaluation of the experience at the Clinical Site including, without limitation, preparation for the on-site experience, orientation to the Clinical Site and experience and supervision and the Clinical Site.

G. Orientation. Faculty and Students shall review and complete the orientation materials provided by Rogers Memorial or the Clinical Site prior to the first clinical day, including information about site/unit policies, procedures, equipment, and documentation.

4. FURTHER AGREEMENTS OF THE PARTIES.

A. The School shall in no event place any Student or other School personnel at any Clinical Site or permit any Student or School personnel to provide services for Rogers Memorial or any Clinical Site who has been suspended or excluded from participation in any state or federally funded health care program, including without limitation, Medicare or Medicaid.

B. The parties acknowledge their respective obligations governing the privacy and security of health information pursuant to the Health Insurance Portability and Accountability Act of 1996, as amended ("HIPAA") and its implementing regulations ("the Privacy Rule"). The School agrees that Students and School personnel who participate in the program hereunder will not use or disclose Protected Health Information ("PHI"), as that term is defined in 45 C.F.R. § 160.103, obtained in the course of the program for purposes other than those related to the program. Further, the School shall require participating Students and School personnel to agree not to use or disclose PHI obtained in the clinical setting for any non-clinical purposes, including teaching or educational purposes, unless the participant has written approval from Rogers Memorial. If written approval is given, the participant must either (1) obtain an authorization, compliant with the Privacy Rule, from each patient whose PHI is sought to be used; (2) de-identify the PHI in accordance with the Privacy Rule; or (3) use a "limited data set" as defined in the Privacy Rule, and sign a Data Use Agreement with Rogers Memorial. The parties agree that if future modifications or clarifications are made to the Privacy Rule that necessitate amendments to this Agreement, the parties will make such amendments. For purposes of HIPAA only, Students are, with respect to their interactions with patients/clients and their educational activities at Rogers Memorial, under the direct control of Rogers Memorial and are thus considered to be members of Rogers Memorial's "workforce," as that term is defined in 45 C.F.R. § 160.103.

C. All records of any service provided hereunder shall belong to Rogers Memorial or the applicable Clinical Site.

D. The School, its Students and School personnel shall not disclose to any third party or use (other than in fulfilling their duties under the program) any confidential or proprietary information of Rogers Memorial or its affiliates.

F. Rogers Memorial has the right to immediately refuse, suspend, or remove a Student or any School personnel, including coordinators, supervisors or instructors, from a Clinical Education Program for any reason Rogers Memorial deems appropriate provided that Rogers Memorial shall subsequently notify the School in writing of the reasons that the refusal, suspension, or removal occurred.

E. It is acknowledged and agreed by the parties that the School, any School personnel, and Students are "independent contractors" with respect to Rogers Memorial and the Clinical Site and that nothing in this Agreement is intended to nor shall be construed to create any employer/employee relationship or any relationship other than that of independent contractors. Rogers Memorial and Rogers Memorial facilities shall in no event have any obligations to the School, any School personnel, or Students, including payment of any compensation, any withholding, social security, or any other employee-related obligations. The School shall be solely responsible for the actions and omissions of its Students or any School personnel and for any resulting damages.

5. INDEMNIFICATION AND OTHER PROVISIONS.

A. School. The School shall indemnify and hold harmless Rogers Memorial and/or the Clinical Site, its governing board, directors, trustees, officers, and employees from and against any and all claims and liabilities (including reasonable attorney's fees and expenses incurred in the defense thereof) relating to personal injury or property damage to the extent arising out of misconduct or by negligent acts or omissions of the School's Students, faculty, employees or agents in connection with their duties under the Clinical Education Program. If the School does not indemnify the acts of its students under this provision, then the School shall provide proof of independent medical malpractice and/or professional liability insurance taken out related to the Students, which shall provide insurance coverage in sufficient amounts to satisfy Rogers Memorial related to such acts of Students.

B. Clinical Site. The Clinical Site and/or Rogers Memorial shall indemnify and hold harmless the School and its trustees, officers, employees and Student from and against any and all claims and liabilities (including reasonable attorney's fees and expenses incurred in the defense thereof) relating to personal injury or property damage, to the extent arising out of the conditions existing at the Clinical Site or arising out of intentional misconduct by or negligent acts or omissions of the Clinical Site's employees or agents in connection with their duties under the Clinical Education Program.

C. Notice of Claims. Each party agrees that it shall give the other party prompt notice of any claim, threatened or made, or suit instituted against it which could result in a claim for indemnification above.

D. Policies. The Students, while engaged in the Clinical Education Program, shall be under the supervision and control of the Clinical Site and shall be governed by the Clinical Site's policies relating to health care delivery and the Student's role in it.

E. Discrimination. It is mutually agreed that at no time shall the matter of race, color, religion, sex, sexual orientation, national origin, age, veteran status and/or disability be employed for the purpose of discrimination.

F. Amendments. The parties may modify this Agreement by written amendment signed by duly authorized representatives of each.

G. Relationships. It is understood and agreed that this Agreement is not intended and shall not be construed to create the relationship of agency, partnership, joint venture or associate between the Rogers Memorial and the School, or to create an employment relationship between the Rogers Memorial and the Students in the Clinical Education Program. The School and the Students shall be treated for all purposes as independent contractors pursuant to Section 5.E of this Agreement.

H. Privacy and Nondisclosure. In the event that the School discloses to the Clinical Site information from the educational record of any Student at the School, the Clinical Site agrees to comply with the Family Educational Rights and Privacy Act with respect to such information. The Clinical Site also agrees that its personnel will use such information only in the furtherance of the educational experience provided to each Student, and that such information will not be disclosed to any other party without such Student's prior written consent.

I. Termination. This Agreement may be terminated by either party's giving thirty (30) days' notice in writing to the other party by certified or registered mail at the addresses hereafter set forth:

If to Rogers Memorial:

Rogers Behavioral Health
34700 Valley Road
Oconomowoc, WI 53066
Attn: Paul Mueller, CEO

And cc to:

Rogers Behavioral Health
34700 Valley Road
Oconomowoc, WI 53066
Attn: Brian Kramer Vice President of Human Resources

If to University or College:

Mount Mary University
2900 Menomonee River Pkwy
Milwaukee, WI 53222

J. Authority. The persons executing and attesting to the provisions of his Agreement on behalf of Rogers Memorial and the School, respectively, represent and warrant that they have full power, authority, and right to execute this Agreement and that the execution of this Agreement by each such person is sufficient and legally binding on the respective party without the joinder or approval of any other person or party.

