Kansas Board of Nursing
Education Committee Agenda
September 15, 2020

NOTE: The meeting will be held via Zoom. Link to access meeting to follow agenda.

Time: 8:30 a.m. – 12:00 p.m.

Committee Members:
Patsy Zeller, MSN, APRN, NP-C, Chair
Rebecca Sander, MSN, RN, V. Chair
Carol Bragdon, PhD, APRN
Mandy Karstetter, LPN
Christina Rudacille, MSN, RNC
Bernadette Fetterolf, PhD, APRN, CNS
Karen Kidder, DNP, RN, CNE
Dee Bohnenblust, EdD, MSN, APRN, RN
Gita Noble

Staff:
Janelle Martin, MHSA, RN – Nursing Education Compliance Officer
Carol Moreland, MSN, RN – Executive Administrator
Chelsey Stephenson – Education Secretary

I. Call to Order

II. Review of On-Site Packet

III. Additions/Revisions to the Agenda

IV. Announcements

V. Approval of Minutes – June 15, 2020

VI. Nursing Education Compliance Officer Report

VII. Site Visit Reports

    A. Salina Area Technical College – follow-up after 1st graduation – Feb. 25-26, 2020
    B. Donnelly College – Re-approval PN program – July15-16, 2020
    C. Donnelly College – follow-up on Conditional approval - ADN Program – July 15-16, 2020

VIII. New Business

    A. Major Curriculum Change Request – Coffeyville Community College
    B. Major Curriculum Change Request – Johnson County Community College PN
    C. Nursing Programs - 2020 Annual Report to Board
    D. Pilot for new Annual Report format - discussion

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E. Follow-up from Task Force – IV Therapy as part of PN Core Curriculum

IX. Unfinished Business
    A. Virtual Site Visits – guideline recommendation
    B. 2020 & 2021 Nursing & MHT Program Site Visit Schedules

X. Petitions
    A. Petition for Permission to Test/Retest Summary 5/9/2020 through 8/14/2020

XI. Agenda for December 2020
    A. NCSBN Nursing Education Approval Guidelines
    B. Workforce Survey Data

XII. Adjourn

Please note: Additional items which have come to the attention of the Board or Committee will be handled as time permits. Agenda is subject to change based upon items to come before the Board. Handouts or copies of materials brought to the Board or Committee for discussion by Committee Members or visitors must be submitted to staff 30 calendar days prior to start of the meeting. Any items received after the 30th calendar day may be addressed at the meeting at the discretion of the President of the Board or Chairperson of the Committee.

Please click the link below to join the webinar:

https://us02web.zoom.us/j/89479708105?pwd=TC9mVUtKcnZNRjl2bnpVREg4TWswZz09

Passcode: KsbnEDComm

Or iPhone one-tap :

  US: +16699006833,,89479708105#,,,,,,0#,,3614211437# or
+12532158782,,89479708105#,,,,,,0#,,3614211437#

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  Dial(for higher quality, dial a number based on your current location):

    US: +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 646 876 9923 or +1 301 715 8592 or +1 312 626 6799

Webinar ID: 894 7970 8105

Passcode: 3614211437

  International numbers available: https://us02web.zoom.us/u/kMzfu3KI2

Website link to access meeting materials: https://ksbn.kansas.gov/board-packet/

Alternate Meeting Viewing Via KSBN YouTube Live: https://www.youtube.com/user/ksnursing

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The Committee may discuss, vote to approve, vote to disapprove, vote to table, change the sequence of any agenda item, or vote to strike or not discuss any agenda item.

In the event electronic communications are lost or compromised during the meeting, the Kansas State Board of Nursing will attempt to restore communications for a maximum of (2) two hours. If unable to restore communications the meeting will be adjourned.

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Education Report

September 2020

Janelle B. Martin, MHSA, RN

Nursing Program Administrator Updates:

- **Baker University** - beginning 8/1/2020, Dr. Bernadette Fetterolf will be leaving the University and Dr. Mary Hobus will be the new Dean for the School of Nursing at Baker.
- **Butler Community College** – as of 7/6/2020, Janet Schueller, MSN, RN, is serving as the Interim Associate Dean for Nursing for the nursing program. She was so named after the resignation of Dr. Elizabeth Eagleton.
- **Highland Community College** – received notification that Jane Zaccardi is retiring 6/30/2020 and Anna Fowler, MSN, RN will assume the role of Interim Director of Nursing for Highland Community College effective July 1, 2020.
- **MidAmerica Nazarene University** – effective 7/1/2020, Dr. Karen Wiegman is returning to full-time teaching at MidAmerica Nazarene University and Dr. Nancy Damron will be serving as the Interim Dean for the School of Nursing. Sarah Miller EdD, MSN, RN, will be serving in the role of Chief Nursing Administrator.
- **Washburn Tech** - effective August 1, 2020, Jane Carpenter, PhD, MSN, RN is serving as the Interim Director for Practical Nursing & Health Occupations. This change was in response to the resignation of Dr. Brianne Ford.

Program Updates:

- **Dodge City Community College** has announced the nursing education program will move to a new physical location off campus starting Fall 2020. The new space will double the existing space for the program. All support services will still be available to students.
- **Seward Community College** has moved their nursing program to a new building on campus. The new Colvin Family Center for Allied Health had its Grand Opening in January 2020.

Site Visits:

- Donnelly College, PN program reapproval visit on July 15-16, 2020.
- Donnelly College, ADN program one-year follow up visit also done on July 15-16, 2020.

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Education Activities / Projects:

- Assisted in ensuring applicants meet educational requirements for licensure:
    - Reviewed 8 transcripts from out of state schools reviewed
    - Reviewed 21 CGFNS reports for foreign educated nurses
    - One TOEFL required
- *FQRs* – Faculty Qualification Reports have moved to an all-electronic process via the website. All but four FQRs this quarter were done electronically. Processing and approval have been delayed in several cases when Hire Exceptions were not accompanied by an updated FQR. We have received feedback from several programs regarding the process and are working to incorporate the feedback into improving the FQR submission information and for process changes if they can be accommodated by the system. Most feedback has been on the positive side.
    - 95 FQRs submitted this quarter (91 via the website)
    - 44 were Initial requests
    - 26 were updates to previous FQRs
    - 4 had Degree plans
    - 4 were for completion of Degree plans
    - 21 had requests for Hire Exceptions
    - 10 were returned as incomplete
    - 15 are pending review

- *Minor Curriculum changes* – 2 reviewed and approved requests from Barton Community College

- Responded to five NCSBN survey requests from other state Boards of Nursing or NCSBN. Topics were:
    - Expectations/requirements for Nursing Program Administrators
    - Telehealth regulations for Advanced Practice
    - Definition of clinical course and clinical experience in regs
    - IV therapy content in RN programs – specifics in regulation?
    - PN Programs offered at the high school level

- Continue to work on reviewing and updating education information on KSBN website and updating links.
    - FQR electronic submission process went live on the website June 18, 2020.
    - Looking at a similar process for Minor Curriculum Change requests
    - Updating all documentation for the petition process and working on a process to move this to an all-electronic process for submission, approvals and follow-up
    - Working on new section under Education to direct the inquiries from higher education (see next bullet) regarding Kansas requirements for prelicensure nursing programs

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- Responded to 15 higher education entities regarding Kansas approval for / educational requirements for prelicensure undergraduate and advanced practice nursing programs. A requirement from the Department of Education has all schools with distance learning programs or hybrid programs researching requirements for all states where they could accept students from.

- Participated in three-day Kansas Nurse Educator conference July 29-31. Conference was presented virtually this year. Carol Moreland, KSBN Executive Director was a speaker.

- Working on analysis of the current Annual Report system compared to the new system being offered by NCSBN for possible change in 2021.

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Documentation for Re-Approval of Practical Nursing Programs in Kansas
60-2-102 through 60-2-107

Program: _____ **Salina Area Technical College – PN Program**_____ Date(s): __**February 25-26, 2020**_____

Last KSBN Visit: ____**August 23, 2017 (Initial approval)**____Accrediting Agency& Date of Last Visit: ___**n/a**_____

Visitors: ____**Rebecca Sander, MSN, RN -KSBN Board Member; Janelle B. Martin, MHSA, RN – KSBN Education**____
__**Compliance Officer**_____

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study	X		SS pg. 3 Salina Area Technical College 2562 Centennial Road Salina, KS 67401
	Names of primary administrative officials	Self-Study	X		President: Gregory Nichols VP Instruction: Stanton Gartin VP Business: Jamie Palenske VP Student Services: Jennifer Callis
	Organizational chart for the institution	Self-Study	X		Appendix A
	Current contact information	Self-Study	X		785-309-3100 (main number) Toll Free: 1-800-466-7989 Lori Faerber Director of Nursing and Allied Health Email: lori.faerber@salinatech.edu 785-309-3109
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	On Site	X		
	Copy of school's current catalog	Self-Study	X		Appendix B

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Description of nursing program	Organizational chart for nursing program	Self-Study	X		Appendix A and C (from Nursing Faculty Handbook, pg. 4)
	Number of faculty	Self-Study	X		7 nursing faculty: 1 FT, 3 PT, 3 ~~adjunct~~adjuncts
	Number of non-teaching staff	Self-Study	X		0.5 FTE Admin Asst. (share w/ Allied Health)
	Number of students admitted per year	Self-Study	X		Approved for 40 students annually; 2018 – 36 admitted 2019 – 40 admitted

Nursing Program Administrator, Faculty & Preceptors
  60-2-102 & 60-2-103

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Nursing Program Administrator	Name and credentials	Self-Study	X		Lori Faerber, MSN/Ed, RN
	Qualifications	Self-Study	X		Appendix D – CV for Lori
	Responsibilities	Self-Study	X		Appendix E – job description
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		Faculty HB pg. 21; Appendix F
	Faculty job description	Self-Study	X		Appendix G
	Faculty selection process	Self-Study	X		SS pg. 4; online nursing policy manual
	Faculty orientation plan	Self-Study	X		Faculty HB – College & department orientation
	Faculty handbook	On-site	X		Appendix C – no concerns
	General faculty meeting minutes for last 3 years	On-site	X		Monthly for most of the time
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		Faculty table – SS pg. 5-6
	FT or PT (use FTE)	Self-Study	X		
	Academic Credentials	Self-Study	X		
	Institution granting degree	Self-Study	X		
	Area of clinical expertise	Self-Study	X		
	Area(s) of assignment	Self-Study	X		
	Licensure	Self-Study	X		
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		
	List all faculty hire exceptions including course hired to teach	Self-Study	n/a		
	Faculty file review	On-site		X	2 faculty missing FQRs

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	n/a		Preceptors not utilized in PN program
	Preceptor job description	Self-Study			
	Identified roles of preceptors, faculty, and students	Self-Study			
	Preceptor orientation materials	Self-Study			
	Preceptor signatures showing date orientation completed	Self-Study/On-site			
	Name of preceptor and course with Prefix& number (NURS 1011)	Self-Study			
	Preceptor State of license &License number	Self-Study			
	Methods of contact between faculty & preceptor	Self-Study			

Students 60-2-102 & 60-2-107

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study	X		Student HB – Appendix H SHB pg. 14 SS pg. 7 – Admission requirements – refers to Advanced Standing policy but policy is not clear on the meaning of advance standing – needs clarification
	Degree plan for each degree being granted	Self-Study	X		PN certification SS pg. 7; Nrsg Student HB pg. 6 SATC Student HB pg.64
	Oral and written English proficiency	Self-Study	X		Student HB pg. 29
	Readmission	Self-Study	X		SS pg. 7 Student HB – pg. 23 Nursing Student HB pg. 15
	Progression	Self-Study	X		SS pg. 7 Nursing Student HB pg. 16
	Counseling &guidance	Self-Study	X		SS pg.7 Nursing Student HB pg. 28 SATC Student HB pg. 26 – students are referred to college advisors who may then refer to community resources; have one LRC staff who is psych major and will do advising
	Student role versus employee role	Self-Study	X		SS pg. 7 Nursing Student HB pg. 30
	Representation on faculty governance	Self-Study	X		SS pg. 7 Nursing Student HB pg. 31
	Graduation	Self-Study	X		SS pg. 7 Nursing Student HB pg. 28

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Refund policies governing all fees and tuition paid by students	Self-Study	X		SS pg. 7 Appendix J - Student Services policy - SATC Student HB pg 25
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		SS pg. 7 Appendix K - policy
	Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)	Self-Study	X		SS pg. 7 Nursing Student HB pg.30 Also on website in the online Information packet in the PN section
	Student Handbook	On-site	X		Copy provided with Self-Study of both SATC Student HB and Nursing (PN) Student HB – thorough and complete.
Student support services	Description of student safety measures	Self-Study	X		SATC Student HB pg. 15-18 – no formal campus security personnel – security cameras are utilized
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		SS pg. 7 – no onsite health services are available. A list of health care providers is included in the PN Handbook pg. 25 Advisors are available onsite to assist with referrals as needed Insurance required
Student records	Review student files	On-site	X		Files available for graduates from first year class and from current class. Physical files are not always complete as most student files are kept electronically.
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	On-Site	X		Some student work available for first year class and current. More consistent and diverse student work in second class.

Curriculum
60-2-102, 60-2-104, & 60-2-105

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	X		SS pg. 8 SATC SHB pg. 64 14 credit hours for pre-reqs
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study Onsite	X		SATC SHB pgs. 86-87 have courses and descriptions SATC uses PN Core curriculum Syllabi have objectives, content outlines and how evaluated.
	Credit hours for each non-nursing course	Self-Study	X		SS pg, 8 – 32 credit hours total
	Credit and clock hours for each nursing	Self-Study	X		SS pg.8

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)				Program is 32 credit hours (750 clock hours) for nursing courses. 46 credit hours for total program for PN certificate
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	n/a		Not combined courses
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	X		SS pg. 9 One observational experience for NUR126 MatChild clinical – 6.5 hours (14% of clinical total)
	List all preceptor hours for each relevant course. (cannot exceed 20% excluding capstone of total clinical hours/nursing program – does not apply to capstone course)	Self-Study	n/a		No precepted courses
	Testing process with test analysis and the written test procedure	Self-Study	X		Faculty HB pg. 33
	Number of students per class	Self-Study	X		Clinical is max of 10 students to 1 faculty Classroom has up to 40 students per 1 faculty
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		Appendix M SS pg. 10 has chart
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	X		Per syllabi descriptions
	Art and science of nursing	Self-Study	X		
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		SS pg 11 chart
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes: For Practical Nurse Program	Aspects of a safe, effective care environment, including coordination of care, safety, and infection control	Self-Study	X		SS pg. 11 – curriculum table
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		SS pg. 11 – curriculum table
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		SS pg. 11 – curriculum table

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		SS pg. 11 – curriculum table
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	n/a		No curriculum changes but have started using ATI to supplement learning.
Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	X		Space meet immediate need for most part. When a full 40 are regularly admitted classroom, testing space and lab space will be stretched.
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		SS pg. 11-12
	Secure space for student records	Self-Study & On-Site	X		Stored electronically with secure passwords. If paper file is used, I it is stored in locked cabinet in faculty office.
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	Self-Study & On-Site	X		SS pg. 11-12 Learning Resource Center
	Satellite program facilities		n/a		
	Other points of interest		n/a		
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		No physical library – all library resource available online. Staff in LRC to help students with access
Clinical Resources 60-2-105					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site	X		Current w/ signatures

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	Self-Study & On-site	X		
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	Self-Study & On-Site	X		Compete for space at SRHC with local BSN and ADN programs but SRHC does work with them to place PN students. Since they are in Salina, they get preference over out of town programs.
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		SS pg. 12-13
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		SRHC Smokey Hill Rehab Center
Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104					
Program NCLEX pass rates	NCLEX RN or PN Pass rates for the last 5 years (first time candidates)	Self-Study	X		2019 – 80%
Advisory Committee	Review Advisory Committee minutes	On-site	X		Meet 2 times/year. Very involved community members on the Advisory Committee.
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		
	Budget procedures		X		Nursing program director works closely with VP Administrative Services (responsible for school budget process) to build nursing budget – goes to Board for approval. Nursing program currently supplemented by Dane Hanson funds and SRHC dollars. Will be eligible for Perkins money after May 2020.
Meet with the following members of the educational institution to determine	Administration	On-Site	X		
	General education and required support course faculty	On-Site	X		Great involvement from English and Math faculty. Both have met frequently to discuss how pre-re'

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
adequate support for nursing program					affect entry to program.
	Support services	On-Site	X		
	Students	On-Site	X		Met with current PN class of 32 students
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	X		SH - Impressed w/ Fall group – prepared and eager to learn.
	Staff RN's	On-Site	X		SRHC & Smoky Hill Rehab Center: Faculty always available to students and are looking for learning opportunities for them. Have not had concerns about preparedness. Opportunity would be better communication with the floor nurses at the "point of service"- be proactive in communicating where they are from (program level makes a difference as they work with BSN, ADN, and PN every week), what their objectives are for the day
	Preceptors	On-Site	n/a		
	Individuals conducting observational experiences	On-Site	n/a		No observation going at present time
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ On-site	X		No trended data yet but do have outcomes they are working with for the program.
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		SS pg. 13 – notes assessment and evaluation data completed each semester. Evidence of review in faculty minutes.

Interviews conducted during the site visit:

Administration:

  Greg Nichols, College President
  Stanton Gartin, VP Instruction
  Jamie Palenske, VP Administrative Services
  Jennifer Callis, VP Student Services

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Student Support Services:
    Rachael Galvan, Financial Aid Specialist
    Denise R. Hoeffner, Director of Institutional Research & Registrar
    Preston Gapter, Enrollment Specialist
    Amanda Foust, Director of Enrollment Management/Advising
    Anna Kreighbaum, Enrollment Specialist & Financial Aid
    Paige Johnson, Associate Registrar
    Lara Duran, Educational Services Coordinator

General Education Faculty:
    Lara Duran, General Psychology (& ESC)
    James Knapp, Math Instructor
    James Hawley, English/Humanities instructor

Librarian/Learning Resource Center:
    Lara Duran

Students: 32 PN students

Nursing Faculty:
    Amanda Doubrava, BSN, RN (FT)
    Judy Beck, BSN, RN (PT)
    Laurel Richardson, MSN, RN (PT)
    Pauline Howell, MSN, RN, CHSE (PT) – simulation
    Angela Phillips, BSN, RN (Adjunct)

Advisory Committee:
    Kathy Pike, Director of Organizational Development Salina Regional Health Center
    Jolene Glavin, DON Salina Surgical Hospital
    Stephanie Goetz, Director of Nursing
    Luanne Smith, VP of Patient Care / CNO, SRHC

Clinical Agency staff:
    Melissa Kemp, DON – Smoky Hill Rehab Center
    Ashley Griffith, IP Rehab Program Director, SRHC
    Betty Crome, Director 4-Medical, SRHC
    Liz Marcotte, Director 5-Surgical, SRHC
    Debbie Bruns, Clinical Coordinator, 4-Medical, SRHC
    Danise Hoffman, Nurse Manager Rehab, SRHC
    Amanda Zook, Clinical Coordinator, 5 Surgical / Peds, SRHC

Strengths Identified:

1. Strong community support
2. Strong Nursing Program Administrator
3. Good acute care clinical opportunities for students
4. Early Alert process for students having difficulties in program
5. Dedicated faculty who are student advocates and have good communication with clinical sites
6. Remodeling building is inviting for students and has created environment for good learning opportunities.
7. Students view was very positive about the program and the faculty support
8. "Student-focus" of the PN program implementation – have been very responsive to the students and to the communities they are working with
9. Program has a certified simulation instructor – wow!!

Opportunities for Improvement:

1. Opportunity to improve clinical site communication, particularly with staff nurses on a day-to-day basis. Introduce self, what level of program, objectives for the day and who the instructor is for the day.
2. Faculty orientation process – there is a documented process for full time faculty, but orientation needs to be for all faculty – part time and adjunct as well. Also need to think about improving/strengthening clinical orientation for all faculty as well.
3. Testing Policy – policy is in place but could be stronger. Some things to consider:
   a. Getting away from textbook test banks as a primary question source – not secure and often too many low-level questions. If issue is time for development, need to consider experience of faculty and may need additional time for development.
   b. Item-writing development for faculty
   c. Test blue-printing to improve analysis and focus of tests
   d. Test analysis – how to utilize available statistics to improve the exam process
   e. Revisit why policy limits the number of alternative style questions – NCLEX Next-Gen will have a wide variety
   f. NCLEX -style testing for PN students – strategy to see one question at a time and not allow backward review of completed questions. Implement early so they are not surprised at NCLEX time.
4. Clarify Admission Policy on advanced standing and prerequisites and corequisites. If corequisite is not an option, then take out that language.
5. Clarify process to ensure all KSBN required documents are in faculty files

Recommendations:

1. Submit FQRs for all current faculty (FT, PT, adjunct) to the Education Compliance Officer by May 1, 2020. (done)
2. Approval for of PN program for five years.

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Program: <u>Donnelly College</u>   Date(s): <u>July 15-16, 2020</u>

Last KSBN Visit: <u>4/25-26/2018</u>   Accrediting Agency& Date of Last Visit: <u>Board Approved Only</u>

Visitors: <u>Karen Kidder, DNP, RN, CNE, KSBN Education Committee Member; Janelle Martin, MHSA, RN, KSBN Nursing Education Compliance Officer</u>

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study	☒	☐	SS Pg 10; 608 N. 18th St, KCKS 66102
	Names of primary administrative officials	Self-Study	☒	☐	SS Pg 10: Msgr Stuart Swetland, BS, BA, MA, S.T.L., S.T.D. - President; Lisa Stoothoff, VP of Academic and Student Affairs/Dean of College
	Organizational chart for the institution	Self-Study	☒	☐	SS pg. 10; College Faculty Handbook
	Current contact information	Self-Study	☒	☐	SS Pg 10; DON, Patty Palmietto - 913/271-8771; ADON, Cecilia Kroen - 913/621-8736
	An audited fiscal report covering the previous twoyears, including a statement of income and expenditures	On Site	☒	☐	SS - Appendix 2; pg.20-33
	Copy of school's current catalog	Self-Study	☒	☐	Reviewed dynamic catalog on website: https://www.donnelly.edu/academics/catalog
Description of nursing program	Organizational chart for nursing program	Self-Study	☒	☐	SS3 - Appendix 3, pg. 27 DON - Patty Palmietto, MSN, RN ADON - Cecilia Kroen, MHSA, RN
	Number of faculty	Self-Study	☒	☐	SS Pg 10, 11 faculty - 1 Director, 4 FT and 6 Adjunct

		Self-Study	☒	☐	SS Pg 10, 1 Administrative Assistant / Intake Coordinator
	Number of non-teaching staff				
	Number of students admitted per year	Self-Study	☒	☐	SS Pg 10, approved to admit 50/yr; 25 in Spring (Jan.) & 25 in Fall (Aug)

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Nursing Program Administrator, Faculty & Preceptors 60-2-102 & 60-2-103					
Nursing Program Administrator	Name and credentials	Self-Study	☒	☐	SS Pg 11, Patty Palmietto, MSN, RN
	Qualifications	Self-Study	☒	☐	SS Pg 11
	Responsibilities	Self-Study	☒	☐	SS Pg 11; Appendix 5 job description
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	☒	☐	SS pg.11; Appendix 4 (pg. 24)- Faculty Senate by-laws
	Faculty job description	Self-Study	☒	☐	SS pg 11; Appendix 5
	Faculty selection process	Self-Study	☒	☐	SS3; Appendix 6 pg. 37-38
	Faculty orientation plan	Self-Study	☒	☐	SS3; Appendix 7 - has old and revised policy and checklists. Policy is for DC orientation and nrsg program orientation.
	Faculty handbook	On-site	☒	☐	ADN_PN SS doc, Appendix 8
	General faculty meeting minutes for last 3 years	On-site	☒	☐	Reviewed onsite. Present and complete since Sept. 2019.
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	☒	☐	SS3, Appendix 8, pg. 45; faculty table
	FT or PT(use FTE)	Self-Study	☒	☐	SS3, Appendix 8, pg. 45; faculty table
	Academic Credentials	Self-Study	☒	☐	SS3, Appendix 8, pg. 45; faculty table
	Institution granting degree	Self-Study	☐	☒	Instiuttion granting degree is present in al faculty but is not complete - does not identify if each nursing degree was from the same institution or if they are different
	Area of clinicalexpertise	Self-Study	☒	☐	SS3, Appendix 8, pg. 45; faculty table
	Area(s) of assignment	Self-Study	☒	☐	SS3, Appendix 8, pg. 45; faculty table
	Licensure	Self-Study	☒	☐	Pgs 16 - 17
	Indicate degree plan and progress towards degree if applicable	Self-Study	☒	☐	One has DP but needs updating as MSN is complete as of May.
	List all faculty hire exceptions including course hired to teach	Self-Study	☒	☐	2 HE - approved forms are in faculty files and current.

			Met	Not Met	
	Faculty file review	On-site	☒	☐	11 faculty files reviewed: 2 had incomplete orientation plans (one still completing)
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	☐	☐	SS1, pg. 11 - Does not utilize preceptors
	Preceptor job description	Self-Study	☐	☐	Does not utilize preceptors
	Identified roles of preceptors, faculty, and students	Self-Study	☐	☐	Does not utilize preceptors
	Preceptor orientation materials	Self-Study	☐	☐	Does not utilize preceptors
	Preceptor signatures showing date orientation completed	Self-Study/On-site	☐	☐	Does not utilize preceptors
	Name of preceptor and coursewith Prefix& number (NURS 1011)	Self-Study	☐	☐	Does not utilize preceptors
	Preceptor State of license &License number	Self-Study	☐	☐	Does not utilize preceptors
	Methods of contact between faculty & preceptor	Self-Study	☐	☐	Does not utilize preceptors

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study	☒	☐	SS1, pg. 12; CC (college catalog) - pg. 5 (TEAS >60%) and pg. 34. PNSH pg. 10
	Degree plan for each degree being granted	Self-Study	☒	☐	NSHB pgs. 4-6 CC - pgs. 31 (ADN) and 34 (PN)
	Oral and written English proficiency	Self-Study	☒	☐	Policy in CC but added to website during KSBN site visit. Also recommended to add to NSHB.
	Readmission	Self-Study	☒	☐	SS1 pg. 12; NSHB pg. 18
	Progression	Self-Study	☒	☐	S1 pg. 12; NSHB pg. 11, 14
	Counseling &guidance	Self-Study	☒	☐	College catalog pg. 14; also online at https://www.donnelly.edu/students/counseling
	Student role versus employee role	Self-Study	☒	☐	NSHB pg. 14 - Clinicals and Student Workplace
	Representation on faculty governance	Self-Study	☒	☐	NSHB pg. 14
	Graduation	Self-Study	☒	☐	NSHB pg. 12 - ATI Comprehensive Predictor
	Refund policiesgoverning all fees and tuition paid bystudents	Self-Study	☒	☐	CC Pg 11, 24
	Ethical practices including recruitment, admission, andadvertising	Self-Study	☒	☐	Catalog statement, pg 3 website

	Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)	Self-Study	☒	☐	Application and student handbook Also added to website while KSBN onsite. Will add clarifying statement to NSHB when reprinted in August regarding completion of program not a guarantee of licensure.
	Student Handbook	On-site	☒	☐	SS report, Appendix 9
Student support services	Description of student safety measures	Self-Study	☒	☐	Website safety report; App 10, College Catalog, pg.17-18 and App 9, Nursing Student Handbook, code of Conduct
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	☒	☐	No health services on campus (not a residential campus) - CC has emergency procedure information. Document with listing of nearby health services was submitted to KSBN while onsite. Suggested statement regarding healtah services be put in NSHB with next printing.
Student records	Review student files	On-site	☒	☐	Reviewed sampling of student files from all PN cohorts
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	On-Site	☒	☐	Reviewed samples of completed student work from clinical courses

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum **60-2-102, 60-2-104, & 60-2-105**					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	☒	☐	SS1, pg. 13; Appendix 10 Human Growth & Development, A&P w/ lab. Would be helpful to have these requirements in the SNHB with course sequence information.
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study	☒	☐	Courses are listed in CC and in SNHB pg. 5-6, 11 (evaluation).
	Credit hours for each non-nursing course	Self-Study	☒	☐	Application packet for nursing; 3 cr hr for HG&D; 5 cr hr for A&P w/lab
	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	Self-Study	☒	☐	39 credit hours for PN; CC and SNHB for course sequences and credit hours

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	☐	☐	N/A; Curriculum does not include any courses that have didactic and clinical courses
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	☐	☐	N/A; Pg 13 - no clinical observation hours
	List all preceptor hours for each relevant course. (cannot exceed 20% excluding capstone of total clinical hours/nursing program – does not apply to capstone course)	Self-Study	☐	☐	N/A; Pg 13 - no preceptor hours
	Testing process with test analysis and the written test procedure	Self-Study	☒	☐	Test Analysis policy provided - currently is an addendum document to the Nursing Faculty HB - will be included in the next printing of the NFHB
	Number of students per class	Self-Study	☒	☐	SS1 - pg. 13; 25 student per cohort is the max for any nursing theory course
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	☒	☐	SS4, Appendix 11 - clinical rotation schedules - max is currently 1:8
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	☒	☐	Pre-req in catalog and FHB
	Art and science of nursing	Self-Study	☒	☐	FHB: NU100, 100-01, 101, 102, 103, 104, 200, 201, 202, 203, 204, 205, 105
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	☒	☐	

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Curriculum Table: Identify the nursing and non-nursing courses that contribute to the students' learning for these outcomes:	Aspects of a safe, effective care environment, including coordination of care, safety, and infection control	Self-Study	☒	☐	SS, Appendix 8; NU 100, 100-1, 101, 105
	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	☒	☐	SS, Appendix 8; NU 202, 203, 204

For Practical Nurse Program	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	☒	☐	SS, Appendix 8; NU 205
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	☒	☐	SS, App 8; NU 100, 10001, 101, 102, 103, 104, 200, 201, 202, 203, 204, 205
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	☒	☐	SS1 - no changes since last reapproval
Educational Facilities 60-2-106					
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	☒	☐	SS1, pg. 14; SS4 - App 13, pg. 5-8
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	☒	☐	SS1, pg. 14; SS4 - App 13, pg. 5-8 FT faculty have private offices and Adjunct faculty share office
	Secure space for student records	Self-Study & On-Site	☒	☐	SS1, pg. 14; Nursing Director office - in locked file cabinets
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	Self-Study & On-Site	☒	☐	SS1, p 14; Classes switched to online (through Canvas) in late March due to COVID-19. ExamSoft is utilized for testing. Virtual simluation also used for clinical.
	Satellite program facilities		☐	☐	Not applicable
	Other points of interest		☒	☐	SS1, pg. 14 - Upgrade to Marian Hall- have new bathrooms, HVAC, windows, quiet area and resource center. With new DC building for Admiin, library and classrooms - Marian Hall will be for nursing students only (dedicated bldg)
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	☒	☐	SS1, pg. 14; On line databse (CINAHL); dedicated section in library for nursing with current nursing mags, literature and books (currently in transition nto new bldg - all online materials available)

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Clinical Resources 60-2-105					
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site	☒	☐	SS1, pg. 15; contracts reviewed onsite - currently not in clinical due to COVID-19 pandemic but contracts are current.Suggested clarifying statement in Donnelly contract to state students should not be considered part of staffing. Contracts do clarify student and faculty responsibilities.
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	Self-Study & On-site	☒	☐	SS1, pg. 15 - use MOKAN for access to many agencies which include OB and peds.
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	Self-Study & On-Site	☒	☐	SS1, pg. 15 - MOKAN only allows one program at a time for most facilities or numbers are limited by area. Other facilities have arrangements for evening and weekend hours that do not compete with other programs and are not on the same units with other programs at the same time
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	☒	☐	Per contracts - confirmed by faculty each semester
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	☒	☐	Due to COVID-19 pandemic we di dnot tour facilities but we did have Zoom meeting with 2 clinicial sites specific to clinical experience with Donnelly students this past semester.
Administrative Policies & Procedures **60-2-102, 60-2-103, &60-2-104**					
Program NCLEX pass rates	NCLEX RN or PN Pass rates for the last 5 years (first time candidates)	Self-Study	☒	☐	2015: 44.44% 2018: 75% 2016: 75% 2019: 87.5% 2017: 52%
Advisory Committee	Review Advisory Committee minutes	On-site	☒	☐	Since advent of new director in Aug 2019, Advisory meetings have minutes (meet twice a year - met extra time in 2020), and attendance is up. Minutes for past three years found and placed in organized manner
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	☒	☐	SS1, App. 2 - nursing budget is within DC budget