K. Transfer of Rights. Neither party may subcontract or assign its rights or obligations under this Agreement without the express written consent of the other. Any attempt to do so without consent shall be void and the other party may immediately terminate this Agreement.

L. Waivers. A failure of either party to insist upon or enforce any term or provision or to exercise any right, option, or remedy of this Agreement, or to require at any time, performance of any provision hereof shall not be construed as a waiver of any such term or provision. No waiver by either party of any provision hereof shall be binding unless made in writing and signed by such party, nor shall any single or partial exercise of any right or power under this Agreement preclude further exercise of any other right or power.

M. Severability. Should any of the terms or provisions of this Agreement be determined to be invalid, illegal, or unenforceable, such provision shall be deemed to be rescinded, and all remaining terms which reasonably can be given effect in the absence of the remaining terms shall remain

in force unless it is clearly unreasonable to do so, or such amendment or modification would substantially change the terms of this Agreement to impose new and/or different obligations, economic or legal relationships between the parties or rights of the parties.

N. Governing Law. This Agreement shall be construed in accordance with the laws of Wisconsin without regard to its conflicts rules.

O. Execution. The parties may sign this Agreement in one or more counterparts, each of which constitutes an original and all of which together constitute the Agreement. Facsimile signatures constitute original signatures for all purposes.

P. Integration. This Agreement and all attachments embody the entire understanding of the parties with respect to the subject matter and supersede all previous or contemporaneous communications, either verbal or written, between the parties.

THIS AGREEMENT SHALL BE EFFECTIVE AS OF THE DATE OF LAST EXECUTION BY BOTH PARTIES.

ACKNOWLEDGEMENTS

Rogers Memorial Hospital, Inc.

Printed Name: Brian Kramer

Title: Vice President of Human Resources

Signed: 
Brian Kramer (Jun 11, 2020 22:54 CDT)

Date: _____

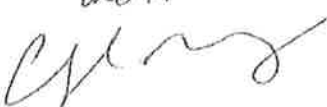
Mount Mary University

Printed Name: __ Tammy H. Scheidegger, PhD

Title: __ Assistant Professor, Practicum and Internship Coordinator

Signed: 

Date: 6/9/20

*Mount Mary Univ
Cheryl Binkley, Ph.D.
Dean, School of Natural
and Health Sciences & Education

6/10/2020*

Wisconsin Department of Safety and Professional Services

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

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

4822 Madison Yards Way
Madison, WI 53705-8366
E-Mail: dsps@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

- A. Name of facility: St. Joseph's Hospital
- Address: 3200 Pleasant Valley Road
West Bend, WI 53095
- Telephone: 262-334-5533
- B. Type of facility: Hospital Nursing Home Community Health Agency
 Other: _____
- C. Number of beds at facility: 70
- D. Types of patients: Full-service hospital that specializes in birthing services, cancer care, emergency care, orthopaedics, surgical services, and women's health
- E. Administrator of facility: Allen Ericson, President St. Joseph's Hospital, Jane Hendricks, Education Coordinator
- F. Director of nursing service: Shelly Waala, Chief Nursing Officer
- G. School(s) of nursing utilizing the facility: BSN

II. EXHIBITS (*attach to this form*)

- A. Copy of formal agreement signed by:
1. Administrator of facility
 2. Educational administrator of nursing school
- B. Copy of the position description for:
1. Registered Nurses
 2. Licensed Practical Nurses
- C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? Yes No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? Yes No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? Yes No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.) Yes No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.) Yes No

Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

N/A _____

Mount Mary University
Nursing School

Kara Groom, PhD, RN
Educational Administrator

Kara Groom
Signature

414-930-3391
Telephone Number

BSN
Nursing Program(s) Utilizing Facility/Simulated Setting

ChiefNurseAdministrator
Title

08/10/20
Date

groomk@mtmary.edu
Email Address

**PROGRAM MEMORANDUM FOR AFFILIATION AGREEMENT BETWEEN
ST. JOSEPHS HOSPITAL (“FH AFFILIATE”) AND MOUNT MARY UNIVERSITY
 (“SCHOOL”)**

This Program Memorandum pertains to the Affiliation Agreement (“the Agreement”) effective as of the 1st day of January, 2012, between the two institutions named above. This Program Memorandum is an integral part of the Agreement and all terms used in both documents are intended to have the same meanings unless the context clearly indicates otherwise. If more than one Program is subject to the Agreement, however, the term “the Program” as used in this Program Memorandum is intended to refer only to the particular program identified in Paragraph 1 below.

1. **Program.** The Program to which this Program Memorandum applies: **BSN**

2. **Term of the Program.**

Not applicable; or if the Program is limited to a specific time period, the clinical experiences under the Program will begin on _____, 20__ and end on _____, 20__.

3. **Liaison (see section 1(b) of the Agreement).**

(a) Name and/or title and telephone number of the employee of the School responsible for maintaining liaison with the FH Affiliate for purposes of the Program: **Kara K. Groom, RN, MSN, PhD, Chief Nurse Administrator, 414-930-3391**

(b) Name and/or title and telephone number of the employee of the FH Affiliate responsible for maintaining liaison with the School for purposes of the Program: **Jane Hendricks, Education Coordinator, 414-805-5392**

4. **Preceptor (see Sections 6 and 7 of the Agreement).** Must the FH Affiliate assign a preceptor? Yes No.

5. **Maximum Number of Students (see Section 1(d) of the Agreement).** Maximum number of students from the School who will be permitted to participate in the Program at the FH Affiliate during any one semester or session: **to be determined**

6. Clinical Coordinator (see Sections 4 and 7 of the Agreement). Name and/or title of the School's clinical coordinator: **Kara K. Groom**

7. Address of the FH Affiliate and the School (see Section 19 of the Agreement).

FH Affiliate: **St. Joseph's Hospital**
 3200 Pleasant Valley Road
 West Bend, WI 53095
 Attention: Jane Hendricks, Education Coordinator

School: **Mount Mary University**
 2900 North Menomonee River Parkway
 Milwaukee, WI 53222
 Attention: Kara K. Groom

8. Miscellaneous. Any other terms and conditions appropriate for the implementation and operation of the Program and agreed to by both the School and the FH

Affiliate should be set forth below or on additional sheets and attached to this Program Memorandum.