	Budget procedures		☒	☐	SS1, Appendix 2
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	☒	☐	See interview list - met w/ President & Academic Dean separate from other Administration - very supportive and attentive to keeping the nursing program functional
	General education and required support course faculty	On-Site	☒	☐	See interview list - gen ed faculty very supportive of the nursing program and very collaborative with the Nursing Dept. Unique opportunities for nursing students in these classes.
	Support services	On-Site	☒	☐	See interview list
	Students	On-Site	☒	☐	Met with 15 PN students via 2 Zoom meetings; 2 students in person
Meet with the following members of selected affiliating clinical agencies to determine adequacy of facility to meet expected program outcomes	Chief Nursing Officer	On-Site	☒	☐	Zoom meeting - see interview list
	Staff RN's	On-Site	☐	☐	n/a - not onsite due to COVID-19
	Preceptors	On-Site	☐	☐	Does not utilize preceptors
	Individuals conducting observational experiences	On-Site	☐	☐	No clinical observations experiences
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ On-site	☒	☐	SS4, Appendix 14 - new, robust PEP developed with consultant help an faculty input. Data has been collected and used to develop next steps for program
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	☒	☐	Opportunity to continue using the data for program improvement and to be specific with action steps to be taken in response to PEP data and analysis; Continue to monitor first time pass rates

Interviews conducted on-site:

Administration:
    Monsignor Swetland, President
    Lisa Stoothoff, Vice President Academic and Student Affairs / Dean of the College
    Barney Barry, CFO, VP Finance
    Emily Buckley, VP Advancement
    Patty Palmietto, MSN, RN, Director of Nursing Department

Board of Trustees for Donnelly College:
    Nestor Zuluaga, Chair   Bill Dunn
    Jason Banks, Chair-Elect   Kathy O'Hara
    Rachel Cruz, Immediate Past Chair   Bob Bartunek
    Dean Hubbard (also on Advisory)   Judy Hemberger
    Sr. Mary Teresa Morris (also on Advisory)   Dick Flannigan
    Sr. Genevieve Robinson (also on Advisory)   David Mulvany
    Andres Dominguez

Support Services:
    Michael Pepple, Director of Financial Aid
    Tyler Johnson, Library Director
    Susan Lechliter, Director of Counseling Center and Liberal Arts Adjunct
    Megan Jordan, Enrollment
    Dr. Mary Pflanz, Director of Student Success

Students:
    16 PN students - 2 separate Zoom calls to accommodate for time of day; 2 students came in person

Meeting with Advisory Board:
    Daniel Clayton, ATI
    Karen LaMartina, JCCC ADN Program Director
    Dr. John Pierce, physician in KC area
    Michael Ballenger - Kindred
    Stephanie McFarren - Kindred
    Susan Andersen, KCKCC Nursing Program Director
    Tyler Johnson, DC librarian
    Nadine Parise, ATI
    Christina Rudacille, JCCC PN Program Director
    Rita Burnett, BOT member (private practice NP)
    Judy Hemberger, BOT member, former CEO for SuviCa (pharma company)

Tour of Clinical Agency - met with 2 clinical site directors to discuss Donnelly students from last semester; sites currently not allowing students
    onsite due to COVID-19 pandemic

Nursing Faculty: DC has 15 FT faculty - nursing has 4 of those FT positions
    Cecilia Kroen, MHSA, RN - Asst. Director of Nursing - teaches Leadership, Med/Surg, and NCLEX course currently (FT)
    Gabrielle Villalpando, BSN, RN - FT Lab Coordinator - teaches in Foundations Lab, Gerontology, MS I Clinical (FT)
    Ebony Kurtz, CPNP, MSN, BS, RN - teaches OB/Peds, Med/Surg IV clinical (FT)

General Educaiton Faculty:
    Gretchen Meinhardt, Assistant Professor, Director of Success First program
    Richard Esvang, Assistant Professor - Public Speaking
    Joe Multhauf, Assistant Professor - Biology
    Ana Maradiaga, Assistant Professor - Chemistry, liberal arts & sciences
    Melissa Lenos, Professor - English, Title V grant manager
    Tyler Johnson, Librarian

Classroom observation: done via Zoom with PN Leadership class - Desiree McKinney (FT PN faculty)
Topic was Delegation - students watched video, instructor engaged them with in chat questions and "heads up" - also did poll questions during the video time. After video students were engaged in Q&A with instructor and each other. ExamSoft quiz at the end of class.

Strengths identified:

1. Strong and experienced Director of Nursing
2. Strong support from Administration, Board, community and students of the College for the nursing program(s)
2. Remodeling of Marian Hall - nursing programs located here and will be a dedicated building by fall 2020
3. Simulation lab with a dedicated Simulation Coordinator - ability to video sims and use for debriefing/learning
4. Nursing tutors
5. Cohesiveness of nursing faculty
6. Supportive clinical sites (while available)
7. Revised PN core (for state of KS) was approved and will start Fall 2020 for the PN program
8. Good process to identify nursing program needs and to apply for grant funding
9. Use of complete ATI program with students - students voiced the value for them
10. Students all verbalized they would recommend the program to others - most were looking for the opportunity to continue to ADN level - they like the flexibility of the evening/weekend program hours, the responsiveness of the faculty and program director
11. Faculty development and training over the past year - has built confidence and collaboration for nursing faculty
12. Advisory group has really "stepped up" since last assessment - verbal about support of the program and the progress that has been made in the past year.

Opportunities for improvement:
1. Faculty table in self-study report needs information for all academic institutions attended for each degree
2. Add oral and written English proficiency policy to Nursing Student Handbook for clarity
3. Clarity on non-nursing prerequisites and the credit hours expected for those courses. Information is in the Admissions Packet for Nursing but could be more available in general if all info in the College Catlaog and Student Nursing Handbook hours are not. Also do not see prerequisite courses for PN program in Nursing Student Handbook with required number of credit hours.
4. NCLEX first time pass rates are not consistently at 75% or above - seeing improvement in last 2 years
5. Program Evaluation Plan does show evidence of data collected, aggregated, trended and analyzed. This is a new, strong template developed with help of consultant. Consider stating more definitive actions to be taken to clearly reflect analysis.
6. Ensure all KSBN required information is in faculty files - process has improved greatly and all relevant information was present but still have some outdated license verifications - make sure orientation documents are complete and signed

Recommendations:
1. Continue to monitor NCLEX first time pass rates to ensure 75% or above.
2. Continue to monitor process to ensure faculty files contain all KSBN required (and current) information
3. Recommend reapproval of the program for a period of five years.

Program: _____ Donnelly College ADN Program _____ Date(s): _____ July 15-16, 2020 _____

Last KSBN Visit: September 24-25, 2019 (f/u after 1st graduation) Accrediting Agency& Date of Last Visit: Board approval only

Visitors: Karen Kidder, DNP, RN, CNE, KSBN Education Committee Member; Janelle Martin, MHSA, RN, KSBN Education Compliance Officer

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Home Institution & Nursing Program 60-2-102					
Description of legal body responsible for policy and support of the program and/or home institution	Address of the institution	Self-Study	X		Self-study (SS), Pg. 10 Donnelly College, 608 N. 18th St., Kansas City, KS 66102
	Names of primary administrative officials	Self-Study	X		SS pg. 10 and Appendix 1 President, Monsignor Stuart Swetland VP AA/Dean of the College, Lisa Stoothoff VP Business Affairs, Barney Barry (new since SS report) VP for Advancement, Emily Buckley Title IX Coordinator, Matt Emory Director of Nursing, Patty Palmietto
	Organizational chart for the institution	Self-Study	X		SS, Appendix 1 (updated in PN SS, Appendix 2)
	Current contact information	Self-Study	X		SS, Pg. 10
	An audited fiscal report covering the previous two years, including a statement of income and expenditures	Sent w/ Self Study On Site	X		SS, Appendix 2

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Copy of school's current catalog	Self-Study Website	X		Website is up-to-date https://www.donnelly.edu/academics/catalog Appendix 10 – catalog is out of date with the website which is dynamic.
Description of nursing program	Organizational chart for nursing program	Self-Study	X		SS, Appendix 3
	Number of faculty	Self-Study	X		SS, pg. 10 11 faculty – Director, 4 FT, 6 adjuncts (for both PN & ADN programs)
	Number of non-teaching staff	Self-Study	X		SS Pg. 10 – 1 Admin Assistant / Intake Coordinator
	Number of students admitted per year	Self-Study	X		SS pg. 10 – 15 students admitted per year in January – no class admitted this year per Board recommendation

Nursing Program Administrator, Faculty & Preceptors
60-2-102 & 60-2-103

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Nursing Program Administrator	Name and credentials	Self-Study	X		SS, pg. 11 DON – Patricia (Patty) Palmietto MSN, RN
	Qualifications	Self-Study	X		SS, pg. 11
	Responsibilities	Self-Study	X		SS, pg. 11
Faculty selection and input into program	Faculty organizational by-laws	Self-Study	X		SS, Appendix 4 – Faculty Senate; Appendix 7, pg.13-15 nrsg faculty By-laws
	Faculty job description	Self-Study	X		SS, Appendix 5 – Faculty HB states must have MSN; job descriptions say MSN in progress and adjuncts say BSN – these were updated onsite and reflect KSBN regulation
	Faculty selection process	Self-Study	X		SS, Appendix 7, pg. 196 Hiring process, App 6, pg. 171
	Faculty orientation plan	Self-Study	X		SS, Appendix 7 is the Faculty Orientation Handbook – includes faculty info and the orientation process – states CV, FQR and original transcripts required

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Faculty handbook	On-site	X		Appendix 7
	General faculty meeting minutes for last 3 years	On-site	X		In general minutes were present and student representation noted. In past year, faculty involvement much improved with evidence of data and discussion of program outcomes and a new SEP with action steps.
Faculty qualifications (Enclose a table that displays the following information):	Name of faculty	Self-Study	X		SP20 Faculty table document
	FTor PT(use FTE)	Self-Study	X		
	Academic Credentials	Self-Study	X		
	Institution granting degree	Self-Study		X	Need institution for all nursing degrees listed, not just initial
	Area of clinical expertise	Self-Study	X		Missing for Adjunct
	Area(s) of assignment	Self-Study	X		
	Licensure	Self-Study	X		
	Indicate degree plan and progress towards degree if applicable	Self-Study	X		
	List all faculty hire exceptions including course hired to teach	Self-Study	X		3 "Yes" responses in column for "Degree Plan or HE" – need to designate which it is
	Faculty file review	On-site	X		FQRs are present and orientation page is completed and signed on most; need updated licensure verification for two faculty
Preceptor qualifications and information (for current semester)	Preceptor criteria & selection	Self-Study	n/a		No preceptors used in ADN programs
	Preceptor job description	Self-Study			
	Identified roles of preceptors, faculty, and students	Self-Study			
	Preceptor orientation materials	Self-Study			
	Preceptor signatures showing date orientation completed	Self-Study/On-site			
	Name of preceptor and course with Prefix& number (NURS 1011)	Self-Study			
	Preceptor State of license &License number	Self-Study			
	Methods of contact between faculty & preceptor	Self-Study			

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Students 60-2-102 & 60-2-107					
Student policies: Provide written evidence of the following	Admission of generic, transfer, and articulation students	Self-Study Website	X		Found on website in student handbook section SHB, pg. 19
	Degree plan for each degree being granted	Self-Study	X		College catalog (CC), pg. 31 and on website NSHB, pg. 5-7
	Oral and written English proficiency	Self-Study	X		New policy added last fall after KSBN visit. Currently is an addendum to CC but will be added with printing this year. Admission requirements (website) for ADN show English comp I and II, or Public Speaking in lieu of Comp II as prerequisites, and they must pass with a C or better. Must also pass TEAS tests at a 60 or better.
	Readmission	Self-Study	X		Nursing Student HB (NSHB), pg. 19
	Progression	Self-Study	X		Nursing Student HB, pg. 11
	Counseling &guidance	Self-Study	X		CC, pg. 14; Appendix 10 https://www.donnelly.edu/students/counseling
	Student role versus employee role	Self-Study	X		NSHB, pg. 14 Also in clinical contracts
	Representation on faculty governance	Self-Study	X		NSHB, pg. 14
	Graduation	Self-Study	X		CC, pg. 24 and NSHB, pg. 12, 17
	Refund policies governing all fees and tuition paid by students	Self-Study	X		CC, pg. 24 (appendix 10)
	Ethical practices including recruitment, admission, and advertising	Self-Study	X		Website CC, pg. 3
	Information to any student who may be subject to licensure denial under K.S.A. 65-1120. (Must be provided prior to program admission)	Self-Study	X		NSHB, pg.16-17 and Appendix 10 (CC) To clarify statement, wording was added to the website to clarify that completion of degree does not guarantee licensure.

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Student Handbook	On-site	X		New SNHB will be printed in August for 20-21 year with new and updated policies currently in the Addendum to the SNHB Planning to add SNHB to the website for better availability of information.
Student support services	Description of student safety measures	Self-Study	X		Appendix 10 (CC) Website – safety report, code of conduct
	Description of student health services (available on-site or students have knowledge of available health services)	Self-Study	X		No on-campus health services but counseling office can provide list of available resources in the area – list provided to site visitors
Student records	Review student files	On-site	X		No current students – reviewed files for recent grads and for those dismissed from the program (4 students) for non-academic issues
Student documentation submitted to meet course objectives	Samples of completed student work for both theory and clinical courses (include observational and preceptor experiences)	On-Site	X		No observation or precepted experiences. Skills check lists and ATI test score were in several reviewed. Clinical eval and sim eval done online.
Curriculum **60-2-102, 60-2-104, & 60-2-105**					
Curriculum Requirements: Copy of current curriculum with date of last revision. Include:	Required non-nursing courses	Self-Study	X		CC, Appendix 10, pg. 31 NSHB, Appendix 9, pg. 7-8
	Required Nursing courses that includes course description, objectives, content outline and method of evaluation (include list of clinical facilities if applicable)	Self-Study Online in Canvas	X		NSHB, pg. 7-9 Course syllabi
	Credit hours for each non-nursing course	Self-Study	X		CC, Appendix 10, pg. 31
	Credit and clock hours for each nursing course (must equal or exceed 30 credit hours for RN programs and 15 credit hours for PN Programs)	Self-Study	X		Appendix 9 (NSHB), pg. 7-8 Appendix 10 (CC), pg. 48-50

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Identify clinical hours for combined nursing didactic and clinical courses	Self-Study	n/a		No combined courses
	List all clinical observation hours for each relevant course (cannot exceed 15% of total clinical hours/course) and objectives for clinical observation experiences (reflect observation rather than participation in nursing activities)	Self-Study	n/a		No observation hours
	List all preceptor hours for each relevant course. (cannot exceed 20% excluding capstone of total clinical hours/nursing program – does not apply to capstone course)	Self-Study	n/a		No preceptors utilized
	Testing process with test analysis and the written test procedure	Self-Study	X		Testing policy with test analysis process documented submitted to KSBN 11/22/19 and approved. Currently an addendum to the NFHB but will be added to new printing in Aug 2020. Tests are now being developed by faculty and ATI - no test banks being used
	Number of students per class	Self-Study	X		Limit is 15 ADN students per year; clinical ratio of no more than 1:10 maintained
	Clinical rotation schedules with responsible faculty listed – (evidence of 1:10 clinical faculty/student ratio – includes observational sites)	Self-Study	X		Addendum to SS – Med-Surg IV SS pg. 169
Curriculum includes the following:	Content in biological, physical, social, and behavioral sciences that provides a foundation for safe and effective nursing practice	Self-Study	X		Appendix 12; Catalog and SNHB list prereqs as Eng Comp I and II, general psych, pathophys, microbio and college algebra
	Art and science of nursing	Self-Study	X		NU 206, 208, 207, 209, 210, 211, 221, 222, 223
	Didactic content and clinical experiences to meet the objectives in curriculum table that follows	Self-Study	X		Appendix 12
Curriculum Table: Identify the nursing and non-nursing courses that	Aspects of a safe, effective care environment, including management of care, safety, and infection control	Self-Study	X		Appendix 12

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Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
contribute to the students' learning for these outcomes: For Registered Nurse (professional) Program:	Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	Self-Study	X		Appendix 12 – NU 130, 208, 207, 211, 223
	Psychosocial integrity, including coping, adaptation and psychosocial adaptation	Self-Study	X		Appendix 12 KSBN just approved a curriculum change to add Mental Health course in place of Community Health to meet more of psych/soc objectives at ADN level
	Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction of risk potential, physiological adaptation	Self-Study	X		Appendix 12 NU 208, 207, 209, 210, 211, 221
KSBN ADN Alignment	KSBN ADN alignment program outcomes included in curriculum, if applicable	Self-Study	X		NSHB, pg. 7
Curriculum changes	List current changes not requiring board approval that have occurred since last annual report submitted	Self-Study	X		Added Mental Health to replace current Community Health course; increased clinical credit hours for Med-Surg IV by 1 (and decreased MSIII by 1 cr hr)

Educational Facilities 60-2-106

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Description of facilities and tour	Classrooms, laboratories and conference rooms adequate in size, number, and type to accomplish student learning.	Self-Study & On-Site	X		Marian Hall (computer labs, resource room, study room, classrooms, sim lab, skills lab, faculty/Director offices, conference room). New DC building scheduled
	Faculty offices are adequate in size, number, and type to provide the facility with privacy in counseling students	Self-Study & On-Site	X		SS, pg. 14 Tour
	Secure space for student records	Self-Study & On-Site	X		Locked in files that are locked in DON office
	Technological resources are of sufficient quality and quantity to meet student learning needs and there is support available to student when accessing	Self-Study & On-Site	X		Multiple computer labs with sufficient space in one to test up to 25 students at a time – new computer space being added to allow for 6 ft. distancing
	Satellite program facilities		n/a		

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
	Other points of interest		X		Upgraded bathrooms, HVAC, study room, upgraded parking and blue safety phones; new building for DC admin, staff and students (tour) – when moved in, Marian Hall will be solely for nursing program
Library resources and tour	Library materials are of sufficient quality and quantity to meet student learning needs	Self-Study & On-Site	X		New library space will be in the new building available this fall. Study rooms and testing center available. Currently keep adequate online resources and the librarian is a good resource for nursing students (use CINAHL database)

Clinical Resources 60-2-105

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Written contractual agreements between the nursing education program and affiliating agencies	View current contracts with affiliating agencies for signatures. Ensure they are current and kept in nursing education program office	On-site	X		Signatures are present for current facilities
Clinical learning experiences and site are adequate	The number of affiliation agencies and types of patients are adequate to meeting curriculum objectives	Self-Study & On-site	X		SS pg. 14
	If more than one nursing program uses the same affiliating agency, the nursing program documents availability of appropriate learning experiences for all students	Self-Study & On-Site	X		Currently do mostly evening and weekend clinical and have not had issues working out times even when other programs use the same facility
	Each affiliating agency used for clinical instruction shall be staffed independently of student assignments	Self-study & On-Site	X		
	Tour selected clinical agencies to determine adequacy of facility to meet expected program and course objectives	On-Site	X		Due to COVID-19 pandemic, we did not go to clinical sites but did meet with 2 current clinical sites for PN and ADN. Positive response to DC from both sites (both mentioned past issues that now seem resolved and working much better)

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
Administrative Policies & Procedures 60-2-102, 60-2-103, &60-2-104					
Program NCLEX pass rates	NCLEX RN or PN Pass rates for the last 5 years (first time candidates)	Self-Study		X	2019 – first graduating class; first time pass rate was 60% (9/15) 4 more passed on second attempt. 2020 grads – only 1 has tested and passed
Financial support for nursing program	Audited nursing program fiscal report for the previous two (2) years including income and expenditures	Self-Study	X		Have a new Title V grant that has significant contribution to the nursing program. Tutoring support added.
	Budget procedures		X		DON is part of budget process
Advisory Committee	Review Advisory Committee minutes	On-Site	X		Advisory minutes were sparse and not consistent at last review. Since Sept. 2019, new DON has collected all Advisory minutes and has followed through with 2 more meetings with significantly higher participation from membership. Advisory is for both PN and ADN.
Meet with the following members of the educational institution to determine adequate support for nursing program	Administration	On-Site	X		See interview list – very strong support from President & Acad Dean – both exhibit new understanding and support of DON's plans and progress with nursing programs
	General education and required support course faculty	On-Site	X		See interview list – very involved general ed faculty – good collaboration with nursing faculty and director
	Support services	On-Site	X		See interview list
	Students	On-Site	X		No ADN students on campus – all have graduated. Did review exit surveys from 5 of 9 grads regarding program – all would recommend now that leadership has stabilized and faculty "seem more confident" and responsive.
Meet with the following members of selected affiliating	Chief Nursing Officer	On-Site	X		Zoom call w/ 2 clinical managers
	Staff RN's	On-Site			Not available for Zoom

Topic & Regulation	Supporting Information	Location	Met	Not Met	Comments
clinical agencies to determine adequacy of facility to meet expected program outcomes	Preceptors	On-Site	n/a		
	Individuals conducting observational experiences	On-Site	n/a		
Program Evaluation	Program Evaluation Plan developed with faculty along with evidence of data (collected, aggregated, trended and analyzed) and actions taken	Self-study/ On-site	X		New/updated PEP sent to KSBN Feb. 2020. Had consultant help get things up to speed for both nursing programs and to help with faculty understanding and analysis of the data and the plan. Has been updated with new data and analysis and has been reviewed with faculty (in minutes). Several action items noted
	Use of program evaluation data for ongoing program improvement	Self-study/ On-site	X		Opportunity for more specific actions to be outlined. Some still need evaluation on some measures. Pass rate below 80% benchmark for 1st grad class. 2nd class still pending.

Interviews conducted during site visit:

Administration:

    Monsignor Swetland, President

    Lisa Stoothoff, Vice President Academic and Student Affairs / Dean of the College

    Barney Barry, CFO, VP Finance

    Emily Buckley, VP Advancement

    Patty Palmietto, MSN, RN, Director of Nursing Department

Board of Trustees – Donnelly College:

Nestor Zuluaga, Chair	Bill Dunn
Jason Banks, Chair-Elect	Kathy O'Hara
Rachel Cruz, Immediate Past Chair	Bob Bartunek
Dean Hubbard (also on Advisory)	Judy Hemberger
Sr. Mary Teresa Morris (also on Advisory)	Dick Flannigan
Sr. Genevieve Robinson (also on Advisory)	David Mulvany
Andres Dominguez	

Support Services
Michael Pepple, Director of Financial Aid
Tyler Johnson, Library Director
Susan Lechliter, Director of Counseling Center and Liberal Arts Adjunct
Megan Jordan, Enrollment
Dr. Mary Pflanz, Director of Student Success

Advisory Committee Members: (19 Advisory members on committee)
Daniel Clayton, ATI
Karen LaMartina, JCCC ADN Program Director
Dr. John Pierce, physician in KC area
Michael Ballenger - Kindred
Stephanie McFarren - Kindred
Susan Andersen, KCKCC Nursing Program Director
Tyler Johnson, DC librarian
Nadine Parise, ATI
Christina Rudacille, JCCC PN Program Director
Rita Burnett, BOT member (private practice NP)
Judy Hemberger, BOT member, former CEO for SuviCa (pharma company)

General Education Faculty:
Gretchen Meinhardt, Asst. Professor – Director, Success First program
Richard Esvang, Assistant Professor - Public Speaking
Joe Multhauf, Assistant Professor - Biology
Ana Maradiaga, Assistant Professor - Chemistry, liberal arts & sciences
Melissa Lenos, Professor - English, Title V grant manager
Tyler Johnson, Librarian

Nursing Faculty: (DC has 15 FT faculty - nursing has 4 of those FT positions)

Ebony Kurtz, CPNP, MSN, RN – FT Asst. Professor (hired PT Spring 2019; FT in Fall19)
Cecilia Kroen, MHSA, BSN, RN – FT Asst. DON (hired PT May 2019; FT in Fall19)
Gabrielle Villalpondo, BSN, RN – FT Sim Lab Coordinator / faculty for PN (hired PT in Spring19; FT in Spr20)

<u>Students:</u>
5 (of 9 recent grads) - ADN graduation surveys reviewed for comments - graduates were not available at time of site visit

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Strengths identified:

1. Strong support from Administration, Board, community and students of the College for the nursing program(s)
2. Strong and experienced leadership of the Nursing Program Director
3. Resources for ADN program are strong: Remodeling of Marian Hall - nursing programs located here and will be a dedicated building by fall 2020, more computer labs to accommodate distancing requirements, more classrooms for the same, new Resource Center in nursing building
4. Simulation lab with a dedicated Simulation Coordinator - ability to video sims and use for debriefing/learning
5. Availability of nursing tutors
6. Supportive clinical sites (while available)
7. Location of the nursing program – serves a much-needed area of the city and has strong Mission & Vision for success – clinical sites like the diversity in the nursing students are the value that brings to their facilities
8. Good process to identify nursing program needs and to apply for grant funding
9. Use of complete ATI program with students - students voiced the value for them
10. Students all said they would recommend the program to others (through exit survey) - most indicated they would be interested in a RN-BSN program in the future; they like the flexibility of the evening/weekend program hours, the more recent responsiveness of the faculty and program director
11. Faculty development and training over the past year - has built confidence and collaboration for nursing faculty; faculty also have diversity and provide more representation of the student population; 4 of 5 FT faculty are continuing with programs for coming year
12. Advisory group has really "stepped up" since last assessment - verbal about support of the program and the progress that has been made in the past year.
13. Have a new system for college-wide evaluation which is streamlining the process – strategic plan has a 3-year cycle of evaluation for each program at the college. Completed year two with this process in place.
14. Offering ongoing classes /tutoring for ADN grads while waiting to take NCLEX – many delays in testing due to COVID-19 pandemic and testers are waiting significantly longer to test.

Opportunities for improvement:

1. Faculty table in self-study report needs information for all academic institutions attended for each degree
2. Add oral and written English proficiency policy to Nursing Student Handbook for clarity
3. NCLEX first time pass rate was below 75% for original group (9/15) but 4 passed on a 2nd attempt. Only one tester in 2nd group so far and graduate passed. Continue to monitor closely and provide support for graduates.
4. Program Evaluation Plan does show evidence of data collected, aggregated, trended and analyzed. This is a new, strong template developed with help of consultant. Consider stating more definitive actions to be taken to clearly reflect analysis.
5. Ensure all KSBN required information is in faculty files - process has improved greatly and all relevant information was present but still have some outdated license verifications - make sure orientation documents are complete and signed
6. Students verbalize (PN) significant reliance on program director for initial resolution of issues. Encourage use of written processes with faculty providing initial response.

Recommendations:

1. Continue to monitor NCLEX first time pass rates to ensure 75% or above.
2. Continue to monitor process to ensure faculty files contain all KSBN required (and current) information
3. Recommend continued conditional approval of the ADN program with permission to admit students again starting Spring 2021 with follow up site visit after next graduating class.

August 11, 2020   #155

Janelle Martin, MHSA, BSN, RN
Nursing Education Compliance Officer
Kansas State Board of Nursing
Landon State Office Building
900 SW Jackson, Suite 1051
Topeka, KS 66612-1230

Dear Janelle,

The Coffeyville Community College Nursing Program would like to request a major curriculum change related to incorporating IV therapy into our KSPN Core Curriculum approved June 2020.   In accordance with KAR 60-16-104 (b) we would like to include this material in the already approved NSPN 121 KSPN Nursing Care of Adults I and NSPN 126 KSPN Nursing Care of Adults I Clinical. If approved, this changes would take effect October 2020.

Submitted is a copy of the course descriptions and intravenous therapy objectives from the above listed courses and the change request form.

Sincerely,

Anastasia O'Connell, MSN, RN
Director of Nursing
Coffeyville Community College
anastasiao@coffeyville.edu
(620)252-7505

Major Curriculum Change Request
Kansas State Board of Nursing
60-2-104 (g) (1) (2) (3) - Prelicensure
Must be received by KSBN at least 30 days before the board meeting

#155

Date: ___August 11, 2020_____

Name of Program: ___Coffeyville Community College Nursing Program_____

Program Administrator ___Anastasia O'Connell, MSN, RN_____
including credentials:

Parent Institution: ___Coffeyville Community College_____

Address of Institution: ___700 Roosevelt_____

___Coffeyville, KS 67337_____

_____

Level of the Program
for which the change
Is being requested ___Practical Nursing Program_____

Briefly describe the
Change being requested: ___Adopt the IV Therapy content included in the KSPN Core
Curriculum for the 2020-2021 academic year.___

Action Taken

Education Committee Review _____
                                              Date

Action Taken: ☐ Approved   ☐ Not Approved   ☐ Deferred

Board of Nursing Review _____
                                              Date

Action Taken: ☐ Approved   ☐ Not Approved   ☐ Deferred

_____   _____
Nursing Education Compliance Officer   Date

Prelicensure Major Curriculum Change Request
60-2-104 (g) (1) (2) (3)

✓ **(1)** Any change in the plan of nursing curriculum organization involving:

    ☐ Philosophy

    ☐ Number of semesters of study

    ☐ Delivery method of nursing courses

(This includes things such as sequencing, learning methods, content areas, and resources.)

Provide:
- Written documentation that includes a comparison of old to new, this may be in the form of a table
- Address any changes needed in resources and the adequacy of resources, if resources are involved in the change

☐ **(2)** Any change in content requiring a change of clock–hours or credit hours in nursing courses

Provide:
- Rationale for the change
- Show faculty involvement in process –may use statements of support from faculty and/or evidence of understanding of the change
- A table that shows the differences between the old and new curriculum.
- Include single page course descriptions. **Do Not submit entire course syllabus**

☐ **(3)** Any change in the number of students to be admitted to the nursing education program

Provide:
- Statements of explanation from the program
- Facility letters which must include that they are aware of changes and the effect if any the change will have on the facility and the patients/clients and facility staff
- Reaffirm 1:10 clinical ratio by providing a working model of the clinical schedule
- Information that resources such as library, AV materials and equipment, laboratory, faculty, and support services are adequate

In making decisions concerning curriculum change requests, the Board of Nursing asks if the changes made are consistent with sound educational principles.

NSPN 121 - KSPN Nursing Care of Adults I

COURSE DESCRIPTION: This course focuses on the care of adult clients experiencing common medical/surgical health alterations with predictable outcomes. Emphasis is placed on the care of clients with alterations in cardiac output and tissue perfusion, oxygenation, regulation and metabolism, and integument. Principles of pre-and post-operative care and IV therapy are also addressed.

Intravenous Therapy
Unit Objectives:
A) Define intravenous fluid therapy (see definition in KAR 60-16-101)

(B) Outline the scope of practice of PNs (see description in KAR 60-16-102)

(C) Identify the different types of vascular access delivery devices.

(D) Discuss age-related considerations.

(E) Review the legal implications for intravenous fluid therapy.

(F) Review the anatomy and physiology of common sites used for intravenous fluid therapy

(G) Review fluid and electrolyte balance considerations that relate to intravenous fluid therapy.

(H) Identify infusion equipment used in intravenous fluid therapy.

(I) Review client care necessary to maintain patency of established intravenous lines.

(J) Review various types of infusion therapies and selection criteria for their use.***

(K) Contrast the various types of parenteral solutions and indications for each.

(L) Describe infection control and safety measures to be taken to prevent infection and infiltration.

(M) Describe site care and maintenance of various type of intravenous therapies.

(N) Describe the process for determining vascular access device selection and placement.

(O) Discuss the indications for the insertion of peripheral short catheters.

(P) Differentiate between central and peripheral vascular devices and their care.

(Q) Discuss administration, maintenance, and monitoring of existing central intravenous fluid therapy.

(R) Articulate documentation needed in relation to intravenous fluid therapy

Education 54

(S) Provide client education related to need for intravenous fluid therapy and client's role in maintaining patency and preventing infection.

NSPN 126 – KSPN Nursing Care of Adults I Clinical

COURSE DESCRIPTION: This course focuses on the care of adult clients with common medical/surgical health alterations. The clinical laboratory experience gives students the opportunity to apply theoretical concepts from Nursing Care of Adults I and implement safe client care in selected settings.