Effective as of the date signed by both parties.

“FH AFFILIATE” (St. Joseph’s Hospital)

By: Jane Hendricks

Title: Education Coordinator

Date: 7/6/2020

“SCHOOL” (Mount Mary University)

By: Cheryl Barber

Title: Dean, School of Natural and Health Sciences & Education

Date: 7/6/20

RN, SJH - MODIFIED CARE UNIT (MCU) (2022416001)(Job Id 29292)

Location: US:WI:WEST BEND

Category: NURSING

Employment Type: EMPLOYEE

Post Date:

Description

Come join our award winning team! See What Is Possible....

The Froedtert & the Medical College of Wisconsin regional health care network is composed of an academic medical center, two community hospitals and more than 25 primary and specialty care health centers and clinics. The Froedtert & MCW health network offers exceptional care in the community and streamlined, coordinated access to specialty expertise, clinical trials and the full range of tertiary care capabilities of eastern Wisconsin's only academic medical center when the need for more complex treatment arises.

Froedtert Health has been widely recognized for our dedication to our staff, providing a work environment full of encouragement, innovation, collaboration and respect.

Our best-in-class wellness program has earned us recognition in the *Milwaukee Business Journal* as a Healthiest Employer and a Gold Well Workplace award from the Wellness Council of America.

We invite you to review the job posting below. If you meet the requirements and qualifications for this opportunity, you are encouraged to apply.

Thank you for considering a career with Froedtert Health!

Location: US:WI:WEST BEND at our ST JOSEPHS COMMUNITY HOSPITAL facility.

FTE: 0.900000

1.0 FTE is Full-Time, any position less than 1.0 FTE is Part-Time, and .001 FTE is Optional Part-Time

Positions with an "FTE" (full time equivalency) of .875 - 1.0 are eligible for full-time medical, dental and vision benefits. Positions with an "FTE" of .5 - .874 are eligible for part-time pro-rated medical, dental and vision benefits

Shift 1

Three 12-hour night shifts with every 3rd -4th weekend.

Responsibilities:

The Registered Nurse is a practitioner who is responsible for assessing, planning, implementing, and evaluating nursing care for an identified group of patients. This individual demonstrates competency in delivery of care to a primarily adult population. The Registered Nurse job description has incorporated the 15 essential functions of the job description which are adapted from the ANA Standards of Clinical Nursing Practice. Other duties as assigned.

Summary:

Professional knowledge of nursing theory and practice at a level normally acquired through completion of a minimum of two years education at an accredited School of Nursing in order to be eligible for licensure as a Registered Nurse is required. Requires current state of Wisconsin Registered Nurse License or a Multi-state Nursing License from a participating state in the NLC (Nurse Licensure Compact). American Heart Association (AHA) Basic Life Support for the Healthcare Provider (BLS) or an AHA approved equivalent is required within three months of hire. American Heart Association (AHA) Advanced Cardiac Life Support (ACLS) is required within one year of hire.

We are proud to be an Equal Opportunity Employer who values and maintains an environment that attracts, recruits, engages and retains a diverse workforce. As a federal contractor/subcontractor, we take affirmative action in employment based on race, sex, disability and status as a protected veteran. We welcome protected veterans to share their priority consideration status with us at 262-439-1961. We maintain a drug-free workplace and perform pre-employment substance abuse testing

Wisconsin Department of Safety and Professional Services

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

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

4822 Madison Yards Way
Madison, WI 53705-8366
E-Mail: dsps@wisconsin.gov
Website: dsps.wisconsin.gov

BOARD OF NURSING

CLINICAL FACILITY SELECTION AND SIMULATED SETTING EXPERIENCES

Completion of this form is required for each clinical facility or simulated setting experience as part of the application for authorization to admit students. In addition, this form shall be completed, kept on file in the school of nursing office, and made available to the Board upon request for all clinical facilities and all simulated setting experiences utilized by the nursing school.

I. IDENTIFYING DATA

- A. Name of facility: Mount Mary University Simulation Lab
- Address: 2900 North Menomonee River Pkwy
Milwaukee, WI 53222
- Telephone: 414-930-3000
- B. Type of facility: Hospital Nursing Home Community Health Agency
 Other: Simulation Lab
- C. Number of beds at facility: 2
- D. Types of patients: Variety, see list below
- E. Administrator of facility: N/A
- F. Director of nursing service: N/A
- G. School(s) of nursing utilizing the facility: Mount Mary University
- _____
- _____

II. EXHIBITS (*attach to this form*)

- A. Copy of formal agreement signed by:
1. Administrator of facility
 2. Educational administrator of nursing school
- B. Copy of the position description for:
1. Registered Nurses
 2. Licensed Practical Nurses
- C. Listing of simulation activities provided and a listing of types of simulation equipment utilized

Wisconsin Department of Safety and Professional Services

III. PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

A. Have the nursing school objectives been shared with the facility? Yes No

Comments: _____

B. Does the facility agree to cooperate in promoting the nursing school objectives? Yes No

Comments: _____

C. Are there experiences in the facility available to students to meet clinical objectives? Yes No

Comments: _____

D. Is the practice of registered nursing in the facility within the legal scope of practice for registered nurses as defined in Chapter 441.11(4), Wisconsin Statutes? (If no, facility may not be approved.)

Yes No

Comments: _____

E. Is the practice of licensed practical nursing in the facility within the legal scope of practice for licensed practical nurses as defined in Chapter 441.11(3), Wisconsin Statutes? (If no, facility may not be approved.)

Yes No

Comments: _____

F. If simulated settings are utilized, list the activities, responsibilities and equipment which are included in the learning experience:

See list and description below

Mount Mary University
Nursing School

Kara Groom, PhD, RN
Educational Administrator

Kara Groom
Signature

414-930-3391
Telephone Number

BSN
Nursing Program(s) Utilizing Facility/Simulated Setting

Chief Nurse Administrator
Title

08/10/20
Date

groomk@mtmary.edu
Email Address

Simulation Equipment and Experiences

MMU has identified an approximately 6,500 square foot Nursing Program Learning Space including an approximately 1,700 square foot Nursing Skills Lab and 1,100 square feet for Simulation Learning. Updated drawings of the Nursing Learning Center including the Simulation suites is included below.

MMU BSN Pre-Licensure Program will adhere to Wisconsin Board of Nursing guidance that simulation used to meet clinical requirements shall adhere to all of the following: nursing faculty with documented education and training in the use of simulation shall develop, implement, and evaluate the simulation experience, prebriefing and debriefing are conducted by nursing faculty with subject matter expertise and training in simulation using evidence-based techniques, and the simulation provides an opportunity for each student to participate while in the role of the nurse. In addition, MMU BSN Pre-Licensure Program will ensure that simulation is not utilized for more than 50% of the time designated for meeting clinical learning requirements.

Simulation Equipment

The Simulation Center includes two medical/surgical hospital room style simulation rooms. The two simulation rooms are operated from a shared control room with one way windows for the faculty and simulation technician to observe the simulation via both audio/visual computer display and live visual through the one way mirror. In addition, each simulation room has its own dedicated conference room for prebrief, debrief, and simulation observation. The conference rooms contain both audio/visual equipment to watch simulations via computer feed as well as one way mirrors to observe simulation live. The conference rooms are equipped with flexible furniture to allow participants to quickly arrange for optimal small group work and simulation observation.

Each simulation room will be equipped with a SimMan 3G mannequin. SimMan 3G is able to display a wide range of physiological and neurological symptoms as well as pharmacological responses for over 145 drugs. MMU Nursing Program will also be utilizing a learning management system (LMS) for simulation, SimCapture Cloud. SimCapture facilitates the recording, debriefing and tracking of simulation learning. It will allow faculty to live stream and debrief audio and video of the simulation.

A four-part workshop series has been planned for the simulation team including faculty, staff and administrators. This workshop series will ensure nursing faculty with documented education and training in the use of simulation shall develop, implement, and evaluate the simulation experience and that prebriefing and debriefing are conducted by nursing faculty with subject matter expertise and training in simulation using evidence-based techniques. A description of each training session in the workshop series is provided below.

First, faculty will complete a two-day educational session with a Laerdal Educator on knowledge of the simulator and in-depth knowledge of the Learner Application software. A second workshop will train faculty and staff on the use of SimCapture technology. In addition, a Foundations in Simulation Pedagogy is planned. The Foundations in Simulation Pedagogy is a workshop that helps create a shared vision in the MMU Nursing Program for a common understanding of simulation-based training. A simulation philosophy, measurable goals, and

team roles will be developed and communicated. A fourth workshop, Simulation Pedagogy Course will introduces faculty to the unique contributions that the educational strategy simulation brings to the curriculum. This course presents the learning theories that underpin simulation, discusses the International Nursing Association for Clinical Simulation and Learning's Simulation Standards, the Nursing National Council of State Boards of Nursing landmark study, and introduces the new National League for Nursing (NLN) Jeffries Simulation Theory.

Simulation Experiences

MMU BSN Pre-Licensure program will be including simulation to supplement in-person clinical experiences. MMU Nursing Program will be implementing the International Nursing Association for Clinical Simulation and Learning (INACSL) best practices to guide simulation learning. These include: perform a needs assessment to provide the foundational evidence of the need for a well-designed simulation based experience, construct measureable objectives, structure the format of a simulation based on the purpose, theory, and modality for the simulation-based experience, design a scenario or case to provide the context for the simulation-based experience, use various types of fidelity to create the required perception of realism, maintain a facilitative approach that is participant centered and driven by the objectives, participant's knowledge or level of experience, and the expected outcomes, begin simulation-based experiences with a prebriefing, follow simulation-based experiences with a debriefing and/or feedback session, include an evaluation of the participant(s), facilitator(s), the simulation-based experience, the facility, and the support team, provide preparation materials and resources to promote participants' ability to meet identified objectives and achieve expected outcomes of the simulation-based experience, and pilot test simulation.

MMU Nursing Program will be purchasing the Laerdal Scenario Cloud subscription. The Scenario Cloud subscription will provide the MMU Nursing Program with access to hundreds of high-quality, validated simulation scenarios by content matter experts such as the American Academy of Pediatrics, American Heart Association, and the National League for Nursing (NLN).

The Scenario Cloud subscription provides scenarios by Nursing specialty and Nursing courses for easy integration into courses. The table below provides examples of simulation experiences planned by MMU Nursing Course.

MMU Nursing Course	Planned Simulation Scenario	Content Matter Expert Creator
NUR 200: Health Assessment, Promotion & Nutrition	Oxygen Therapy	Laerdal
NUR 250: Foundations & Applications of Nursing	Asepsis and Infection Control, Caring for a Patient on Contact Precautions	NLN
NUR 251: Nursing Clinical Foundations	Activity, Turning of a Patient with Hip Fracture	NLN

NUR 240: Pharmacology	Managing Inhalation Medication for a Patient with COPD	NLN
NUR 260: Pathophysiology	CVA, Ischemic Stroke: Physiological Patient Care	NLN
NUR 402: Nursing Care in the Community	Caregiver Strain and Maintenance of Independence	NLN
NUR 360: Nursing Across the Lifespan	Fall Risk and Functional Assessment	NLN
NUR 350: Nursing Care for Chronic Conditions	Major Depressive Disorder	NLN
NUR 351: Nursing Clinical Chronic	Congestive Heart Failure: Medication Management	NLN
NUR 370: Nursing Care for Acute Conditions	Sickle Cell Crisis	NLN
NUR 371: Nursing Clinical Acute	Gastrointestinal Bleeding	NLN
NUR 491: Nursing Clinical Transitions	Postoperative Hip Arthroplasty – Blood Transfusion Reaction	NLN

Virtual Reality

MMU has a state of the art Virtual Reality (VR) classroom. MMU recognizes the emerging educational use of immersive VR and invested in a newly renovated dedicated VR Room with active learning furniture. The VR equipment includes a Wireless Vive Pro VR Headset, powerful Dell Alienware computer with high-end graphics card, center 15'x15' play area for VR user with a wireless headset and hand controls. The headset supports “room scale” which allows the user to physically move around the virtual environment and interact with their environment. Other students can view the user experience with two 86” interactive/touch displays.

Virtual Reality will be used in the nursing curriculum in a variety of ways. For example, virtual reality allows students to visualize and interact with the anatomical structures and physiology of the human body. Virtual reality has also been used at MMU in an experiencing homelessness scenario to promote empathy training..