IV Therapy
Unit Objectives:

1. Demonstrate proper techniques for medication administration, maintenance, and monitoring of peripheral intravenous fluid therapy.

2. Demonstrate documentation related to intravenous fluid therapy

Major Curriculum Change Request
Kansas State Board of Nursing
60-2-104 (g) (1) (2) (3) - Prelicensure
Must be received by KSBN at least 30 days before the board meeting

#59

Date: _August 15, 2020_

Name of Program: _JCCC - PN_

Program Administrator
including credentials: _Christina Rudacille, MSN RN_

Parent Institution: _Johnson County Community College_

Address of Institution: _21201 W 152nd Street_

Olathe, KS 66061

Level of the Program
for which the change
Is being requested _First and Second Semester_

Briefly describe the
Change being requested: To include IV Therapy in the Practical Nursing program. To
begin in January 2021.

Action Taken

Education Committee Review _____
                                                         Date

Action Taken: ☐   Approved ☐   Not Approved ☐   Deferred

Board of Nursing Review _____
                                                         Date

Action Taken: ☐   Approved ☐   Not Approved ☐   Deferred

Education Specialist _____   Date _____

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Prelicensure Major Curriculum Change Request
60-2-104 (g) (1) (2) (3)

(1) Any change in the plan of nursing curriculum organization involving:

- ☐ Philosophy

- ☐ Number of semesters of study

- ☐ Delivery method of nursing courses

(This includes things such as sequencing, learning methods, content areas, and resources.)

Provide:
- Written documentation that includes a comparison of old to new, this may be in the form of a table
- Address any changes needed in resources and the adequacy of resources, if resources are involved in the change

☐ **(2)** Any change in content requiring a change of clock–hours or credit hours in nursing courses

Provide:
- Rationale for the change
- Show faculty involvement in process –may use statements of support from faculty and/or evidence of understanding of the change
- A table that shows the differences between the old and new curriculum.
- Include single page course descriptions. **Do Not** submit entire course syllabus

☐ **(3)** Any change in the number of students to be admitted to the nursing education program

Provide:
- Statements of explanation from the program
- Facility letters which must include that they are aware of changes and the effect if any the change will have on the facility and the patients/clients and facility staff
- Reaffirm 1:10 clinical ratio by providing a working model of the clinical schedule
- Information that resources such as library, AV materials and equipment, laboratory, faculty, and support services are adequate

In making decisions concerning curriculum change requests, the Board of Nursing asks if the changes made are consistent with sound educational principles.

Instructions

1. Complete page one. Pay particular attention to the section describing the change. This is usually used for the motion and should be written carefully.

2. On Page 2 indicate the revision requested.

3. If this change involves a new course, complete the curriculum revision or a course revision, including the following items:
   - Course title
   - Course objectives/outcomes
   - Sequence of the course
   - Major content outline
   - Clinical facility(ies) to be used
   - Course evaluation

4. Submit 4 paper copies of the request forms and all addenda on white paper, loose leaf and double-sided pages.

5. Major Curriculum Change Requests are reviewed by the Education Committee and Board of Nursing at their scheduled meetings. The request will be approved/not approved/deferred.

6. Following the Education Committee and Board review and action, a copy of the form will be returned to you indicating Board action.

7. The program must receive board approval before implementation.

8. Notify Education Specialist to request Word document version of this form to complete electronically, print and mail to KSBN with the requested information, if desired.

Johnson County Community College
Practical Nursing
KSPN Nursing Care of Adults I
Course Syllabus

Course Information:
Course Number and Title: PN 130 - KSPN Nursing Care of Adults I
Total Credit/Contact Hours: 4.00
Theory Credit/Contact Hours: 4.00

Course Description:
This course focuses on the care of adult clients experiencing common medical/surgical health alterations with predictable outcomes. Emphasis is placed on the care of clients with alterations in cardiac output and tissue perfusion, oxygenation, regulation and metabolism, and integument. Principles of pre-and post-operative care and IV therapy are also addressed.

Course Objectives:
1. Describe how to perform a focused assessment on adult clients with common alterations in health related to selected body systems.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for clients with commonly occurring health alterations that have predictable outcomes.
3. Describe the role of members of the health care team regarding caring for clients with commonly occurring health alterations that have predictable outcomes.
4. Apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition as it relates to adult clients with commonly occurring health alterations that have predictable outcomes.
5. Articulate verbal and nonverbal communication strategies that are used to promote caring, therapeutic relationships with clients and their families.
6. Describe how information technology is used to communicate with members of the health care team by accurately documenting client care in a secure and timely manner.
7. Describe the health education needs experienced by clients with commonly occurring health alterations that have predictable outcomes.
8. Describe strategies that provide quality care in a safe environment for clients, self, and others.
9. Discuss how organizational and time management skills are used when providing care to adult clients.
10. Describe the role of the practical nurse in maintaining personal and professional accountability for the delivery of standard-based, ethical and legal care to clients.

Course Outline
I. Alterations in Fluid and Electrolytes
    A. Recognize alterations in the laboratory values of urine osmolarity, and serum sodium, potassium, chloride, calcium, and phosphorus.
    B. Recognize clinical manifestations of fluid imbalances and alterations in sodium, potassium, chloride, calcium, and phosphorus
    C. Apply knowledge of pathophysiology when planning care for clients with alterations in fluid balance.
    D. Apply knowledge of pathophysiology when planning care for clients with alterations in sodium, potassium, chloride, calcium, and phosphorus.
    E. Identify priority actions for clients with an alteration in fluid balance or sodium, potassium, chloride, calcium, and phosphorus.

II. Alteration in Oxygenation
    A. Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in oxygenation.
    B. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in oxygenation.
    C. Identify priority actions for adults who have an alteration in oxygenation.

D. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in oxygenation.

E. Recognize alterations in pulse oximetry and other laboratory values related to alterations in oxygenation.

F. Discuss the correct use and functioning of therapeutic devices that support oxygenation.

G. Describe the role of the nurse in providing quality care to adults who have an alteration in oxygenation.

H. Identify health care education and safety needs for adults who have an alteration in oxygenation.
1. Health alteration/ Obstructive disorders (COPD- emphysema, chronic bronchitis; asthma; pulmonary embolism)
2. Health alteration/ Trauma related disorders (pneumothorax, hemothorax)
3. Health alteration/ Infectious & inflammatory disorders (bronchitis, pneumonia, influenza, tuberculosis)
4. Health alteration/ Abnormal cell proliferation disorders (laryngeal cancer, lung cancer)
5. Pharmacology/ Methylxanthines
6. Pharmacology/ Mast cell stabilizers
7. Pharmacology/ Anticholinergics (inhaled)
8. Pharmacology/ Leukotriene modifiers
9. Pharmacology/ Beta 2-adrenergic agonists
10. Pharmacology/ Antibiotics (penicillin, cephalosporins, tetracyclines, macrolides, fluoroquinolones, monobactams)
11. Pharmacology/ Bronchodilators
12. Pharmacology/ Expectorants & mucolytics
13. Pharmacology/ Antimycobacterial
14. Pharmacology/ Adult immunizations
15. Nutrition/ Diet for clients with nutritional deficit (high calorie, high protein diet with limitation of empty liquids)
16. Nutrition/ Diets for clients with dyspnea (soft diet, small frequent meals)
17. Nutrition/ Nutritional supplements (high calorie, low carbohydrate)

III. Alterations in Cardiac Output and Tissue Perfusion
A. Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in cardiac output and tissue perfusion.

B. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in cardiac output and tissue perfusion.

C. Identify priority actions for adults who have an alteration in cardiac output and tissue perfusion.

D. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in cardiac output and tissue perfusion.

E. Recognize alterations in laboratory values related to alterations in cardiac output and tissue perfusion.

F. Discuss the correct use and functioning of therapeutic devices that support cardiac output and tissue perfusion.

G. Describe the role of the nurse in providing quality care to adults who have an alteration in cardiac output and tissue perfusion.

H. Identify health care education and safety needs for adults who have an alteration in cardiac output and tissue perfusion.
1. Health Alterations/Electrical conduction disorders (dysrhythmias and electronic pacing)
2. Health Alterations/Infectious and inflammatory disorders (rheumatic/infective endocarditis, pericarditis, arteritis)
3. Health Alterations/Structural abnormality (Venous stasis, emboli, aneurysms, peripheral vascular disease peripheral arterial disease; valvular heart disease)
4. Health Alterations/Arterial pressure disorders (hypertension, shock (hemodynamic, septic, hypovolemic, anaphylactic))
5. Health Alterations/Ischemic disorders (angina, coronary artery disease, myocardial infarction)
6. Health Alterations/Decreased cardiac output disorders (heart failure, pulmonary edema)
7. Pharmacology/ Organic nitrates
8. Pharmacology/ Beta- and alpha-adrenergic blockers
9. Pharmacology/ Centrally acting alpha agents
10. Pharmacology/ Calcium channel blockers
11. Pharmacology/ Atropine

12. Pharmacology/ Antilipemic
13. Pharmacology/ Renin-angiotensin-aldosterone system (RAAS) inhibitors (ACE inhibitors, ARBs, angiotensin II receptor blockers, aldosterone antagonists)
14. Nutrition/ Dietary Approaches to Stop Hypertension (DASH) diet
15. Nutrition/ Therapeutic Lifestyle Changes (TLC) diet
16. Nutrition/ Diets rich in iron, Vitamin B12, and folic acid

IV. Alterations in Regulation and Metabolism
   A. Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in regulation and metabolism.
   B. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in regulation and metabolism.
   C. Identify priority actions for adults who have an alteration in regulation and metabolism.
   D. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in regulation and metabolism.
   E. Recognize alterations in laboratory values related to alterations in regulation and metabolism.
   F. Discuss the correct use and functioning of therapeutic devices that support regulation and metabolism.
   G. Describe the role of the nurse in providing quality care to adults who have an alteration in regulation and metabolism.
   H. Identify health care education and safety needs for adults who have an alteration in regulation and metabolism.
      1. Health Alterations/Adrenal disorders (Addison's disease/Cushing's disease, DI/SIADH, pituitary disorders)
      2. Health Alterations/Endocrine/exocrine disorders (diabetes mellitus, thyroid & parathyroid disorders)
      3. Pharmacology/ Thyroid hormones
      4. Pharmacology/ Thyrotropin-releasing hormone
      5. Pharmacology/ Thyroid hormone synthesis inhibitor
      6. Pharmacology/ Radioactive and nonradioactive iodine
      7. Pharmacology/ Insulins
      8. Pharmacology/ Oral hypoglycemic
      9. Pharmacology/ Glucagon
      10. Pharmacology/ Antidiuretic hormone preparation
      11. Pharmacology/ Posterior pituitary hormones
      12. Pharmacology/ Anterior pituitary hormones/growth hormones
      13. Pharmacology/ Glucocorticoid and mineralocorticoid hormones
      14. Nutrition/ Addison's diet (high calorie, high sodium, low potassium diet)

V. Alterations in Integument
   A. Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in integument.
   B. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in integument.
   C. Identify priority actions for adults who have an alteration in integument.
   D. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in integument.
   E. Recognize alterations in laboratory values related to alterations in integument.
   F. Discuss the correct use and functioning of therapeutic devices that support integument.
   G. Describe the role of the nurse in providing quality care to adults who have an alteration in integument.
   H. Identify health care education and safety needs for adults who have an alteration in integument.
      1. Health Alterations/Tissue injury disorders (pressure ulcers, burns)
      2. Health Alterations/Infectious and inflammatory disorders (cellulitis, herpes zoster)
      3. Health Alterations/Abnormal cell proliferation disorders (actinic keratosis, basal and squamous cell cancer, melanoma, dermatitis, psoriasis, skin infections/infestations)
      4. Pharmacology/ Sulfonamides
      5. Pharmacology/ Topical antibacterial (nitrofurazone)
      6. Pharmacology/ Topical chemotherapy

       7. Pharmacology/ Interferon
       8. Nutrition/ High calorie, high protein diet
       9. Nutrition/ Enteral nutrition
     10. Nutrition/ Nutritional supplements

VI.   Pre- and Postoperative Care
    A. Differentiate between the various phases of the surgical experience (pre, peri, and postoperative) and Identify the role of the nurse in each of these phases.
    B. List the responsibilities of the nurse when caring for a client in the immediate pre- and postoperative period.
    C. Differentiate between general and regional anesthesia and conscious sedation.
    D. Describe the impact drugs used during a surgical procedure can have on drugs given in the immediate postoperative period.
    E. Compare and contrast medications commonly given for postoperative pain, nausea, and vomiting.
    F. Discuss the legal and ethical issues related to ensuring informed consent.
    G. Discuss potential post-surgical and immobility complications and the nurses' role in preventing them (thromboemboli, pneumonia, atelectasis, wound infection, wound dehiscence and evisceration).
    H. Intervene to provide a safe environment for the surgical client.
       1. Health alterations/ Post surgical and immobility complications (thromboembolism, pneumonia, atelectasis, wound infection, wound dehiscence and evisceration)
       2. Pharmacology/ Postoperative pain: Opioid agonists
       3. Pharmacology/ Postoperative pain: Agonists-antagonists' opioids
       4. Pharmacology/ Postoperative pain: Opioid antagonists
       5. Pharmacology/ Postoperative nausea and vomiting: Serotonin antagonists
       6. Pharmacology/ Postoperative nausea and vomiting: Dopamine antagonists
       7. Pharmacology/ Postoperative nausea and vomiting: Anticholinergics
       8. Pharmacology/ Postoperative nausea and vomiting: Antihistamines

VII.   Intravenous Therapy
    A. Define intravenous fluid therapy (see definition in KAR 60-16-101)
    B. Outline the scope of practice of PNs (see description in KAR 60-16-102)
    C. Identify the different types of vascular access delivery devices.
    D. Discuss age-related considerations.
    E. Review the legal implications for intravenous fluid therapy.
    F. Review the anatomy and physiology of common sites used for intravenous fluid therapy
    G. Review fluid and electrolyte balance considerations that relate to intravenous fluid therapy.
    H. Identify infusion equipment used in intravenous fluid therapy.
    I. Review client care necessary to maintain patency of established intravenous lines.
    J. Review various types of infusion therapies and selection criteria for their use. ***
    K. Contrast the various types of parenteral solutions and indications for each.
    L. Describe infection control and safety measures to be taken to prevent infection and infiltration.
    M. Describe site care and maintenance of various type of intravenous therapies.
    N. Describe the process for determining vascular access device selection and placement.
    O. Discuss the indications for the insertion of peripheral short catheters.
    P. Differentiate between central and peripheral vascular devices and their care.
    Q. Discuss administration, maintenance, and monitoring of existing central intravenous fluid therapy.
    R. Articulate documentation needed in relation to intravenous fluid therapy
    S. Provide client education related to need for intravenous fluid therapy and client's role in maintaining patency and preventing infection.

Johnson County Community College
Practical Nursing
KSPN Nursing Care of Adults I Clinical
Course Syllabus

Course Information:
Course Number and Title: PN 132 - KSPN Nursing Care of Adults I Clinical
Total Credit/Contact Hours: 2.00
        Clinical Credit/Contact Hours: 2.00

Course Description:
This course focuses on the care of adult clients with common medical/surgical health alterations. The clinical laboratory experience gives students the opportunity to apply theoretical concepts from Nursing Care of Adults I and implement safe client care in selected settings.

Course Objectives:
1. Perform a focused assessment on adult clients differentiating between expected and unexpected findings.
2. Assist in developing an evidence-based plan of care that includes cultural, spiritual, and developmentally appropriate interventions related to health promotion and commonly occurring health alterations of adult clients who have predictable outcomes.
3. Participate as a member of the health care team and client advocate while providing quality care that promotes client safety for adults.
4. Apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition, as well as evidence-based practice, to the care of adult clients with commonly occurring health alterations who have predictable outcomes.
5. Use verbal and nonverbal communication that promotes therapeutic relationships with adult clients and their families, as well as professional relationships with members of the health care team.
6. Use information technology to access evidence-based literature as well as communicate with members of the health care team, accurately documenting client care in a secure and timely manner.
7. Participate in identifying the educational needs of adult clients and their families, as well as reinforcing education provided by members of the health care team.
8. Participate in quality improvement practices while reflecting on individual action to improve client outcomes.
9. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
10. Use organizational, time management, and priority-setting skills when providing care to adult clients.
11. Adhere to ethical, legal and professional standards while maintaining accountability and responsibility for the care provided to adult clients and their families.