MOUNT MARY UNIVERSITY:
 CAROLINE HALL

**NURSING
 LEARNING
 CENTER**

2900 MENOMONEE
 RIVER PKWY
 MILWAUKEE, WI 53222

- KEYNOTES**
- FURNISH AND INSTALL POWER AND DATA FOR WALL MOUNTED TELEVISION. COORDINATE WITH ELECTRICAL DRAWINGS. FURNISH AND INSTALL SOLID WOOD BLOCKING AS REQUIRED. TELEVISION FURNISHED BY OWNER. INSTALLED BY G.C. SEE SHEET A7.00 FOR STANDARD MOUNTING HEIGHTS.
 - FURNISH AND INSTALL POWER AND DATA FOR COPIER/PRINTER. COORDINATE WITH ELECTRICAL DRAWINGS.
 - FURNISH AND INSTALL SOLID SURFACE COUNTERTOP AT 3'-0" A.F.F. WITH P-LAM BASE CABINETS. SEE INTERIOR ELEVATIONS ON SHEET A7.01.
 - FURNISH AND INSTALL SOLID SURFACE COUNTERTOP AT 3'-0" A.F.F. FURNISH AND INSTALL BRACING AS REQUIRED.
 - FURNISH AND INSTALL HOLLOW METAL FRAME WINDOW WITH ONE-WAY TEMPERED GLAZING.
 - FURNISH AND INSTALL SCRANTON TUFFTEC SINGLE TIER LOCKERS. COLOR SELECTION TO BE DETERMINED.
 - FURNISH AND INSTALL NEW EXTERIOR WINDOW TO MATCH EXISTING FACADE ABOVE. MANUFACTURER TO BE DETERMINED. DASHED LINE INDICATES NEW WINDOW ABOVE PLAN VIEW RANGE. FURNISH AND INSTALL NEW ROLLER SHADES. SELECTION TO BE DETERMINED. FIELD VERIFY WINDOW OPENING SIZE.
 - FURNISH AND INSTALL SOLID SURFACE COUNTERTOP AT 3'-0" A.F.F. WITH P-LAM BASE CABINETS AND ADJUSTABLE P-LAM SHELVING ABOVE. SEE INTERIOR ELEVATIONS ON SHEET A7.01.
 - FURNISH AND INSTALL WALL-MOUNTED WHITEBOARD. SIZE TO BE DETERMINED.
 - FURNISH AND INSTALL OPENING AT EXISTING DOOR LOCATION. SIZE TO EXTENT POSSIBLE WITH EXISTING MECHANICAL PIPES. HEADER/LINTEL BRACING AS REQUIRED.
 - INFILL EXISTING PARTITION. MATCH ADJACENT WALL CONSTRUCTION.
 - DASHED LINE INDICATES EXISTING POOL AREA. EXISTING POOL SHALL BE INFILLED. SEE STRUCTURAL DRAWINGS.
 - FURNISH AND INSTALL NEW FLOOR ACCESS DOOR AT EXISTING PIT LOCATION. FURNISH AND INSTALL RESILIENT FLOORING AT NEW ACCESS DOOR LOCATION. MANUFACTURER TO BE BILCO OR APPROVED EQUAL.
 - ALT: FURNISH AND INSTALL NEW SOLID PLASTIC TOILET PARTITIONS. TP-1.
 - FURNISH AND INSTALL NEW 24"x24" MOP BASIN.
 - FURNISH AND INSTALL CORNER GUARD, WP-1. COLUMNS TO RECEIVE CORNER GUARD ON ALL EXPOSED CORNERS. TYP.
 - FURNISH AND INSTALL POWER AND DATA FOR WALL-MOUNTED T.V. COORDINATE WITH MMU MARKETING/NURSING PROGRAM.

GENERAL NOTES

FURNITURE SHALL BE FURNISHED AND INSTALLED BY FURNITURE VENDOR. COORDINATE POWER AND DATA REQUIREMENTS WITH FURNITURE VENDOR.