Course Outline
I. IV Therapy
    a. Demonstrate proper techniques for medication administration, maintenance, and monitoring of peripheral intravenous fluid therapy.
    b. Demonstrate documentation related to intravenous fluid therapy

II. Provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health problems that have predictable outcomes.
    a. Perform a focused assessment on adult clients differentiating between expected and unexpected findings.
    b. Contribute to the development of an individualized relationship-centered plan of care for adult client(s).
    c. Provide culturally sensitive care to adults from diverse backgrounds.
    d. Identify opportunities for client advocacy.
    e. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with adult clients.
    f. Reinforce health-related education provided to adult clients.

III. Collaborate with the client and members of the interprofessional health care team to promote continuity of care and shared decision-making.

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a. Participate as a member of the interprofessional health care team.
b. Communicate client-related information to designated members of the healthcare team in a timely manner.
c. Collaborate with the healthcare team when a situation requires knowledge/actions beyond the expertise and scope of LPN practice.

IV. Use current evidence as a basis for nursing practice.
    a. Access evidence from credible resources.
    b. Utilize current evidence as a basis for nursing practice.

V. Use information and client care technology to support the delivery of safe, quality client care.
    a. Use information technology to communicate with other members of the health care team.
    b. Use information technology to securely and accurately document nursing care while monitoring client response.
    c. Use client care technology in a way that supports quality and safe processes of care.

VI. Participate in quality improvement practices evaluating their effect on client outcomes.
    a. Report concerns related to the quality of client care.
    b. Reflect on individual action necessary to provide quality care.

VII. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
    a. Report actual and potential safety risks to clients, self, and others in the health care environment.
    b. Implement actions that promote safe practice and a safe environment for clients, self, and others.
    c. Implement interventions consistent with the National Patient Safety Goals in selected settings.

VIII. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
    a. Practice nursing in accordance with the Kansas PN scope of practice as dictated by state's practical nursing regulations and statutes
    b. Use the Client Bill of Rights, and the Self Determination Act along with an established nursing code of ethics as a personal framework for practice.
    c. Maintain personal and professional accountability in the delivery of client care.
    d. Practice in accordance with institutional policies and procedures.

IX. Use leadership skills that support the provision and coordination of client care.
    a. Use organizational and time management when providing client care.
    b. Support assistive personnel with client care tasks.
    c. Supervise assistive personnel to whom tasks have been assigned.

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Advisory Council Meeting

April 3, 2018

JCCC Health Occupations & Practical Nursing Program

I.   Christina Rudacille (Director, Practical Nursing & HOC, JCCC) welcomed everyone to the Advisory
        Board Meeting and acknowledge the day and evening/weekend student representatives.

II.   Meeting Minutes from October 10, 2017 were approved with the addition of Tamela Shults
        (Assistant Professor) and Deborah Pockrandt (Assistant Professor) as being in attendance

III.   In Attendance:

        Stephanie Mahler—Nurse educator, Olathe Medical Services
        Melonie Godbold—Olathe Medical Services
        Karen Shaoul-Goodsom—HR Assistant for Brookdale Senior Living
        Samantha Clark—JCCC PN Alumni
        Samantha Bowlin—Director of Nursing, Olathe Good Samaritan Nursing Center
        Connie Reischman—Associate Professor of Health Occupations, JCCC
        Tim Allin—Executive Director, Aberdeen Village
        Peg Wessel, RN – Director of Nursing, Hillside Village
        Cindy Lewis, RN – In-Service Coordinator, Garden Terrace of Overland Park
        April Harper – Recruiter/PRN Pool Coordinator, Brookdale Senior Living Solutions
        Lucy Hood – Professor of Nursing, MidAmerica Nazarene University
        Tammy Shults—Assistant Professor, JCCC—Practical Nursing Program
        Debby Pockrandt—Assistant Professor, JCCC—Practical Nursing Program
        Ginny Radom – Professor, JCCC - Practical Nursing Program
        Adam Sherrill – Day Practical Nursing Student Representative – Class of 2017-2018
        Lisa Guthrie – Education Specialist, University of Kansas Health System
        David Luoma – Associate Professor, JCCC – Practical Nursing Program
        Kelli Kramer-Jackman – Program Director, Health/Human Services
        Chris Specht – Program Coordinator – AO-K Program
        Robin Wood– Evening/Weekend Student Representative – Class of 2017-2018
        Sydnee Edwards – Evening/Weekend Student Representative – Class of 2017-2018
        Amy Wharton—Day PN 2018 Student Representative—Class of 2017-2018
        Tammy Greathouse – Assistant Professor – JCCC – Practical Nursing Program
        Susan White, RN, BSN, MS – Director of Practical Nursing, KCK Community College
        Lindsey Marshall – Clinical Liaison, Continuing Care at Tallgrass Creek
        Kristen Toms – Nurse Educator, Olathe Medical Center
        Lenora Cook – Dean – JCCC - Healthcare, Public Safety & Wellness

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Not in attendance:

Corrine Gay – Director of Human Resources, Good Samaritan Nursing Center
Collen Duggan – Professor, JCCC – Register Nursing Program
Belinda Vierthalen – Director of GERTI, Evergreen Living Innovations
Matt Lewis, President & CEO, Village Shalom
Cathy Spears, Hoeger House
Chris Osborn, CEO, Evergreen Living Innovations
Angela Welch, Chief Nursing Officer, Rehabilitation Hospital of Overland Park
Mary Murray, Executive Director, Village St. Joseph
Debra Biehl, Executive Director, Garden Terrace at Overland Park
Kristen Barrett, CEO, Promise Hospital of Overland Park
Nakia Souder, Brookdale Rosehill HR Director

III.   **PN Program Report**

a.   Program Statistics---See attachment for statistics
  1. The day program began with 28 students and we currently have 23 students after some attrition from Foundations and MS I. They are on course to graduate in May 2018.
  2. The E/W program began with 24 students and after attrition we currently have 19 students. They are on course to graduate August 2018.

b.   Clinical Sites—We have enjoyed having the students at a variety of clinical sites this year. We have been to KU OB/PEDS clinics this spring and have been to many of their specialty clinics as well. We have gone to OMC for labor and delivery experience and are the only PN program that has clinical time for the Maternal-child course. We have enjoyed time at Promise Hospital and Rehab of Overland Park this spring. Many thanks to our clinical partners, we could not be as successful or do what we do in educating these students without all the efforts and willingness to work with each of you. So again, THANK YOU!

c.   NCLEX 2017 Pass Rates were reported at 93.88%

d.   IV Therapy Course---The course has been a great success! We have 10 students for our first course and they are ready to take their exam. Thanks again to our partner Olathe Medical Center in providing the clinical space to take our students to practice and get their needed experience for this course. We continue to have great interest in this course by the community and LPN's in our area. We will be looking to have our next course in the summer and hope to add a second cohort and an additional instructor.

IV.   **HOC Programs/High School Classes**

a. CNA Instructors—We need CNA instructors and would love to use some of your facility employees. It works well to have them teach our students and be able to work with them in

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JOHNSON COUNTY
COMMUNITY COLLEGE

the clinical role at the facility where they are employed. They need at least one year of long term care experience. If you have employees who would be interested in this opportunity, please pass along to them my contact information (Christina Rudacille).

b. Healthcare Challenge 1/9/2018 (David Luoma—Connie Reischman)—This was a great success and we had many positive comments from the high school students who attended. Many thanks to our volunteer students and faculty as well as the schools who came to join in on the fun. Amy Wharton shared about the excitement of the Healthcare Challenge and the fun the PN students had to inspire high school students to think about health care in the futures. We have a group returning to OHEC for a tour of the Sim lab and interaction with some of the mannikins during their visit. The next Health Care Challenge is scheduled for January 15, 2019.

c. Enrollment—We will be seeing the use of a waitlist for courses beginning soon thru Banner at JCCC. This will help to keep the CNA classes full.
   1) See attachment for Health Occupations Statistics
   2) See attachment for High School enrollment statistics

d. Clinical Sites Feedback—Again, a big THANK YOU for all your assistance and willingness to open your doors to our students. What feedback do you all have for us?

V. **Feedback from Clinical Facilities/Input from Members**

a. Observations of students and faculty
   1) Samantha Bowlin commented that the weekend program and CNA students were working well at Good Samaritan nursing facility and despite there being a lot of paperwork it has been a positive experience

   2) Peg Wessel commented that high school courses for CNA students were also positive and they enjoyed them being a part of the community

   3) Lisa Guthrie commented that they recently had a meeting with JCCC students, managers and HR personnel. She stated they had enjoyed having the students at KU Health System clinics and were eager to hire them. She gave some positive student and manager comments about the experience. Lisa also stated the HR managers gave the students resume tips, interview tips and encouraged the to apply at the end of April.

b. Employment opportunities—Job Fair on April 17Th at OHEC. Flyers will be e-mailed out to prospective participants. Judy Callahan (JCCC HOC manager) has employers come in and present to the CNA classes as they near the end of the course. They can come to OHEC to set up a table and talk with students too. FOOD helps! A career development meeting is scheduled for our current students next week. A skills list of noted abilities has been formulated for clinical facilities to understand the students' skill level.

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VI.   **Curricular Changes**

        a.   Core Curriculum Update

             1)   The core curriculum has been revised by an extensive committee for all PN programs in the State of Kansas. We have been an active part of this committee and given input and feedback to the partner organization ATI in revising this at the State level. All PN programs are required to adopt the new core curriculum including JCCC. The committee decided to add a leadership course as many of our graduates are being put into Charge nurse and even Director positions.

             2)   A lot of education regulations were changed by KSBN and IV Therapy got put on the back burner. The regulations have been written for IV Therapy and we are waiting for approval from the Attorney General.

             3)   One of the changes discussed is Pharmacology. Instead of having a specific Pharmacology class, we will have a Fundamentals of Pharmacology class. The first chapters of the Pharm book will be used for example, as to why things are called the way they are, etc. This will give the student a base for a strong foundation. This course will run in alignment with Foundations and it will also focus on medication administration, so the student understands not only how to pass a med, buy why they are doing it. Pharmacology will be integrated throughout every single course.

             4)   It is anticipated that JCCC will implement the new Core curriculum in June of 2019.

        b.   CNA Update—The CNA program is also in need of a curriculum update. We are working with KDADS and Betty Domer (Topeka) for this process.

VII.   **Equipment**

        a.   Equipment needs for programs—Geri manikins will be needed for skills practice; they are lightweight and easier to move when needed for various courses and groups for practice.

        b.   IV Equipment---we will be updating our IV equipment to coincide with our IV skills course and the potential for expanding this course to 20 students.

        c.   A/V Equipment for Skill Lab—We have put in a requisition for a remodel request in our skills lab. We hope to add A/V equipment to add to our skills space. This will enable review for student instruction and group scenarios when the simulation side is in use by other courses. We also desire to add a wall to the success center to separate the office space and form a better space for simulation debriefing.

VIII.   **Other Discussion**

        a.   Medical Terminology Update—this has been a positive optional course among students; we will look to make it a requirement before admission soon. This also helps the ESL students in all their courses.

b.   Second Day Cohort Update—we continue to have a desire among the community for a second day cohort; we are looking at the logistics of this possibility and will meet with Susan White (Director, KCKCC) to understand their second cohort logistics.

c.   PN Book Changes and Standardized Testing—we are moving to the e-book format (June 18) where we will use a bundle service to include Prep-U, a pharmacology app and additional resources. We will also be moving from Kaplan services to ATI for our standardized testing. We worked with them regarding the core curriculum changes and so it makes sense to continue to use their product for testing the curriculum.

d.   Admission requirements—We are looking to change our admission requirements with the goal of opening the program up to all who are willing to work hard to get here. We want to educate the individual to become a competent, caring nurse as our product. We are looking at the ACT becoming a part of the process but need to understand our community needs as some may not want to go on to attain the ADN program/progression to RN. We will continue interviews for the time being until we can look at behavioral test-taking. We will also add points for the applicant taking a medical terminology course. Other courses will also be given a score and point values added to score the applicant. We do not accept any grade below a "C" on pre-requisites.

e.   The question was raised if CNA's need medical terminology? The answer was "no" and they do not need this as a requirement. They need to be 16 years old, have a SSN, driver's license and take the accu-placer. This is in flux and changes cause us to reevaluate and rescore for accuracy. For immigrant applicants, they do need a visa and will still need a background check. There is legislation that LTC facilities will need to require a background check and drug testing for employees. This is standard for most facilities including being a part of our program requirements for students.

Christina Rudacille ended the meeting by thanking everyone for coming and encouraging them to eat more breakfast!

Introductions were made around the room.

Meeting was dismissed.

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Report to

Kansas State Board of Nursing

2020 Annual Nursing Program Reports Summary

September 15, 2020

Prepared by

Janelle B. Martin, MHSA, RN

KSBN Education Compliance Officer

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Admission Information:

Graduation Information:

Kansas RN Nursing Program Admission Information					
BSN Programs	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
Baker University	93	88	106	100	**100**
Benedictine College	25	26	25	32	**31**
Bethel College	79	52	58	65	**48**
Emporia State University	48	47	61	81	**91**
Fort Hays State University	62	48	58	52	**52**
Hesston College	21	21	52	53	**55**
Kansas Wesleyan University	12	5	4	5	**13**
MidAmerica Nazarene University	132	147	154	157	**160**
National American University - OP	27	31	49	43	**closed**
National American University - Wichita	14	13	7	9	**closed**
Newman University	56	56	66	63	**55**
Pittsburg State University	100	97	116	86	**86**
Rasmussen College		New	41	52	**42**
University of Kansas	104	104	126	126	**126**
University of St. Mary	72	66	54	64	**73**
Washburn University	135	156	152	152	**156**
Wichita State University	146	150	149	149	**149**
TOTAL BSN	**1126**	**1107**	**1278**	**1289**	**1237**

Note: National American University had no admits in the 2019-2020 academic year as they closed Kansas nursing programs at year-end 2019.

Kansas RN Nursing Program Admission Information

ADN Programs	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Barton County Community College	31	31	25	18	34
Butler County Community College	172	167	150	129	140
Cloud County Community College	34	38	50	51	42
Coffeyville Community College	17	15	16	24	24
Colby Community College	41	54	26	30	18
Dodge City Community College	50	56	48	48	37
Donnelly College			New	15	15
Ft. Scott Community College	47	50	41	52	58
Garden City Community College	30	20	27	34	34
Highland Community College Technical Center	20	20	20	25	23
Hutchinson Community College	77	80	88	90	83
Johnson County Community College	77	79	70	76	76
Kansas City Kansas Community College	125	125	123	48	82
Labette Community College	20	31	27	24	30
Manhattan Area Technical College	45	47	48	47	47
Neosho County Community College	130	132	126	133	109
North Central KS Technical College - Hays	30	32	31	30	30
Pratt Community College	47	26	0	27	20
Rasmussen College	75	69	144	195	194
Salina Area Technical College				New	16
Seward CCC Area Technical School	30	31	30	30	33
TOTAL ADN	**1098**	**1103**	**1090**	**1126**	**1145**
TOTAL of BSN and ADN Programs	**2224**	**2210**	**2368**	**2415**	**2382**

Kansas PN Nursing Program - Admission Information					
PN Program & First Year of Bi-Level	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Barton County Community College	41	43	26	27	**32**
Butler Community College	118	143	105	112	**111**
Coffeyville Community College	9	8	10	15	**18**
Colby Community College	58	37	44	40	**37**
Dodge City Community College	3	0	0	0	**0**
Donnelly College	51	60	34	47	**48**
Flint Hills Area Technical College	54	39	45	58	**50**
Garden City Community College	30	30	40	37	**37**
Highland Comm College Technical Center	40	36	29	21	**20**
Hutchinson Community College	105	106	107	106	**128**
Johnson County Community College	50	57	66	53	**54**
Kansas City KS Technical Education Center	63	85	65	62	**53**
Labette Community College	39	44	34	37	**31**
Manhattan Area Technical College	41	40	39	39	**35**
Neosho County Community College	105	102	95	94	**76**
North Central KS Technical College - Beloit	40	32	32	29	**21**
North Central KS Technical College - Hays	40	43	42	40	**40**
Pratt Community College	16	16	26	13	**15**
Salina Area Technical College			New	31	**39**
Seward CCC Area Technical School	31	25	32	30	**29**
Washburn Institute of Technology	82	61	80	80	**76**
WSU Tech	151	162	118	149	**157**
TOTAL	**1303**	**1257**	**1069**	**1120**	**1107**

Kansas APRN Nursing Program Admission Information					
APRN Programs	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
Fort Hays State University	0	23	17	27	40
MidAmerica Nazarene University				New	13
Pittsburg State University	16	21	28	32	37
University of Kansas	42	44	46	41	42
University of St. Mary			New	16	18
Washburn University	25	47	20	30	31
Wichita State University	30	10	13	10	13
TOTAL CNS, NP, NM Admissions	**113**	**145**	**124**	**156**	**194**

RNA Programs					
Newman University	22	23	21	21	21
University of Kansas	24	24	24	30	36
TOTAL RNA Admissions	**46**	**47**	**45**	**51**	**57**
TOTAL APRN Admissions	**159**	**192**	**169**	**207**	**251**

2020 Kansas RN Nursing Program Graduation Information

BSN Programs	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2019 Pass Rate*
Baker University	68	72	69	80	92	97.40%
Benedictine College	23	23	25	25	30	100.00%
Bethel College	45	30	14	30	21	89.66%
Emporia State University	32	27	46	38	45	97.44%
Fort Hays State University	40	48	41	44	44	82.35%
Hesston College			47	39	44	74.36%
Kansas Wesleyan University	7	0	2	2	4	100.00%
MidAmerica Nazarene University	103	113	133	151	148	93.33%
National American University - OP	21	21	15	15	15	81.48%
National American University - Wichita	11	4	7	6	6	combined w/ NAU-OP
Newman University	47	47	52	39	39	86.84%
Pittsburg State University	98	71	75	78	85	91.03%
Rasmussen College			0	4	30	93.75%
University of Kansas	100	100	99	123	118	83.74%
University of St. Mary	59	61	49	56	61	92.98%
Washburn University	136	136	127	149	128	89.78%
Wichita State University	159	111	183	136	132	87.77%
TOTAL BSN	**949**	**864**	**984**	**1015**	**1042**	**90.12%**

*National Pass Rate for First Time Test Takers in 2019 was 88.18%. Pass rates are calculated on Calendar year.