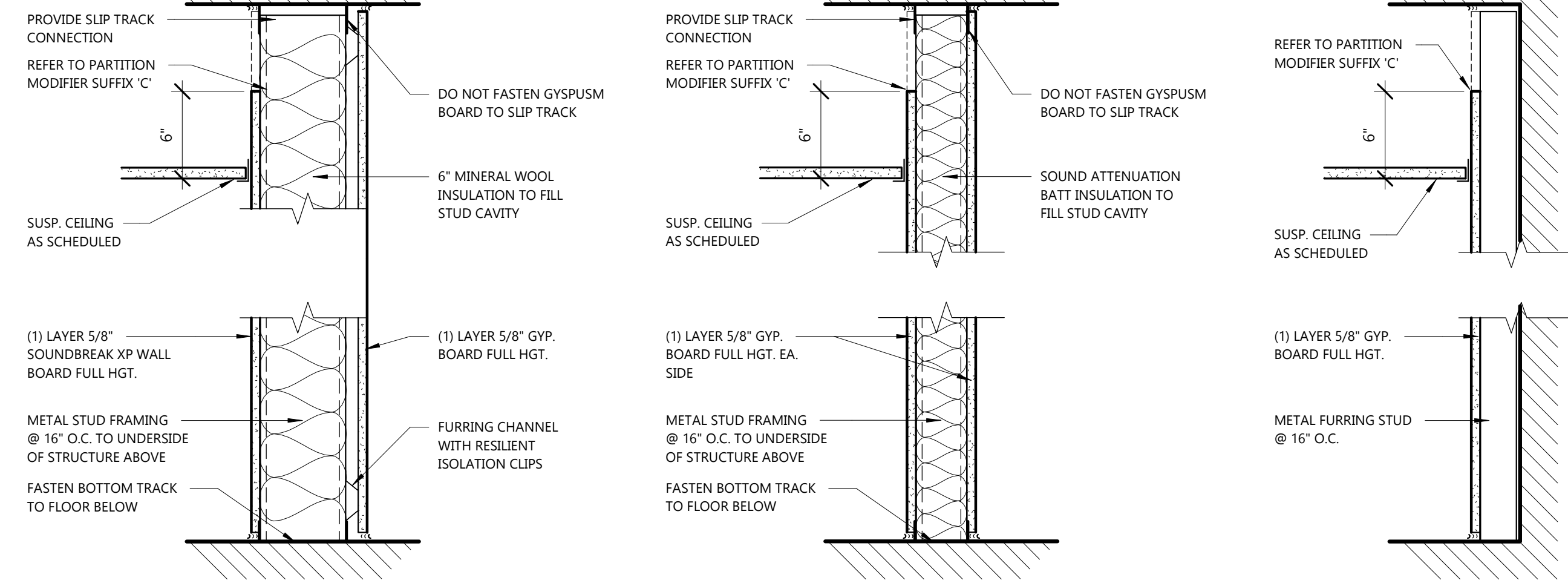
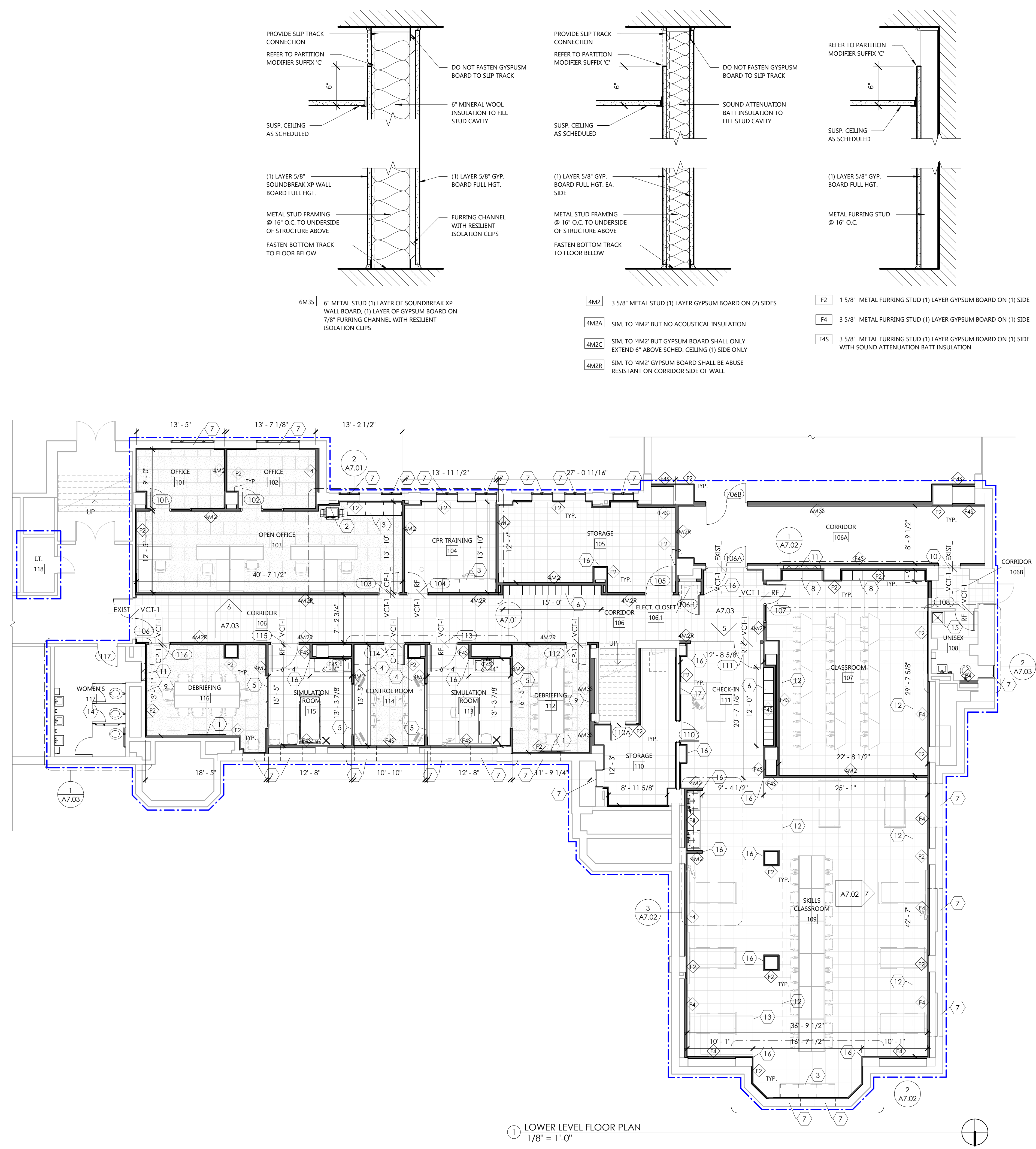
FURNISH AND INSTALL NEW WHITE PVC JACKET INSULATION/WRAP AT EXISTING EXPOSED PIPING LOCATIONS.

DATE	REV	ISSUE
3.9.20		CLIENT REVISION
3.25.20		CLIENT REVISION
5.27.20		CLIENT REVISION
6.1.20		SCHEMATIC REVISION
6.16.20		DD BUDGET DRAWINGS
7.15.20		PERMIT SET

DRAWINGS AND SPECIFICATIONS AS INSTRUMENTS OF SERVICE ARE THE PROPERTY OF VJS CONSTRUCTION SERVICES. THE ARCHITECT/ENGINEER ASSUMES NO RESPONSIBILITY OR LIABILITY FOR THE USE OF THESE PLANS FOR ANY PROJECT OTHER THAN SPECIFICALLY AUTHORIZED BY THEM AND SIGNED AND SEALED FOR SUCH SPECIFIC LOCATION IN THE STATE, PROVINCE, OR TERRITORY SHOWN ON THE SEAL.

PROJECT NUMBER 8200007
 DATE 03/02/2020
 DRAWN BY BDG/GEW
 CHECKED BY KAK
 SCALE As indicated

**LOWER LEVEL
 FLOOR PLAN
 A1.01**



- 6M3S** 6" METAL STUD (1) LAYER OF SOUNDBREAK XP WALL BOARD; (1) LAYER OF GYPSUM BOARD ON 7/8" FURRING CHANNEL WITH RESILIENT ISOLATION CLIPS
- 4M2** 3 5/8" METAL STUD (1) LAYER GYPSUM BOARD ON (2) SIDES
- 4M2A** SIM. TO '4M2' BUT NO ACOUSTICAL INSULATION
- 4M2C** SIM. TO '4M2' BUT GYPSUM BOARD SHALL ONLY EXTEND 6" ABOVE SCHED. CEILING (1) SIDE ONLY
- 4M2R** SIM. TO '4M2' GYPSUM BOARD SHALL BE ABUSE RESISTANT ON CORRIDOR SIDE OF WALL
- F2** 1 5/8" METAL FURRING STUD (1) LAYER GYPSUM BOARD ON (1) SIDE
- F4** 3 5/8" METAL FURRING STUD (1) LAYER GYPSUM BOARD ON (1) SIDE
- F4S** 3 5/8" METAL FURRING STUD (1) LAYER GYPSUM BOARD ON (1) SIDE WITH SOUND ATTENUATION BATT INSULATION

1 LOWER LEVEL FLOOR PLAN
 1/8" = 1'-0"

9. Updated timeline for implementing the program

The first class of BSN Pre-Licensure Students will begin in Fall 2021.