2020 Kansas RN Nursing Program Graduation Information

ADN Programs	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2019 Pass Rate*
Barton County Community College	25	19	24	17	17	92.31%
Butler Community College	122	122	117	123	118	87.83%
Cloud County Community College	30	31	27	29	31	82.14%
Coffeyville Community College	12	9	11	20	20	90.00%
Colby Community College	38	37	21	29	25	83.33%
Dodge City Community College	17	27	18	25	16	92.31%
Donnelly College			New	15	15	60.00%
Ft. Scott Community College	25	21	29	31	20	70.00%
Garden City Community College	24	15	23	31	32	74.19%
Highland Community College Technical Center	20	19	19	20	21	66.67%
Hutchinson Community College	69	71	80	81	70	83.08%
Johnson County Community College	64	70	64	50	53	98.00%
Kansas City Kansas Community College	128	128	126	94	66	79.79%
Labette Community College	17	27	25	20	29	100.00%
Manhattan Area Technical College	47	40	39	44	40	90.24%
Neosho County Community College	116	128	141	107	100	68.00%
North Central KS Technical College - Hays	26	30	26	28	27	96.43%
Pratt Community College	37	11	0	0	17	70.93%
Rasmussen College		31	46	57	118	76.83%
Salina Area Technical College				New	13	New
Seward CCC Area Technical School	30	30	29	30	29	74.07%
TOTAL ADN	1009	971	865	851	**877**	**81.81%**
TOTAL of BSN and ADN Programs	1958	1835	1849	1866	**1919**	**85.96%**

*National Pass Rate for RN 1st Time Test Takers, 2019 - 88.18%. All pass rates calculated on a Calendar Year.

2020 Kansas PN Nursing Programs - Graduation Information						
PN Program & First Year of Bi-Level	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2019 Pass Rate*
Barton County Community College	24	21	16	18	24	100.00%
Butler Community College	94	87	96	92	93	100.00%
Coffeyville Community College	6	5	5	10	14	100.00%
Colby Community College	39	34	33	30	38	96.43%
Dodge City Community College	0	3	1	1	0	no grads
Donnelly College	13	26	41	42	43	87.50%
Flint Hills Area Technical College	44	43	37	37	40	86.11%
Garden City Community College - PN	23	24	33	31	30	96.67%
Highland Comm College Technical Center	38	29	18	17	18	94.12%
Hutchinson Community College	47	66	54	54	45	90.91%
Johnson County Community College	35	42	41	47	39	95.83%
Kansas City KS Technical Education Center	57	49	54	47	59	91.49%
Labette Community College	49	25	21	28	29	100.00%
Manhattan Area Technical College	38	32	35	31	29	100.00%
Neosho County Community College	72	90	95	79	52	93.42%
North Central KS Technical College - Beloit	28	26	26	20	15	100.00%
North Central KS Technical College - Hays	31	33	39	37	33	92.31%
Pratt Community College	12	10	20	10	12	90.00%
Salina Area Technical College			New	28	27	80.00%
Seward CCC Area Technical School	26	25	27	26	24	100.00%
Washburn Institute of Technology	56	68	54	54	70	87.88%
Wichita Area Technical College	126	117	104	120	131	80.67%
TOTAL	977	938	850	859	865	93.49%

*National Pass Rate for PN 1st Time Test Takers, 2019 – 85.63%. All pass rates calculated on a Calendar Year.

Kansas Advance Practice Nursing Programs - Graduation Information					
APRN Program	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
Fort Hays State University	20	22	11	0	19
MidAmerica Nazarene University				New	0
Pittsburg State University	25	18	5	14	13
University of Kansas	68	28	7	6	10
University of St. Mary			New	0	0
Washburn University	16	39	24	13	18
Wichita State University	16	8	21	23	18
TOTAL APRN	**145**	**115**	**46**	**56**	**78**
RNA Programs	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
Newman University	23	22	21	23	23
University of Kansas	19	23	23	24	24
TOTAL RNA	**42**	**45**	**44**	**47**	**47**
TOTAL Advanced Practice	**187**	**160**	**90**	**103**	**125**

Kansas Nursing Program Faculty - All Programs**

July 1, 2019 – June 30, 2020

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Doctorate in Nursing	57	79	89	110	138
Doctorate	147	122	110	115	109
Doctor of Medicine				4	1
Masters in Nursing	582	591	527	550	585
Master in Other Field	37	34	27	25	28
Baccalaureate in Nursing	259	264	282	331	323
Baccalaureate in Other Field	5	5	6	1	3
Diploma/ADN	15	25	20	16	19
Non-nurse Faculty				35	28
Total Faculty	**1102**	**1120**	**1060**	**1187**	**1234**
Faculty Hire Exceptions	112	136	129	157	178
Faculty Degree Plans	83	127		107	98
Faculty FQRs Removed	140	169	158	195	136
Full-time Faculty				565	594
% Full Time Faculty				48%	48%
Part-Time Faculty				56	12
Adjunct Faculty				579	531
Contract Faculty				23	18

**Data obtained from 67 Nursing Program Annual Reports submitted to KSBN
Faculty may be represented twice if they teach in more than one program.

Student Attrition - Kansas Nursing Programs

2019-2020	PN	ADN	BSN	Total
Academic	173	150	108	435
Personal	50	61	41	152
Psycho-social	6	3	0	9
TOTAL	229	214	149	596
2018-2019	PN	ADN	BSN	Total
Academic	144	143	111	398
Personal	31	71	46	148
Psycho-social	8	6	3	17
TOTAL	183	220	160	563
2017-2018	PN	ADN	BSN	Total
Academic	152	165	124	441
Personal	48	61	57	166
Psycho-social	8	4	6	18
TOTAL	208	230	187	625
2016-2017	PN	ADN	BSN	Total
Academic	125	122	96	343
Personal	79	65	35	179
Psycho-social	3	3	5	11
TOTAL	207	190	136	533
2015-2016	PN	ADN	BSN	Total
Academic	147	118	115	380
Personal	37	70	39	146
Psycho-social	4	6	2	12
TOTAL	188	194	156	538

Student Articulation

The Baccalaureate (BSN) and Associate Degree Nursing (ADN) programs are required by regulation to have an articulation plan. Licensed nurses may articulate into the next level of nursing education - ADN or BSN

	2012	2013	2014	2015	2016	2017	2018	2019	2020
ADN Admitted	380	260	282	286	221	265	238	267	209
ADN Graduated	267	203	230	237	194	224	216	212	172
ADN Attrition								11	42
ADN Articulation Attrition Rate								4.1%	20.1%
BSN Admitted	61	45	41	58	37	31	51	16	19
BSN Graduated	24	23	25	30	28	3	12	4	12
BSN Attrition								2	6
BSN Articulation Attrition Rate								1.3%	31.6%

Kansas Undergraduate Nursing Programs Annual Report Data July 1, 2019- June 30, 2020						
BSN Program Data						
Program	Number Admissions Approved Annually	2019-2020 Admissions	2019-2020 Graduates	2019 NCLEX Pass Rate*	% FT Faculty**	% Attrition^
Baker University	120	100	92	97.40%	48.7%	14%
Benedictine College	36	31	30	100.00%	31.6%	0%
Bethel College	60	48	21	89.66%	50.0%	29%
Emporia State University	100	91	45	97.44%	60.0%	9%
Fort Hays State University	65	52	44	82.35%	72.0%	27%
Hesston College	56	55	44	74.36%	37.0%	24%
Kansas Wesleyan University	40	13	4	100.00%	60.0%	23%
MidAmerica Nazarene University	180	160	148	93.33%	18.2%	3%
National American University - OP		closed	15	81.48%	24.0%	
National American University -W		closed	6			
Newman University	120	55	39	86.84%	80.0%	27%
Pittsburg State University	95	86	85	91.03%	84.0%	1%
Rasmussen College	160	42	30	93.75%	42.6%	26%
University of Kansas	200	126	118	83.74%	45.3%	1%
University of St. Mary	74	73	61	92.98%	34.4%	8%
Washburn University	152	156	128	89.78%	34.6%	5%
Wichita State University	150	149	132	87.77%	63.6%	3%
Total BSN Programs	*1608*	**1237**	**1042**	90.12%	49.1%	13.3%
ADN Program Data						
Program	Number Admissions Approved Annually	2019-2020 Admissions	2019-2020 Graduates	2019 NCLEX Pass Rate*	% FT Faculty**	% Attrition^
Barton Community College	50	34	17	92.31%	70.0%	50%
Butler Community College	144	140	118	87.30%	41.7%	8%
Cloud County Community College	64	42	31	82.14%	45.5%	26%
Coffeyville Community College	24	24	20	90.00%	33.3%	17%
Colby Community College	100	18	25	83.33%	57.1%	17%
Dodge City Community College	50	37	16	92.31%	46.2%	19%
Donnelly College	15	15	15	60.00%	57.1%	0%
Ft. Scott Community College	80	58	20	70.00%	26.7%	7%
Garden City Community College	90	34	32	74.19%	100.0%	18%
Highland Community College	30	23	21	66.67%	18.2%	0%
Hutchinson Community College	100	83	70	83.08%	58.8%	12%

ADN Program Data

Program	Number Admissions Approved Annually	2019-2020 Admissions	2019-2020 Graduates	2019 NCLEX Pass Rate*	% FT Faculty**	% Attrition^
Johnson County Community College	95	76	53	98.00%	48.1%	20%
KC Kansas Community College	126	82	66	79.79%	75.0%	11%
Labette Community College	80	30	29	100.00%	71.4%	7%
Manhattan Area Technical College	48	47	40	90.24%	80.0%	15%
Neosho County Community College	136	109	100	68.00%	41.0%	33%
North Central KS Tech College-Hays	30	30	27	96.43%	42.9%	10%
Pratt Community College	180	20	17	70.83%	50.0%	25%
Rasmussen College	256	194	118	76.83%	30.8%	31%
Salina Area Technical College	32	16	13	New	75.0%	19%
Seward CCC Area Technical School	30	33	29	74.07%	83.3%	3%
Total ADN Programs	1760	**1145**	**877**	81.78%	54.86%	17%

PN Program Data

Program	Number Admissions Approved Annually	2019-2020 Admissions	2019-2020 Graduates	2019 NCLEX Pass Rate*	% FT Faculty**	% Attrition^
Barton County Community College	55	32	24	100.00%	70.0%	44%
Butler Community College (Bi-level)	112	111	93	100.00%	55.6%	9%
Coffeyville Community College	24	18	14	100.00%	33.3%	28%
Colby Community College	82	37	38	96.43%	44.4%	14%
Dodge City Community College (PN Opt Out Option)	0	0	0	no grads	37.5%	
Donnelly College	50	48	43	87.50%	44.4%	15%
Flint Hills Area Technical College	60	50	40	86.11%	60.0%	48%
Garden City Community College	90	37	30	96.67%	50.0%	27%
Highland Comm College Technical Center	40	20	18	94.12%	33.3%	20%
Hutchinson Community College	100	128	45	90.91%	71.4%	19%
Johnson County Community College	80	54	39	95.83%	26.3%	31%
Kansas City KS Technical Education Center	80	53	59	91.49%	73.3%	15%
Labette Community College (Bi-Level)	75	31	29	100.00%	66.7%	10%
Manhattan Area Technical College	60	35	29	100.00%	66.7%	23%
Neosho County Community College	120	76	52	93.42%	51.6%	58%
North Central KS Technical College-Beloit	40	21	15	100.00%	75.0%	33%
North Central KS Technical College - Hays	40	40	33	92.31%	75.0%	18%
Pratt Community College	70	15	12	90.00%	66.7%	0%

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PN Program Data						
Program	Number Admissions Approved Annually	2019-2020 Admissions	2019-2020 Graduates	2019 NCLEX Pass Rate*	% FT Faculty**	% Attrition^
Salina Area Technical College	40	39	27	80.00%	20.0%	31%
Seward CCC Area Technical School	30	29	24	100.00%	85.7%	21%
Washburn Institute of Technology	66	76	70	87.88%	60.0%	11%
WSU Tech	160	157	131	80.67%	38.5%	4%
Total PN Programs	1474	**1107**	**865**	93.49%	52.3%	23%

*NCLEX pass rates are reported on a Calendar Year - all other data is Fiscal Year 2019-20. Nat'l Average for 2019 - 88.18%

**Full-time faculty percentage below 35% is considered a potential Warning Sign in Program Evaluation

^Attrition rates based on the admits for the current year only for purposes of this report.

Kansas State Board of Nursing
Landon State Office building
900 SW Jackson, Ste 1051
Topeka, KS 66612-1230

Guidelines for Survey Visits of Nursing Programs

Preparing for the Survey Visit

Each nursing education program in Kansas is surveyed every five to 10 years, in accordance with the *Kansas Nurse Practice Act Statutes & Administrative Regulations.* Programs not accredited by a national agency will be visited every five years. Programs that have national accreditation will be visited with at least the frequency of the accrediting organization. Nursing program administrators may request that the KSBN survey visit and Accreditation survey visit be done as a joint survey visit for the mutual benefit of all parties.

Approximately six months before the survey visit, the nurse administrator of the program will be contacted by the Education Compliance Officer at the Kansas State Board of Nursing to begin the process of selecting a date. The guidelines for survey visits of nursing programs are mailed to the program to assist in preparation for the visit. There are also suggested guidelines available for joint survey visits if desired. All guidelines can also be found on the KSBN website in the Resource section for Program Administrators.
(https://ksbn.kansas.gov/administrator-resources/)

All survey visits will be planned as in person survey visits for initial program approvals, reapproval visits, or focus survey visits. However, survey visits may be done fully, or partially, as a virtual visit at the discretion of the Education Compliance Officer if there are circumstances beyond the control of KSBN agency or the nursing program being surveyed at the time of the scheduled survey visit. Nursing program administrators may still request the KSBN survey visit and Accreditation survey visit be done as a joint survey whether the visit is planned as an onsite visit or virtual visit.

All initial program approval site visits must have an onsite visit component prior to approval by the Board. [K.A.R. 60-2-101(c)] Focused site visits may be done as a virtual visit but may have an onsite component at the earliest possible time in order to complete the process for Board review. [K.A.R. 60-2-102 (e)(f)] Reapproval survey visits may be done entirely as virtual visits at the discretion of the Board reviewers after consultation with the program administrator.

A pre-visit self-study report is completed by the nursing education program and is used by the survey visitor(s) as one of the primary documents in the evaluation of the program. <u>At least 30 days prior to the survey visit</u>, the nurse administrator should submit an electronic copy of the self-evaluation report with supporting documentation to the Education Compliance Officer at the Board office via USB flash drive or by secure file transfer directly to the Education Compliance Officer.

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**If unable to provide all documentation electronically, please submit one printed copy of the self-study report, and all supporting documentation, to the KSBN office at least 30 days prior to the survey visit.

- For reapproval visits, the items to be included in the report are listed in the document **Documentation for Re-Approval of Nursing Programs.**
- For focused survey visits, the documentation needed for submission will be sent to the nursing program administrator at the time a focused visit is determined to be needed.

Self-Evaluation Report

The self-evaluation report applies to all survey visit whether in person or virtual and should be:
- Typed/word processed on 8 ½ x 11" document with 1" margins,
- Pages should be numbered, including any appendices, and
- A table of contents should be included for the report.
- Include a current copy of the parent institution's catalog or bulletin with the report.
- Also include a copy of the 1) college faculty handbook, 2) college student handbook, and 3) nursing program handbooks for faculty and students
- If report is not submitted electronically, then report should be 3-hole punched (binding is not necessary) and printed on one side only.

Document guidance for specific report items:

➢ **Faculty Table** (include the following information)
    Name
    FT or PT (use FTE)
    Date of Appointment
    Rank
    Bachelor's degree
        Institution Granting Degree
        Date
    Graduate Degrees
        Institution Granting Degree
        Date
    Area of Clinical Expertise
    Areas of Responsibility (academic teaching, clinical instructor, administration, other –use FTE)
    Licensure – state, license #
    Indicate degree plan if applicable and progress towards the degree
   Indicate if on a Hire Exception and the time period of the exception

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> ## Curriculum Table

Requirements 60-2-104 (c) Professional nursing programs	Courses in curriculum that meet requirements
• Aspects of safe, effective care environment, including the management of care, safety, and infection control	
• Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	
• Psychosocial integrity, including coping, adaptation, and psychosocial adaptation and	
• Physiological integrity, including basic care and comfort, pharmacology, parenteral therapies, reduction or risk potential and physiological adaptation	

Requirements 60-2-104 (d) Practical nursing programs	Courses in curriculum that meet requirements
• Aspects of safe, effective care environment, including the coordination of care, safety, and infection control	
• Health promotion and maintenance, including growth and development through the life span and prevention and early detection of disease	
• Psychosocial integrity, including coping, adaptation, and psychosocial adaptation and	
• Physiological integrity, including basic care and comfort, pharmacology, reduction or risk potential and physiological adaptation	

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If the survey visit is being conducted in conjunction with ACEN or CCNE, the report that is prepared for the accreditation visitors may be used in lieu of preparing a separate report. **Any Kansas Nurse Practice Act requirements that are not included in the ACEN or CCNE self-study should accompany the self- study in a separate document.**

Materials are provided to all KSBN survey visitors at least one (1) month prior to the visit. Therefore, it is important that all materials be received from the nursing program to the KSBN office no later than 30 days prior to the scheduled visit.

4
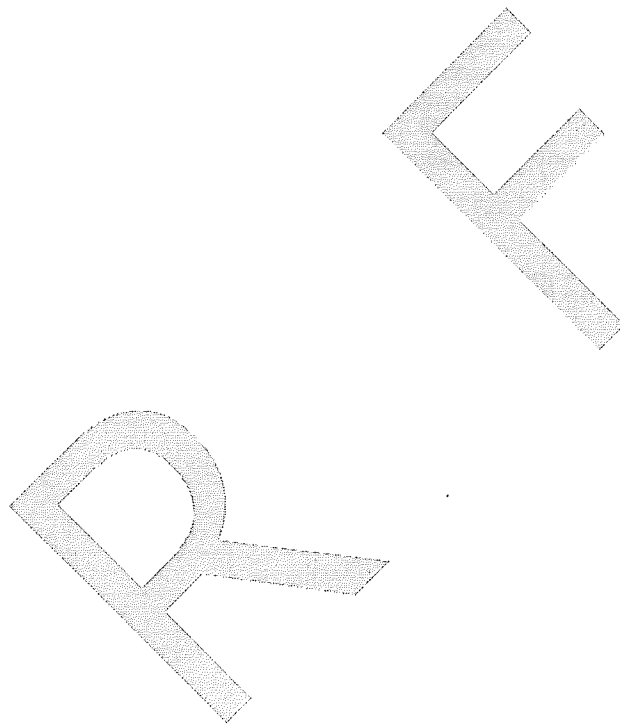
The Survey Visit

The survey visit is usually completed in one to two days, although this may vary for a large program of if there is more than one campus. Visits conducted in conjunction with ACEN or CCNE are usually conducted over a three-day period.

The nursing program prepares a tentative agenda for the visit and sends it to the Education Compliance Officer along with a copy of class, clinical laboratory, and clinical learning experience schedules available during the visit time at least four weeks prior to the scheduled visit. The agenda will be reviewed the first day with the nurse administrator. The agenda and suggested times serve as a guide for the visit.

All conferences may be done in person (onsite survey visit) or by interactive video application such as Zoom or WebEx (virtual visits). In the case of an entirely virtual visit, documents normally reviewed onsite will be requested by Education Compliance Officer and should be sent by secure electronic transmission.

Sample Agenda for Site Visits (Onsite and Virtual)

Day 1

- Conference with nurse administrator (Review Agenda) (15 minutes)
- Conference with Chief Executive Officer of the governing organization (30 minutes)
- Conference with other administrative persons – *may be arranged as a group* (30 minutes)
- Conference with support personnel (counseling, admission officer, financial aid officer) - *may be arranged as a group* (30 minutes)
- Conference with Librarian, tour of library (60 minutes)
- Meet with students – *as a group* (60 minutes)
- Tour educational facilities including learning resource center
- Document Review

Day 2
- Observe classroom activities
- Tour of clinical agencies
    - Conference with Nursing Service Representatives (time varies)
- Meet with Nursing Faculty (1 hour)
- Conference with General Education Faculty (30 minutes)
- Review student and faculty records
- Meet with members of the public / Advisory Council (30 minutes) – *if KSBN only visit, this may be a meeting with Advisory Council members only*
- Document Review
- Exit Interview (May be done on Day 3)

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<u>Day 3 (optional)</u>
- Visit off-site or satellite campuses
- Exit Interview

The program chairperson will discuss off-site visits with the Education Compliance Officer before the visit. The nurse administrator or designated personnel shall take the survey team to the nursing educational facilities, including satellite program facilities, library facilities, and clinical agencies.

The Education Compliance Officer will meet with the nurse administrator as necessary throughout the days of the site visit. Program administrator should be available as needed.

Clinical sites should have students present and prepared to meet with the survey visitors.

The order of the agenda may be rearranged if necessary. Times given are approximate.

The survey visitor(s) will need adequate time prior to and during the visit to review written materials/documents.

The following materials will need to be available to the surveyors during the visit: (same documents will be needed for review when a virtual survey visit is done in lieu of the onsite survey visit)

1. Faculty policy manual or other materials that indicate policies for faculty
2. Faculty committee bylaws and minutes for at least the three previous years
3. Course syllabi, including course outlines, class schedules, clinical schedules, and clinical rosters with name(s) of instructors
4. Samples of student projects or papers
5. Current clinical affiliation agreements
6. Job description for nursing faculty and nurse administrator
7. Institutional and nursing program faculty handbooks
8. Job description for preceptors and the preceptor orientation and training process and materials
9. Institutional and nursing program student handbooks
10. Student and faculty files
11. Clinical evaluation tools for all levels
12. A catalog or inventory list of laboratory, library, audiovisual, and computer assisted instructional holdings, with dates of publication and acquisition
13. Examples of exams at all levels and any policies or procedures related to testing
14. Advanced standing policies and related student advisement and articulation plan
15. Institutional and program accreditation status and date of last visit
16. Copy of the nursing education program's audited fiscal report covering the previous two years, including income and expenditures
17. Program evaluation plan and evidence of program effectiveness

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The Virtual Survey Visit

If the virtual survey visit is being done in lieu of, or as partial fulfillment of, an onsite survey visit, then the following additional guidelines will be in place:

- The self-study report (reapproval visit) or the plan of action / correction (focus visit) and supporting documentation will be used to prepare for the virtual visit. Same guidelines will apply to content and timing as they would for an onsite survey visit.

- As the Board surveyors prepare for the virtual visit, a list of additional documents will be requested. These would be documents that normally would be available onsite such as Advisory and faculty minutes, current clinical contract information, curriculum documentation, access to student files and student work, faculty file information, preceptor orientation documentation, etc.

  - KSBN will work with the schools in regard to the requested documentation. Schools can provide live links that allow access to websites / documents, upload documentation to an electronic database, use zip drives, OneDrive locations, or USB drive, or by virtual interactive access for confidential information.
  - We will ask that you de-identify any student documentation you send (to protect student privacy)

- The Nursing program administrator will still need to do a draft agenda for the online interviews that will be done via an online meeting source such as Zoom or WebEx. The nursing program will be responsible for setting up the meetings and distributing information to the appropriate parties after agenda approved by KSBN. All times are approximate, and time should be allowed between groups to allow for possible overage and site visitor breaks .
  - Conference with nurse administrator (Review Agenda) (15 minutes)
  - Conference with Chief Executive Officer of the governing organization (30 minutes)
  - Conference with other administrative persons – *may be arranged as a group* (30 minutes)
  - Conference with support personnel (counseling, admission officer, financial aid officer, librarian - *may be arranged as a group* (30 minutes)
  - Conference with Nursing Service Representatives for clinical sites (30 minutes)
  - Conference with Nursing Faculty (1 hour)
  - Conference with General Education Faculty (30 minutes)
  - Conference with Advisory Council members (30 minutes)
  - Conference with Students (30-60 min)
  - 30-minute collaboration break for survey team to meet and put together a summary for exit
  - Exit Interview (30 minutes)

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- Please allow extra time following the Exit Interview in case additional time is needed.

- Student feedback can be gathered via survey if students not available during the prescribed time. KSBN will send a link to the nursing program administrator who will be responsible for sending the link, with instructions to complete, via the student emails. Survey responses will not be individually identified for reporting purposes. Responses will go directly to KSBN and group feedback will be utilized for the final survey report.

- The nursing program should know by the end of the Exit Interview if an onsite follow-up will be needed for any reason prior to the final report being drafted for the Board. Reminder that an onsite visit will always be needed for an Initial Visit and for most focused survey visits.

Any questions regarding the onsite or virtual survey visits should be directed to the KSBN Nursing Education Compliance Officer.

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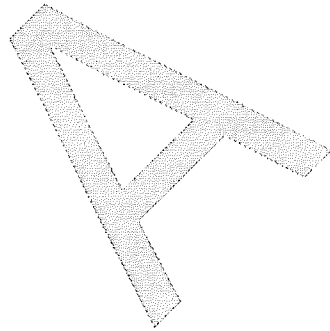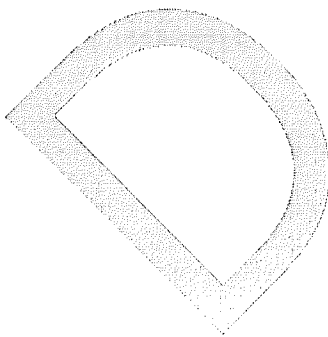
2020 Nursing & MHT Program Site Visits

Spring 2020	School	Level	Visitors	Comments
January 29-31, 2020	University of St. Mary	BSN Masters-FNP	Janelle Martin Christina Rudacille	w/ CCNE
February 25-26, 2020	Salina Area Tech College	PN	Janelle Martin Rebecca Sander	Follow up visit after 1st graduating class
April 8-9, 2020 Cancelled (COVID)	Kansas Wesleyan University	BSN	Janelle Martin Rebecca Sander	Spring 2020 from KSBN site visit report and Spring 2023 w/ nat'l accreditation
April 14-15, 2020 Cancelled (COVID)	Colby CC	ADN	Janelle Martin Patsy Zeller	Follow up to focus visit Feb 2019
April 21-22, 2020 Cancelled (COVID)	Donnelly College	PN	Janelle Martin Karen Kidder	2 yr reapproval visit per Board recomm. 6/2018
Fall 2020	**School**	**Level**	**Visitors**	**Comments**
July 15-16, 2020	Donnelly	PN and ADN	Janelle Martin Karen Kidder	PN reschedule from April 2020 and 1 yr follow up per Board for ADN
Oct. 6-7?	Colby CC	ADN	Janelle Martin Patsy Zeller	Rescheduled f/u focus visit to Feb 2019 site visit
September 23-24, 2020	Kansas Wesleyan	BSN	Janelle Martin Rebecca Sander	Rescheduled April 2020 KSBN site visit per 2018 site visit rpt recommendations
Oct 21-22, 2020	Seward CCC	ADN	Janelle Martin Rebecca Sander?	Focus visit for pass rates [reapproval visit w/ ACEN moved visit to fall 2021]
October 28-29, 2020	SATC	ADN	Janelle Martin Bernadette Fetterolf	Follow up visit after 1st graduation
November 3-4, 2020	Labette CC	ADN PN	Janelle Martin Karen Kidder	ACEN visit March 2021
November 10-11, 2020	Pratt CC	ADN	Janelle Martin Rebecca Sander	Follow-up visit – on conditional approval- check up on deficiencies from 2018 and pass rates

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2021 Nursing & MHT Program Site Visits

Spring 2021	School	Level	Visitors	Comments
Jan. 26-27	Johnson Co CC	PN	Janelle Martin	chg made for clinical schedule
Feb. 21	Baker University	BSN	Janelle Martin Karen Kidder?	w/ CCNE
May 2021	Newman	RNA		w/COA??
Feb 2021?	WSU Tech	PN	Janelle Martin	
April?	Osawatomie – Larned	LMHT	Janelle Martin Carol Moreland	After 1st graduation
Fall 2021	**School**	**Level**	**Visitors**	**Comments**
	Hesston College	BSN		w/ accred
Sept. 8-9 (need to confirm when closer to time)	Washburn Tech	PN	Janelle Martin	Chg requested due to loss of P.D.
ACEN schedule	KCKCC	ADN PN		w/ nat'l accreditation Follow up on focus visit 4/2018
ACEN schedule	Seward CCC	ADN		w/ ACEN (focus visit for pass rates and reapproval)
	Barton CC	PN		Or could do with ADN in Feb 2022??
	Garden City CC	ADN		
	Colby CC	PN		
	NCKT-Hays	ADN PN		w/ ACEN?

Petition for Permission to Test/Retest NCLEX Summary 5/15/20 through 8/14/20

Petitioner Name	NCLEX Test	Conditions applied to approval
Gertrude Amissah	PN	1) additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score
Kylie Engle	PN	1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class in all unsuccessful areas
Yvonne Kanyeria	PN	1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class in all unsuccessful areas
Martha Kamuri Price	RN	1) additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score

Petitioner Name	NCLEX Test	Conditions applied to approval
Tina (Asper) Reeves	RN	1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class in all unsuccessful areas
Bailee D Weilert	PN	1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class in all unsuccessful areas
Derek A. Wilson	RN	1) additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score

Petition for Permission to Test/Retest NCLEX Summary 5/15/20 through 8/14/20

Petitioner Name	NCLEX Test	Conditions applied to approval
Gertrude Amissah	PN	1) additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score
Kylie Engle	PN	1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class in all unsuccessful areas
Yvonne Kanyeria	PN	1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class in all unsuccessful areas
Martha Kamuri Price	RN	1) additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score

Petitioner Name	NCLEX Test	Conditions applied to approval
Tina (Asper) Reeves	RN	1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class in all unsuccessful areas
Bailee D Weilert	PN	1) additional 20 hours of study for each area on study plan 2) Total of 30 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score 4) Audit nursing class in all unsuccessful areas
Derek A. Wilson	RN	1) additional 10 hours of study for each area on study plan 2) Total of 15 hours of observational clinical for all unsuccessful areas on exam 3) Successful completion of formal Review Course with predictability score