Timeframe	Planning & Implementation
11/2018	CCNE Accreditation Received
6/11/2020	Wisconsin BON Step 1: Application for Authorization to Plan a Program granted
6/22/2020	Higher Learning Commission (HLC) Approves MMU's request to offer BSN Pre-Licensure Program
9/2020	Renovation of Physical Space Begins
5/2021	Commission on Collegiate Nursing Education (CCNE) Substantive Change Submission
Fall 2021	Program Launch: MMU BSN pre-licensure program intended date of entry of first class

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

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Dale Kleven Administrative Rules Coordinator		2) Date When Request Submitted: 8/28/20 Items will be considered late if submitted after 12:00 p.m. on the deadline date: ▪ 8 business days before the meeting	
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: 9/10/20	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Administrative Rule Matters – Discussion and Consideration 1. Proposals for N 1 to 8 – Requirements in Emergency Situations 2. Scope Statement – N 8 – APNP Collaboration with Other Health Care Professionals 3. Pending or Possible Rulemaking Projects a. N 2, Relating to Temporary Permits	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes (Fill out Board Appearance Request) <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed:			
11) Authorization			
Signature of person making this request <i>Dale Kleven</i>		Date <i>August 28, 2020</i>	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda) Date			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

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

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Dale Kleven Administrative Rules Coordinator		2) Date When Request Submitted: 8/28/20 Items will be considered late if submitted after 12:00 p.m. on the deadline date: ▪ 8 business days before the meeting	
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: 9/10/20	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? 2020 Board of Nursing Report on Opioid Abuse – Discussion and Consideration	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both		8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes (Fill out Board Appearance Request) <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:
10) Describe the issue and action that should be addressed:			
11) Authorization			
Signature of person making this request <i>Dale Kleven</i>		Date <i>August 28, 2020</i>	
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.			

Peter Kallio
Chairperson

Lisa Pisney
Vice Chairperson

Luann Skarlupka
Secretary

WISCONSIN BOARD OF NURSING



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PO Box 8366
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REPORT ON OPIOID ABUSE

Proactive Efforts Taken by the Board of Nursing to Address Opioid Abuse

- 1. Controlled Substances Prescribing Guidelines** – The Board of Nursing adopted Best Practices for Prescribing Controlled Substances Guidelines (Guidelines) on January 12, 2017. The Guidelines were developed using the following:
 - Centers for Disease Control’s *Guideline for Prescribing Opioids for Chronic Pain*.
 - American Association of Nurse Anesthetists’ *Chronic Pain Management Guidelines*.
 - American Nurses Association’s *Nursing’s Role in Addressing Nation’s Opioid Crisis*.
 - Federal Drug Administration’s *Blueprint for Prescriber Education for Extended-Release and Long-Acting Opioid Analgesics*.
 - Wisconsin Medical Examining Board’s *Opioid Prescribing Guideline*.
 - Michigan’s *Guidelines for the Use of Controlled Substances for the Treatment of Pain*.
 - The Joint Commission’s *Statement on Pain Management*.
 - National Transportation Safety Board recommendations for advising patients of the effect controlled substances may have on their ability to safely operate a vehicle.The Board of Nursing published the Guidelines in their newsletter and provided a copy of the Guidelines to every advanced practice nurse prescriber with an active license and an email on file with the Department of Safety and Professional Services. The Guidelines are available at <https://dsps.wi.gov/Documents/BoardCouncils/NUR/BONGuidelinesV1.pdf>.
- 2. Controlled Substances Continuing Education** – The Board of Nursing requires each advanced practice nurse prescriber to complete 2 hours of the required 16 hours of continuing education in the topic of responsible prescribing of controlled substances.
- 3. Prescription Drug Monitoring Program (PDMP) Information in Newsletter** – The Board of Nursing has highlighted information regarding the Prescription Drug Monitoring Program in their newsletter.
- 4. PDMP Prescribing Metrics for Prescribing Practice Complaints** – The Board of Nursing Screening Panel reviews the PDMP Prescribing Metrics Summary for any advanced practice nurse prescriber who has a complaint relating to the advanced practice nurse prescriber’s prescribing practices.
- 5. Membership on the Controlled Substances Board** – A member of the Board of Nursing is designated as a standing member of the Controlled Substances Board (CSB). The CSB is instrumental in the efforts to combat opioid abuse, primarily through its involvement with the PDMP and the scheduling of controlled substances under Wisconsin’s Controlled Substances Act.

Goals for Addressing the Issue of Opioid Abuse as it Relates to the Practice of Nursing

- 1. Compliance with the PDMP Provider Review Requirement** –The Board of Nursing will continue its effort to increase compliance by raising awareness of the PDMP provider review requirement.
- 2. Education** – The Board of Nursing will continue to explore opportunities to expand on its educational outreach in the areas of safe opioid prescribing and opioid abuse.
- 3. PDMP Outreach** – The Board of Nursing will continue to work with PDMP staff to provide information concerning the PDMP to its licensees.
- 4. PDMP Prescribing Outliers** – The Board of Nursing will continue to review referrals of advanced practice nurse prescribers from the Controlled Substances Board to identify those advance practice nurse prescribers whose prescribing practices are outliers. In addition, the Board of Nursing Screening Panel will continue to review the PDMP Prescribing Metrics Summary for any advanced practice nurse prescriber who has a complaint relating to the advance practice nurse prescriber’s prescribing practices.

Actions Taken by the Board of Nursing to Achieve the Goals Identified in Previous Reports

- 1. Compliance with Provider Review Requirement** – The Board of Nursing’s goal was to continue its effort to increase compliance by raising awareness of the PDMP provider review requirement. As a means of facilitating this effort, the Board has requested PDMP staff to provide data on waivers for advanced practice nurse prescribers.
- 2. Education** – The Board of Nursing’s goal was to explore opportunities to expand on its educational outreach in the areas of safe opioid prescribing and opioid abuse. The Board has requested PDMP staff to provide opioid abuse statistics coming out of the COVID-19 public health emergency, as the Board anticipates this information will produce opportunities to expand on its educational outreach.
- 3. PDMP Outreach** – The Board of Nursing’s goal was to continue to work with PDMP staff to provide information concerning the PDMP to its licensees. As a member of the Controlled Substances Board, Peter Kallio, Chairperson of the Board of Nursing, regularly meets with and receives updates from PDMP staff. During the current reporting period, there were no significant changes to the PDMP requiring an update to licensees.
- 4. PDMP prescribing outliers** – The Board of Nursing’s goal was to continue to review referrals of advanced practice nurse prescribers from the Controlled Substances Board (CSB) to identify those advance practice nurse prescribers whose prescribing practices are outliers.

The CSB uses reports generated from the PDMP to determine whether physicians will be referred to the Board for possible investigation. The Board did not receive any referrals from the CSB during the current reporting period. As a follow up, the Board has requested information from PDMP staff concerning the framework of referral criteria from PDMP reporting.

Another goal was for the Board of Nursing Screening Panel to continue to review the PDMP Prescribing Metrics Summary for any advanced practice nurse prescriber who has a complaint relating to the advance practice nurse prescriber’s prescribing practices. The Screening Panel continues this practice as part of its review of a complaint.

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

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Kimberly Wood, Program Assistant Supervisor-Adv.		2) Date when request submitted: 9/1/2020 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: 9/10/2020	5) Attachments: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	6) How should the item be titled on the agenda page? Delivery Report & Future Planning	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: The Board should review its delivery report for the Nursing Forward Newsletter distributed on 9/1/2020. Additionally, article inclusions and timing/deadlines for the next newsletter should be considered. Potential Article Topics: <ul style="list-style-type: none"> • Chairs Corner – Peter Kallio • Elizabeth Smith Houskamp Receives Nurse Executive of the Year Award Recipient – Wisconsin Organization of Nurse Leaders • WCN Article – Barbara Nichols, Wisconsin Center for Nursing • IntNSA Article (Once received) • New Member Introductory Articles <ul style="list-style-type: none"> ○ Christian Saldivar Frias (Public Member) ○ Robert Weinman (Registered Nurse Member) ○ Nominated: Janice Edelstein (Registered Nurse Member) 			
11) Authorization			
<i>Kimberly Wood</i>		9/1/2020	
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: <ol style="list-style-type: none"> 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting. 			

Subject: Wisconsin Nursing Forward Newsletter
 Sent: 09/01/2020 09:49 AM CDT
 Sent By: Kimberly.Wood@wisconsin.gov
 Sent To: Subscribers of Board of Nursing

147,105

Recipients

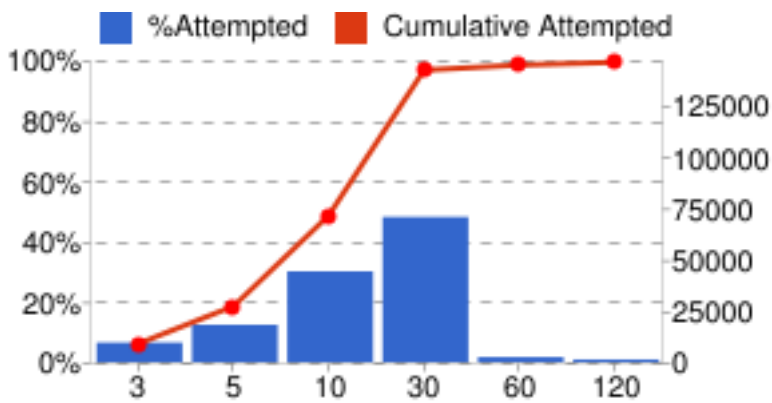
- ✓ Email
- ✗ SMS
- ✗ Facebook
- ✗ Twitter
- ✓ RSS

98%

Delivered

- 0% Pending
- 2% Bounced
- 23% Open Rate
- 13% Click Rate

Email Delivery Stats



Minutes	Cumulative Attempted
3	7%
5	19%
10	49%
30	97%
60	99%
120	100%

Delivery Metrics - Details

147,105 Total Sent
144,281 (98%) Delivered
0 (0%) Pending
2,824 (2%) Bounced
0 (0%) Unsubscribed

Bulletin Analytics

59,833 Total Opens
33818 (23%) Unique Opens
21,255 Total Clicks
18689 (13%) Unique Clicks
359 # of Links

Delivery and performance

These figures represent all data since the bulletin was first sent to present time.

	Progress	% Delivered	Recipients	# Delivered	Opened Unique	Bounced/Failed	Unsubscribes
Email Bulletin	Delivered	98.1%	147,105	144,281	33818 / 23.4%	2,824	0
Digest	n/a	n/a	0	0	0 / 0.0%	0	0
SMS Message	Delivered	0.0%	0	0	n/a	0	n/a

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https://online.drl.wi.gov/decisions/2020/ORDER0006571-000...	32	34
https://dsps.wi.gov/Pages/BoardsCouncils/Nursing/AnnualRep...	32	33
https://online.drl.wi.gov/decisions/2020/ORDER0003626-000...	29	33
https://online.drl.wi.gov/decisions/2020/ORDER0006710-000...	28	33
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https://online.drl.wi.gov/decisions/2020/ORDER0006717-000...	26	31
https://dsps.wi.gov/Pages/BoardsCouncils/Nursing/Meetings.a...	28	30
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https://dsps.wi.gov/Pages/SelfService/Default.aspx?utm_med...	21	23
https://online.drl.wi.gov/decisions/2020/ORDER0005296-000...	20	23
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https://online.drl.wi.gov/decisions/2020/ORDER0006406-000...	16	21
https://online.drl.wi.gov/decisions/2020/ORDER0002524-000...	21	21
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https://online.drl.wi.gov/decisions/2020/ORDER0006666-000...	19	19
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https://online.drl.wi.gov/decisions/2020/ORDER0006648-000...	14	15
https://online.drl.wi.gov/decisions/2020/ORDER0005435-000...	13	14
https://subscriberhelp.govdelivery.com/	13	13

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https://www.who.int/maternal_child_adolescent/topics/quality...	9	10
https://twitter.com/wi_dsps?utm_medium=email&utm_sourc...	8	9
https://subscriberhelp.granicus.com/?utm_medium=email&u...	8	8